



Southern Connecticut State University

**CCSAR – Center for Community
and School Action Research**

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Academic Year 2006-2007

SCSU Educator Preparation Program Evaluation

Clinical Field Experience Study

An Analysis of Student Responses

Fall 2006

Clinical Field Experience Study
An Analysis of Student Responses
SCSU School of Education – Fall 2006

Southern Connecticut State University's (SCSU) School of Education (SOE) distributed the *Clinical Field Experience Student Survey (CFESS)* in the fall of 2006 to candidates enrolled in education courses with a field placement component. The *CFESS* is a brief survey instrument designed to gather information about a candidate's field experience at each stage of his or her academic preparation. The opportunity to conduct fieldwork is provided to all candidates enrolled in an Educator Preparation Program, and is one of the requirements for successful completion of a certification program. Candidates are exposed to a variety of field experiences as they progress through the various levels of their program.

The purpose of this study is to learn about the quality of the field placement experiences provided to SCSU candidates and to ensure that these field experiences are productive and meaningful. The specific goals of this study are:

- to determine candidates' perceptions regarding their field placement experience at Gates 1, 2, 3, and overall;
- to determine if there is a difference in candidates' perceptions of their field experience between PDS schools and all other schools;
- to determine if SCSU candidates are conducting their field experience in diverse schools, e.g., rural, urban, etc., based on the ERG.

DEFINITIONS:

PDS Schools (Professional Development Schools): Conte West Hills, Edgewood Magnet, Jepson, Hillhouse High School, and Jerome Harrison

Partner Schools: Wintergreen, Katherine Brennan, Wilbur Cross High School, and Career High School.

ERG (Educational Reference Group) Developed by the Connecticut State Department of Education to compare groups of districts with similar characteristics such as median family income, level of parents' education and primary language other than English spoken in the home. In general, ERG A may be considered to include the state's wealthiest communities, while ERG I includes its poorest (including Connecticut's largest cities). Dr. Betty J. Sternberg, Commissioner of Education, from: http://www.state.ct.us/sde/Final_CMT_Newsrelease.pdf

Method

Participants

Five hundred one students completed the *CFESS* in the fall of 2006. Students were enrolled in a variety of courses and represented three different levels of progression: Gate 1, Gate 2, and Gate 3. **Table 1** shows the distribution of courses at each gate and the number of students enrolled in each course.

The respondents were predominantly female (76.3%), and enrolled in an undergraduate program (90.9%). Four hundred eighty respondents provided the certification program they were enrolled in: K-12 (n=95, 19.8 %), Early Childhood (n=42, 8.8%), Elementary Education (n=172, 35.8%), Secondary Education (n=118, 24.6)%, and Elementary/Special Education Collaborative (n= 53, 11.0%).

Table 1 - Distribution of Students at Each Gate and the Size of Each Sample

Gate 1		Gate 2		Gate 3	
No. of Students		No. of Students		No. of Students	
EDU 200	113	EDU 309	33	EDU 505	14
EDU 201	79	EDU 312	37	EDU 311	27
EDU 206	18	EDU 413	48	SED 435*	7
EXS 191	28	EXS 350	33	SED 449	16
SED 225	22	SED 235	8		
		SED 365	12		
		SED 435*	6		
Total	260		177		64
Percent	51.9%		35.3%		12.8%

* SED 435 Special Ed Program = Gate 2

* SED 435 Elementary/Special Ed Collaborative = Gate 3

Apparatus

Faculty members in the School of Education developed the *Clinical Field Experience Student Survey (CFESS)*. A request for the Student ID Number was added to this year's survey. Section A of the survey requests information about the course, level of education, ERG and type of school, certification program, gate, gender, and number of hours spent at the field site. Sections B-I of the survey ask candidates to respond to twenty-nine statements about their field experience using a five point Likert scale: **1=Strongly Disagree, 2=Disagree, 3=Not Sure, 4=Agree, and 5=Strongly Agree.** Section J contains one question requesting an estimation of how many students candidates tended to work with at the field site. The final section contains three open-ended questions used to gather additional information from candidates about their field experience. A reference sheet listing the ERGs and their corresponding towns was provided at the end of the survey. A copy of the survey is available in the Appendix section.

Procedure

The *CFESS* was distributed to candidates during class time by professors teaching the above listed courses (**Table 1**). These courses were identified for inclusion because each contained a field placement experience. Completed surveys were returned to Professor (SOE), Sharon Misasi, Ph.D. at the end of the fall 2006 semester. CCSAR staff conducted all statistical analyses. Four items, D07, H25, H26, and H27, were reverse scored (recoded) because agreement with these items reflected a negative opinion about the field placement experience.

Prior to conducting any statistical analyses, data were reviewed for errors and/or missing data. The evaluators checked each survey to ensure the following data were provided and stated correctly: (1) the name of the course currently enrolled in, and (2) the gate level of the course. These items were deemed critical to addressing the goals and purpose of the study and for maintaining the integrity of the data.

A frequency distribution was then computed for each survey item at every gate to show the distribution of candidates' responses by item. A mean score was also calculated for every survey item. Next, an overall survey mean score was calculated for each survey by summing all responses on the survey and obtaining an average (**Table 2**). The evaluators next reviewed data to see if there were differences in candidates' responses by type of school: Professional Development Schools (PDS) and Other Schools (**Table 5**). An overall mean score was calculated for each type of school and an independent samples t-test was conducted to determine if the differences were statistically significant. A frequency distribution was computed to learn the diversity of schools where students were completing their field experience (e.g., urban, suburban as defined by the ERG) at each gate (**Table 6**).

Results

Limitations

The number of hours candidates spent observing classrooms at a field site varied from 10 or less hours for 6 of the courses (24% of respondents), to 40 hours or more for 5 courses, (approx. 55% of respondents). Analysis were run by gate so responses of candidates observing less than 10 hours were combined with those candidates who spent approximately 40 hours at their field sites. Candidates with only 10 hours may not have similar perceptions of their experience as those who spent 40 hours observing. The courses where students averaged 40 hours or more were: EDU 200, EDU 201, EDU 206, EDU 413, and SED 449. The following courses averaged 10 or less hours of observation: EDU 505, EXS 191, EXS 350, SED 225, SED 365, and SED 435.

There is still some confusion among students about which gate they belong in, *"I don't know because I just learned about the gates this year (my junior year). I'm still not familiar with them."* CCSAR staff recoded many of the gate responses, based on information obtained from individual departments. This was particularly noted in: EDU 201, EDU 413, EXS 350, and SED 435.

With the addition of Student ID Numbers, CCSAR was able to track the number of students who were enrolled in more than one class with a clinical field experience in the fall of 2006. Student ID Numbers were provided by 415 (83%) of the respondents. Of these, 26 students were found to be enrolled in more than one class (typically an EDU and SED course) during the semester. For those enrolled in more than one field experience class, both responses were used in the analysis. A preliminary inspection showed that the same candidate provided different responses based on the class they were enrolled in.

Candidates' Overall Perception of Field Experience

Table 2 shows the distribution of mean scores for the twenty-nine survey items and the overall survey.

Gate 1

A total of 260 student surveys were reviewed to determine candidates' general perceptions of their field experience at Gate 1. The calculated overall survey mean score for this sample was 4.00, and individual candidates' overall survey means ranged from 1.81 to 4.86.

The distribution of mean scores for each survey item ranged from **3.57** to **4.56**. Item **D07 (recoded)** received the lowest mean score: *My field site did not lend itself to using informational and /or instructional technology* (M=3.57). Item **H24** received the highest mean score: *I feel that I am doing a good job at representing SCSU at my field site* (M=4.56). These results suggest that candidates' overall perceptions of their field experience at Gate 1 were fairly positive. Three items (in total) earned a mean score of less than 3.5 (3=Not Sure): items **D07 (recoded)**, **E14**: *I used to have more trouble than I have now in managing a group of students*, and **F20**: *The school faculty at my field site and SCSU faculty regularly communicated about me and/or field placements in general*.

Gate 2

A total of 177 candidates' surveys were reviewed to determine candidates' general perceptions of their field experience at Gate 2. The calculated overall survey mean score for this sample was 4.10, and individual candidates' overall survey means ranged from 2.90 to 4.86.

The distribution of mean scores for individual survey items ranged from **3.18** to **4.62**. Item **D07 (recoded)** received the lowest mean score (recoded): *My field site did not lend itself to using informational and/or instructional technology* (M=3.18). Item **B01** received the highest mean score: *I have applied knowledge that I have learned in my university course at my field site* (M=4.62). These results suggest that candidates' overall perceptions of their field experience at Gate 2 were fairly positive. Only Item **D07 (recoded)** earned a mean score of less than 3.5 (3=Not Sure).

Gate 3

A total of 64 candidates' surveys were reviewed to determine candidates' general perceptions of their field experience at Gate 3. The calculated overall survey mean score for this sample was 4.11, and individual candidates' overall survey means ranged from 3.31 to 4.83.

The distribution of mean scores for individual survey items ranged from **3.28** to **4.67**. Item **D07 (recoded)** received the lowest mean score (recoded): *My field site did not lend itself to using informational and/or instructional technology* (M=3.28). Item **H24** received the highest mean score: *I feel that I am doing a good job at representing SCSU at my field site* (M=4.67). These results suggest that candidates' overall perceptions of field experience at Gate 3 were fairly positive. Two items (in total) earned a mean score of less than 3.5 (3=Not Sure): items **D07 (recoded)**, and **I29**: *As a result of my field experience, I am familiar with the laws and regulations that impact teaching*.

Overall

A total of 501 candidates' surveys were reviewed to determine candidates' general perceptions of their field experience. The calculated overall survey mean score was 4.05, and individual candidates' overall survey means ranged from 1.81 to 4.86.

The distribution of mean scores for individual survey items ranged from **3.39** to **4.58**. Item **D07 (recoded)** received the lowest mean score: *My field site did not lend itself to using informational and/or instructional technology* (M=3.39). Item **H24** received the highest mean score: *I feel that I am doing a good job at representing SCSU at my field site* (M=4.58). These results suggest that candidates' overall perceptions of their field experiences were fairly positive. Only Item **D07 (recoded)** earned a mean score of less than 3.5 (3=Not Sure). A comparison of overall mean score in ascending order was also provided (**Table 3**). Recoded scores were used for this table.

Section J of the survey requested an estimation of how many classroom students, candidates tended to work with at the field site. The overall responses were as follows: *When I was given a responsibility at my field site, it tended to be to work with: one or two students* (14.0%), *a small group of students* (27.4%), *the whole class* (13.4%), or *all* (45.2%).

Table 2 – A Comparison of Recoded Mean Scores for the Twenty-nine Survey Items
 (Scale Range: 1=Strongly Disagree, 2=Disagree, 3=Not Sure, 4=Agree, 5=Strongly Agree)

	Mean Scores			
	Gate 1	Gate 2	Gate 3	Overall
	n=260	n=177	n=64	n=501
B 01	4.33	4.62	4.50	4.45
C 02	3.93	4.01	4.20	3.99
C 03	4.15	4.31	4.27	4.22
C 04	3.84	4.19	4.03	3.99
C 05	4.12	4.35	4.34	4.23
D 06	4.18	4.13	4.38	4.18
D 07*	3.57	3.18	3.28	3.39
D 08	3.58	4.07	4.05	3.82
E 09	4.38	4.45	4.42	4.41
E 10	4.05	3.97	3.89	4.00
E 11	4.23	4.28	4.31	4.26
E 12	3.63	3.91	3.98	3.78
E 13	4.06	4.23	4.21	4.13
E 14	3.30	3.76	3.78	3.52
F 15	4.47	4.41	4.42	4.44
F 16	4.12	4.13	4.08	4.12
F 17	3.94	4.28	4.30	4.11
F 18	3.90	4.23	4.28	4.06
F 19	4.18	4.10	4.20	4.15
F 20	3.40	3.71	3.63	3.54
F 21	4.30	4.06	4.12	4.19
F 22	4.50	4.47	4.52	4.49
G 23	4.24	3.81	4.02	4.06
H 24	4.56	4.58	4.67	4.58
H 25*	4.36	4.25	4.19	4.30
H 26*	4.29	4.38	4.54	4.35
H 27*	3.83	3.80	3.98	3.84
H 28	3.90	3.78	3.80	3.84
I 29	3.77	3.73	3.48	3.72
Overall	4.00	4.10	4.11	4.05

* Survey items were recoded in a positive direction

Table 3 – A Comparison of Recoded Mean Scores by Overall Mean Score, Ascending Order
 (Scale Range: 1=Strongly Disagree, 2=Disagree, 3=Not Sure, 4=Agree, 5=Strongly Agree)

Overall	Survey Items – by Overall Mean Score, Ascending Order	
4.58	H24	I feel that I did a good job representing SCSU at my field site.
4.49	F22	As a result of interacting with the students at my field site, I am developing the knowledge, skills, and dispositions related to becoming a good teacher.
4.45	B01	I have applied knowledge that I have learned in my university course at my field site.
4.44	F15	I feel that I “connected” with at least some of the students at my field site.
4.41	E09	As a result of my fieldwork experience, my competence as a teacher has greatly improved.
4.35	H26*	As a result of my field experience, I am rethinking whether I am suited for this profession.
4.30	H25*	This field experience did not have a meaningful impact on my skills as a teacher.
4.26	E11	I feel that that I am more prepared to enter into the profession than my peers who have not had a field experience such as mine.
4.23	C05	My field experience contributed to my ability to competently teach students from diverse ethnic or racial groups.
4.22	C03	My field experience contributed to my ability to make sure that male and female students equally benefit from my teaching.
4.19	F21	At my field site, at least one teacher explained to me decisions that he/she made during instructional time.
4.18	D06	I am prepared to use informational and/or instructional technology as an integral part of my teaching.
4.15	F19	I felt responsible at least in part for communicating to the classroom teacher the expectations of the course that was tied to my field experience.
4.13	E13	Thanks to my field experience, I now feel more prepared to handle a classroom on my own.

4.12	F16	The teacher and/or staff at my field experience encouraged and/or rewarded me when I displayed competence as a teacher.
4.11	F17	At least one SCSU faculty member encouraged me to talk about what I experienced at my field site.
4.06	F18	I felt comfortable turning to at least one SCSU faculty member when I had a concern about my field experience.
4.06	G23	At my field site, at least one teacher explained to me how he/she planned the lesson(s).
4.00	E10	The teacher(s) at my field experience inspired me to imitate him or her.
3.99	C02	My field experience contributed to my ability to competently teach students who are not typical students (e.g., special needs).
3.99	C04	My field experience contributed to my ability to competently teach students from low socioeconomic backgrounds.
3.84	H27*	When I was given a responsibility in the classroom, I felt uncertain at times about how to deal with that responsibility.
3.84	H28	Written reflections of my experiences at my field placement contributed to my development as a teacher.
3.82	D08	I am able to explain why a task I was given to do at my field site did not go as planned.
3.78	E12	SCSU faculty inspires me to imitate them.
3.54	F20	The school faculty at my field site and SCSU faculty regularly communicated about me and/or field placements in general.
3.52	E14	I used to have more trouble than I have now in managing a group of students.
3.39	D07*	My field site did not lend itself to using informational and/or instructional technology.
4.05	Overall Survey Mean Score	

* Survey items were recoded in a positive direction

Based on input from CCSAR staff, Sharon Misasi, and Nancy Marano a preliminary alignment of the *CFESS* items (B1 – I29) was made with the ten competency areas of the Interstate New Teachers Assessment and Support Consortium (INTASC) Standards with which SAILS, the SCSU School of Education Conceptual Framework, has also been aligned with.

Table 4 - Mean Scores for each INTASC Standard/Competency Area
(Scale Range: 1=Strongly Disagree, 2=Disagree, 3=Not Sure, 4=Agree, 5=Strongly Agree)

INTASC Standards & SAILS (SOE Conceptual Framework)	Mean Scores
Scholarship	4.12
1. Knowledge of Subject Matter, B1	4.45
2. Knowledge of Human Development and Learning, C2-C5	4.11
3. Instruction is Adapted to Meet Diverse Learners	
4. Use of Multiple Instructional Strategies and Resources, D6-D8	3.80
Attitudes and Dispositions	4.07
5. An Effective Learning Environment is Created, E9-E14	4.02
6. Effective Communication to Foster Inquiry and Collaboration, F15-F22	4.14
7. Lesson Planning, G23	4.06
8. Assessment of Student Learning to Improve Teaching	
Integrity	4.18
9. Reflection and Professional Development, H24-H28	4.18
Leadership / Service	3.72
10. Partnerships with School and Community, I29	3.72

Differences between Professional Development Schools (PDS) and all Other Schools

PDS Schools: Conte West Hills, Edgewood Magnet, Jepson, Hillhouse High School, and Jerome Harrison

Table 5 - A Comparison of Overall Survey Mean Scores by Type of School
(Scale Range: 1=Strongly Disagree, 2=Disagree, 3=Not Sure, 4=Agree, 5=Strongly Agree)

Type of School	Number of Surveys	Overall Mean Score	High Mean Score	Low Mean Score
PDS	60	4.11	4.72	3.36
Other Schools	374	4.05	4.86	1.81
Type not Given	67			
Total:	501			

An independent samples t-test was conducted to evaluate if the perception of candidates who had their field experience placement in a PDS school was different from those in Other School placements. The standard t-test was not significant, $t(431) = 1.145$; $p = 0.25$, and the t-test for unequal variances, $t(85.23) = 1.252$; $p = 0.21$. The 95% confidence interval for the difference in means ranged from -0.045 to 0.169.

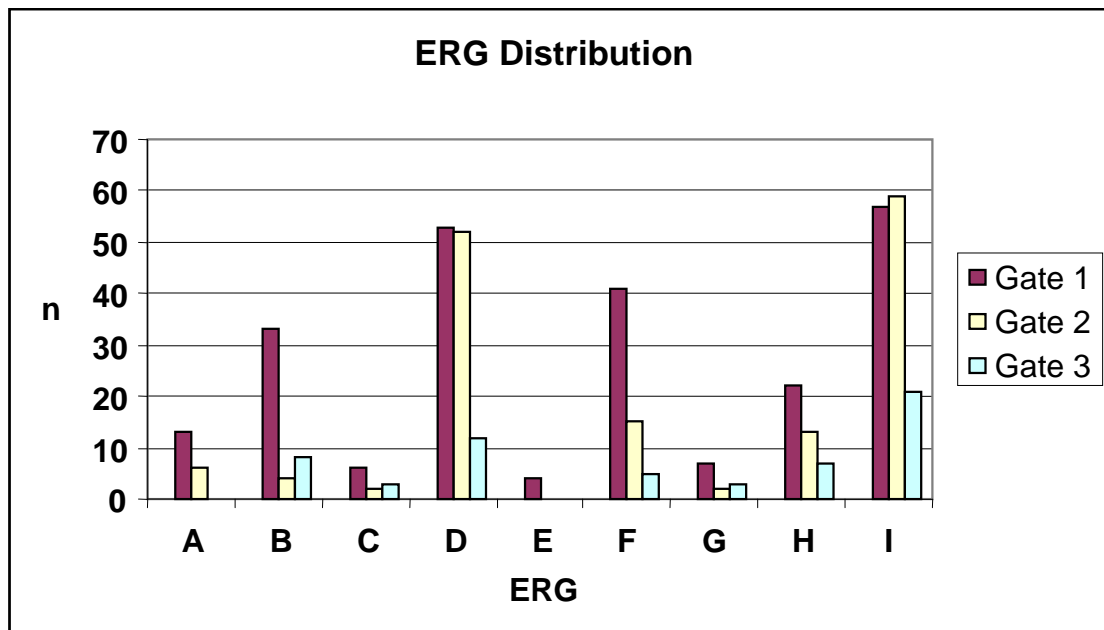
Distribution of Students Based on Educational Reference Group (ERG)

Educational Reference Groups were developed by the Connecticut State Department of Education to compare groups of districts with similar characteristics such as median family income, level of parents’ education and primary language other than English spoken in the home. In general, ERG A may be considered to include the state’s wealthiest communities, while ERG I includes its poorest.

Schools in which candidates conducted their field placement experiences were grouped together by ERG to determine the diversity of candidates’ field placement experiences. **Table 6** lists the number of candidates who were placed in a particular reference group by virtue of their field placement site.

Table 6- Frequency of Field Placements by ERG

ERG	Total	Gate 1	Gate 2	Gate 3
A	19	13	6	0
B	45	33	4	8
C	11	6	2	3
D	117	53	52	12
E	4	4	0	0
F	61	41	15	5
G	12	7	2	3
H	42	22	13	7
I	137	57	59	21
Not Given	53	24	24	5
Total n:	501	260	177	64



Qualitative Findings

To gain a fuller understanding of the clinical field experience, candidates were asked to respond to three open-ended questions.

1. How have you grown as an educator as a result of your experiences in your fieldwork placement? What specific experience(s) contributed in a meaningful way to your growth?

A majority of the candidates felt that they had grown as an educator, that the experience had been meaningful, and reassured them *“that being a teacher is what I really want to do.”* Overall, the experience made them *“more aware of what it takes, and is involved in, becoming an effective teacher”* and gave them *“more respect for the job.”* The overall experience made them feel more comfortable, competent, and capable in the classroom.

The candidates found the observations beneficial in many ways. *“It isn’t a mystery how a classroom runs anymore.”* They were able to watch different classroom management strategies and become *“more aware of how to handle a classroom”* and felt that their *“classroom management skills are better”* because of it. They became *“more aware of different instructional strategies, teaching methods, and student needs”* and saw the necessity of *“adjusting or adapting instruction and curriculum to individual needs”*. They were also *“able to see how the classroom was set up”* and *“learned what makes a difference in the classroom such as management, environment you create, and assessment techniques.”*

When students were given the opportunity to work with, and “connect” with, the classroom students they saw *“how they learn,” “how to interact with them,”* and felt more knowledgeable about different age groups and developmental stages. They had a *“stronger and clearer view of what to expect from the students.”*

Candidates in upper level courses had more opportunity to create and give lessons, and were provided with the chance to *“do some assessment”* and *“to provide remediation.”* They found this experience particularly helpful.

2. What have you learned about working with diverse learners as a result of your experience in your fieldwork placement?

The field experience candidates overwhelmingly agreed that *“all students learn on different levels,”* that *“there are no stereotypical behaviors,”* that *“a good teacher has to be aware of every student's individuality,”* *“know who your students are and where they come from,”* and that *“you must adapt to your environment and be able to teach to a degree of different learners.”*

To accommodate all learners, a teacher must learn *“how to accommodate diverse learners”* by making instructional modifications based on the needs of the classroom.

These modifications include: the “*need to incorporate many different teaching strategies (multiple intelligence approach),*” “*teach[ing] a lesson a few different ways...(oral, visual and hands-on),*” taking “*into account linguistic and cultural characteristics...and respect [the students’] backgrounds,*” and even repeating the lesson several times. A good teacher must also be able to “*incorporate the classroom diversity into lessons.*”

In addition, the SCSU candidates mentioned some of the characteristics they felt a good teacher needed to work with diverse learners. They felt that “*it is hard work, very challenging to meet all the classes’ needs,*” and that they need to “*be more patient and sensitive, be open minded.*”

3. What additional experience would have made your fieldwork placement more beneficial?

Most of the candidates were very pleased with their experience, “*I would not change anything.*” They were “*very satisfied,*” found the experience “*very beneficial*” and felt that it had “*the desired effect.*”

The candidates would like to have more time available to them so that they can “*be more involved.*” They want “*less observing and more teaching.*” If more time had been either required of the experience, or available in their personal schedules, the candidates would have liked the opportunity to revise the scheduling of their observation time. They would prefer to be “*spending a whole day instead of only a couple of hours,*” to be “*going different days of the week,*” and would like to be able to “*switch classrooms (and schools) ... to compare and contrast different styles of teaching.*”

The candidates also want more communication with both the cooperating teacher and their SCSU professor. They felt that “*if [the cooperating] teacher had explained more about her lesson plans to me,*” and “*provided more feedback on how I was doing*” then the placement would have been more beneficial. They wanted to know more about what was expected of them in their field experience placement and they wanted the university to be more involved in the placements.

Summary and Discussion

In both the quantitative and qualitative responses, the field experience was found to be worthwhile and meaningful by most of the candidates (overall means: **Gate 1 (M=4.00), Gate 2 (M=4.10), Gate 3 (M=4.11)**). Overall, the experience made them “*more aware of what it takes, and is involved in, becoming an effective teacher.*”

The survey items with the highest overall mean scores reflect candidates’ satisfaction with “the knowledge, skills, and dispositions,” and the reward of “connecting with the students,” that was gained during their field placement. Survey item H24 had a high mean score at Gate 1 (M = 4.56) and Gate 3 (M=4.67). Survey item B01 had the highest mean score at Gate 2 (M=4.62). Item H24 was the next highest (M=4.58). The survey items with the highest overall mean scores were:

- **H24:** *I feel that I am doing a good job at representing SCSU at my field site*
- **F22:** *As a result of interacting with the students at my field site, I am developing the knowledge, skills, and dispositions related to becoming a good teacher*
- **B01:** *I have applied knowledge that I have learned in my university course at my field site*
- **F15:** *I feel that I “connected” with at least some of the students at my field site*
- **E09:** *As a result of my fieldwork experience, my competence as a teacher has greatly improved.*

The survey item with the lowest overall mean score was consistent across the program, D07 (recoded), [Gate 1 (M=3.57), Gate 2 (M=3.18), Gate 3 (M=3.28)]. Technology does not appear to be readily available at placements, and there continues to be concern about classroom management skills - the candidates felt that they had improved but also would like, and need, more help with their classroom management abilities. As also noted in the qualitative responses, communication between students and faculty could be improved. The survey items with the lowest overall mean scores were:

- **D07 (recoded):** *My field site did not lend itself to using informational and/or instructional technology*
- **E14:** *I used to have more trouble than I have now in managing a group of students of classroom*
- **F20:** *The school faculty at my field site and SCSU faculty regularly communicate about me and/or field placements in general.*

Southern Connecticut State University
Clinical Field Experience Student Survey

Directions: Please base your response on your most **recent/current** field experience. Choose only **ONE** experience to discuss. Please select only **ONE** response for each item below.

Student ID Number (an 8 Digit number): _____	
A1 - I am completing this survey in this course:	A5 - Location of my field experience:
<input type="radio"/> EDU 200 <input type="radio"/> EDU 201 <input type="radio"/> EDU 206 <input type="radio"/> EDU 309 <input type="radio"/> EDU 311 <input type="radio"/> EDU 312 <input type="radio"/> EDU 413 <input type="radio"/> EDU 491 <input type="radio"/> EDU 493 <input type="radio"/> EDU 497 <input type="radio"/> EDU 498 <input type="radio"/> EXS 191 <input type="radio"/> EXS 291 <input type="radio"/> EXS 350 <input type="radio"/> EXS 394 <input type="radio"/> EXS 483 <input type="radio"/> EXS 493 <input type="radio"/> EXS 495 <input type="radio"/> SED 225 <input type="radio"/> SED 235 <input type="radio"/> SED 325 <input type="radio"/> SED 365 <input type="radio"/> SED 435 <input type="radio"/> SED 449 <input type="radio"/> SED 536 <input type="radio"/> Other: _____	<i>Please select ERG from the list on page 4.</i> 1. ERG: ①A ②B ③C ④D ⑤E ⑥F ⑦G ⑧H ⑨I 2. Type of School: PDS: ① Edgewood ② Jepson ③ Conte-West Hills ④ Jerome Harrison ⑤ Hillhouse High Partner: ⑥ Wintergreen ⑦ Katherine Brennan ⑧ Wilbur Cross High ⑨ Hill Regional Career High ⑩ Other: _____
A2 - I am at gate:	<input type="radio"/> Gate 1 <input type="radio"/> Gate 2 <input type="radio"/> Gate 3 A6 - I am pursuing certification in this area: <input type="radio"/> K – 12 <input type="radio"/> Early Childhood <input type="radio"/> Elementary Ed <input type="radio"/> Secondary Ed <input type="radio"/> Elementary/Special Ed Collaborative
A3 - I am:	<input type="radio"/> Female <input type="radio"/> Male A7 - I have spent about the following number of hours at the field site:
A4 - I am:	<input type="radio"/> an undergraduate student <input type="radio"/> a graduate student

Scale: SD=Strongly Disagree D=Disagree NS=Not Sure A=Agree SA=Strongly Agree

		<u>SD</u>	<u>D</u>	<u>NS</u>	<u>A</u>	<u>SA</u>
B1	I have applied knowledge that I have learned in my university course at my field site.					
C2	My field experience contributed to my ability to competently teach students who are not typical students (e.g., special needs).					
C3	My field experience contributed to my ability to make sure that male and female students equally benefit from my teaching.					
C4	My field experience contributed to my ability to competently teach students from low socioeconomic backgrounds.					
C5	My field experience contributed to my ability to competently teach students from diverse ethnic or racial groups.					
D6	I am prepared to use informational and/or instructional technology as an integral part of my teaching.					
D7	My field site did not lend itself to using informational and/or instructional technology.					
D8	I am able to explain why a task I was given to do at my field site did not go as planned.					
E9	As a result of my fieldwork experience, my competence as a teacher has greatly improved.					

Scale: SD=Strongly Disagree D=Disagree NS=Not Sure A=Agree SA=Strongly Agree

		<u>SD</u>	<u>D</u>	<u>NS</u>	<u>A</u>	<u>SA</u>
E10	The teacher(s) at my field experience inspired me to imitate him or her.					
E11	I feel that that I am more prepared to enter into the profession than my peers who have not had a field experience such as mine.					
E12	SCSU faculty members inspire me to imitate them.					
E13	Thanks to my field experience, I now feel more prepared to handle a classroom on my own.					
E14	I used to have more trouble than I have now in managing a group of students.					
F15	I feel that I “connected” with at least some of the students at my field site.					
F16	The teacher and/or staff at my field experience encouraged and/or rewarded me when I displayed competence as a teacher.					
F17	At least one SCSU faculty member encouraged me to talk about what I experienced at my field site.					
F18	I felt comfortable communicating with at least one SCSU faculty member when I had a concern about my field experience.					
F19	I felt responsible for communicating to the classroom teacher the expectations of the course that was tied to my field experience.					
F20	The school faculty at my field site and SCSU faculty regularly communicated about me and/or field placements in general.					
F21	At my field site, at least one teacher explained to me decisions that he/she made during instructional time.					
F22	As a result of interacting with the students at my field site, I am developing the knowledge, skills, and dispositions related to becoming a good teacher.					
G23	At my field site, at least one teacher explained to me how he/she planned the lesson(s).					
H24	I feel that I did a good job representing SCSU at my field site.					
H25	This field experience did not have a meaningful impact on my skills as a teacher.					
H26	As a result of my field experience, I am rethinking whether I am suited for this profession.					
H27	When I was given a responsibility in the classroom, I felt uncertain at times about how to deal with that responsibility.					
H28	Written reflections of my experiences at my field placement contributed to my development as a teacher.					
I29	As a result of my field experience, I am familiar with the laws and regulations that impact teaching.					

	When I was given a responsibility at my field site, it tended to be to work with:
J1	① one or two students ② a small group of students ③ the whole class ④ all

ERG's: Education Reference Groups, 1996

To assist in reporting and analyzing school district data, the State Department of Education developed Education Reference Groups (ERGs), which are designed to compare groups of districts that have similar characteristics.

Group A:

Avon, Darien, Easton, New Canaan, Redding, Ridgefield, Simsbury, Weston, Westport, Wilton, Woodbridge, Reg Dist 9

Group B:

Bethel, Brookfield, Cheshire, Fairfield, Farmington, Glastonbury, Granby, Greenwich, Guilford, Madison, Marlborough, Monroe, New Fairfield, Newtown, Orange, South Windsor, Trumbull, West Hartford, Reg Dist 5

Group C:

Andover, Barkhamsted, Bethany, Bolton, Bozrah, Canton, Cornwall, Deep River, East Granby, Ellington, Essex, Hebron, Ledyard, Litchfield, Mansfield, New Hartford, Oxford, Pomfret, Preston, Salem, Salisbury, Sherman, Somers, Suffield, Westbrook, Willington, Woodstock, Reg Dist 4, Reg Dist 6, Reg Dist 7, Reg Dist 8, Reg Dist 10, Reg Dist 13, Reg Dist 14, Reg Dist 15, Reg Dist 17, Reg Dist 18, Reg Dist 19

Group D:

Berlin, Branford, Clinton, Colchester, Columbia, East Hampton, East Lyme, Hamden, Newington, New Milford, North Branford, North Haven, Old Saybrook, Rocky Hill, Shelton, Southington, Tolland, Watertown, Wethersfield, Windsor, Reg Dist 12

Group E:

Ashford, Brooklyn, Canaan, Canterbury, Chester, Colebrook, Coventry, Cromwell, Eastford, East Haddam, Franklin, Hampton, Hartland, Kent, Lebanon, Lisbon, Norfolk, North Stonington, Portland, Scotland, Sharon, Union, Reg Dist 1, Reg Dist 11, Reg Dist 16, Woodstock Academy

Group F:

Bloomfield, Enfield, Groton, Manchester, Milford, Montville, Naugatuck, Seymour, Stonington, Stratford, Torrington, Vernon, Wallingford, Waterford, Windsor Locks, Wolcott

Group G:

Chaplin, East Haven, East Windsor, Griswold, North Canaan, Plainfield, Plainville, Plymouth, Sprague, Stafford, Sterling, Thomaston, Thompson, Voluntown, Winchester, Gilbert School

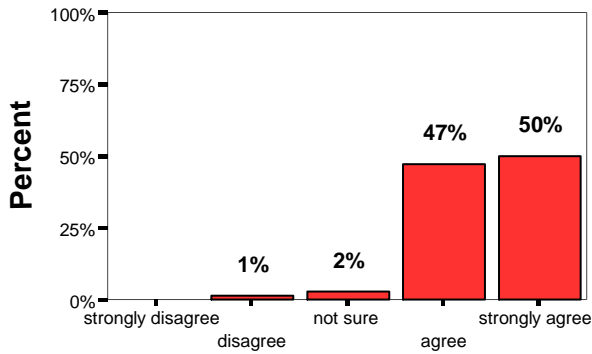
Group H:

Ansonia, Bristol, Danbury, Derby, East Hartford, Killingly, Meriden, Middletown, Norwalk, Norwich, Putnam, Stamford, West Haven, Norwich Free Academy

Group I:

Bridport, Hartford, New Britain, New Haven, New London, Waterbury, Windham

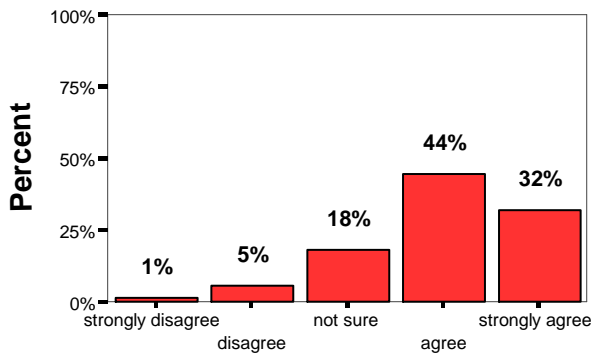
B1. I have applied knowledge that I have learned in my university course at my field site.



Bars show percents

B1

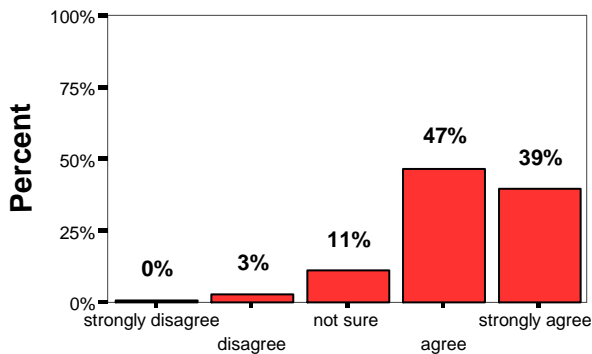
C2. My field experience contributed to my ability to competently teach students who are not typical students (e.g., special needs).



Bars show percents

C2

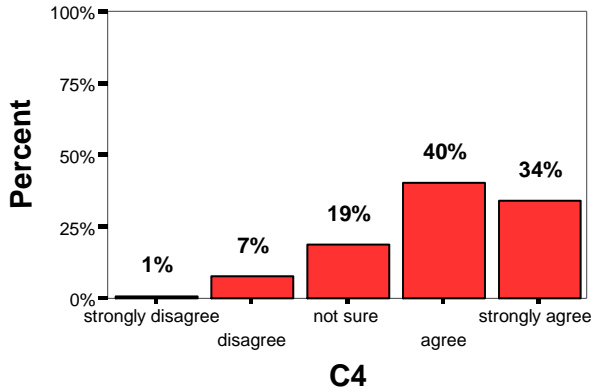
C3. My field experience contributed to my ability to make sure that male and female students equally benefit from my teaching.



Bars show percents

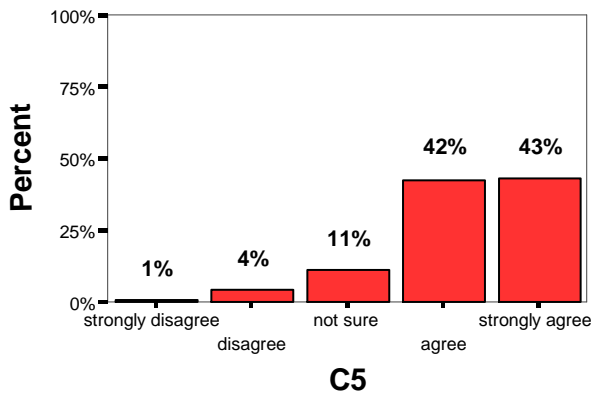
C3

C4. My field experience contributed to my ability to competently teach students from low socioeconomic backgrounds.



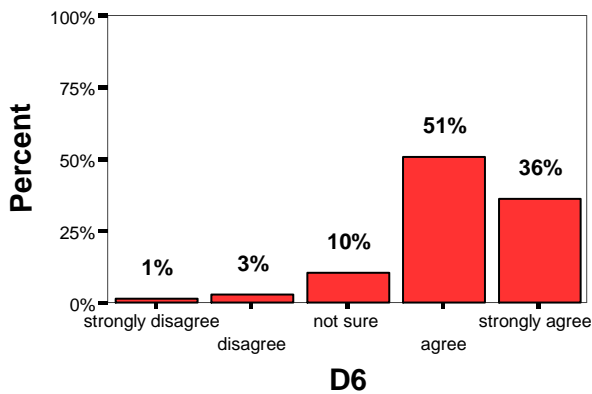
Bars show percents

C5. My field experience contributed to my ability to competently teach students from diverse ethnic or racial groups.



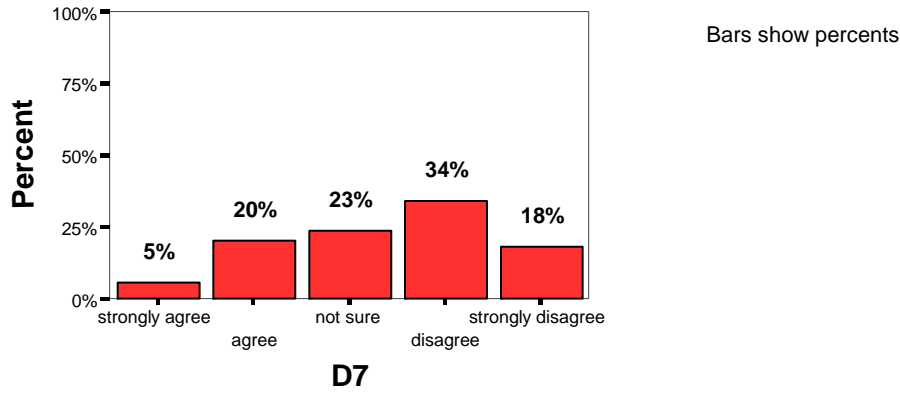
Bars show percents

D6. I am prepared to use informational and/or instructional technology as an integral part of my teaching.

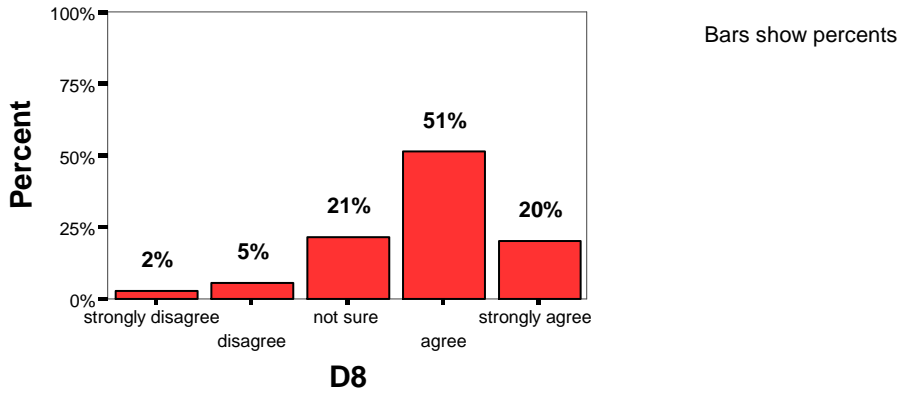


Bars show percents

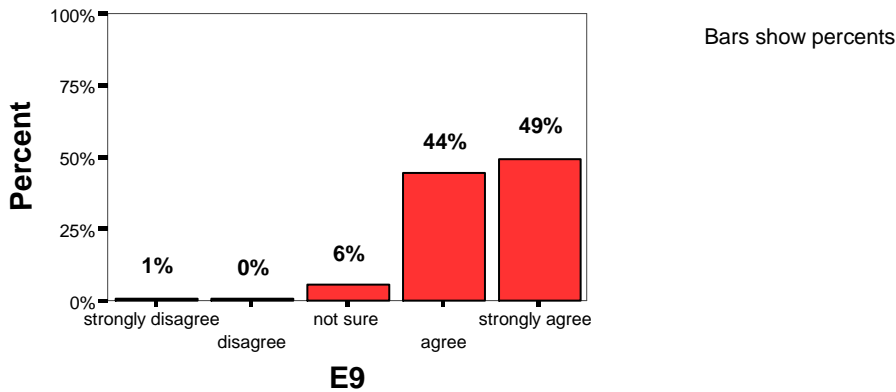
D7. My field site did not lend itself to using informational and/or instructional technology



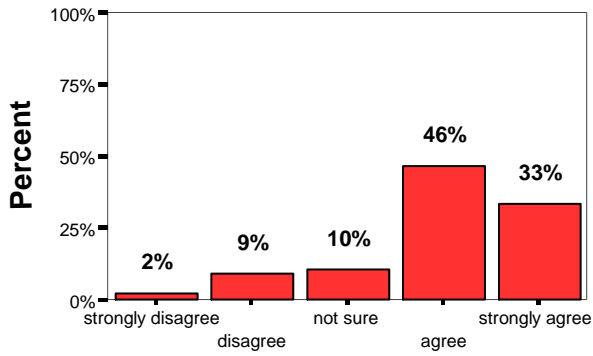
D8. I am able to explain why a task I was given to do at my field site did not go as planned.



E9. As a result of my fieldwork experience, my competence as a teacher has greatly improved.



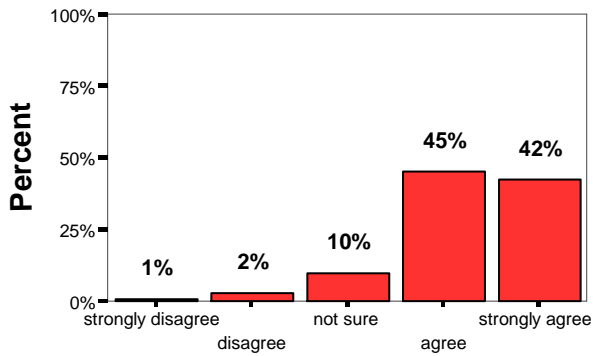
E10. The teacher(s) at my field experience inspired me to imitate him or her.



Bars show percents

E10

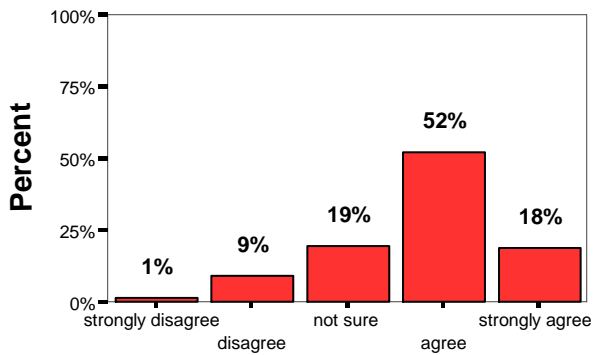
E11. I feel that that I am more prepared to enter into the profession than my peers who have not had a field experience such as mine.



Bars show percents

E11

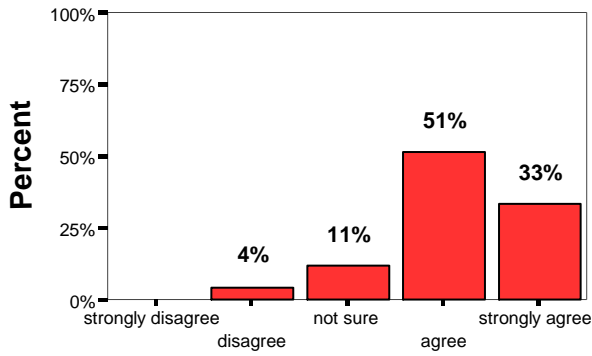
E12. SCSU faculty members inspire me to imitate them.



Bars show percents

E12

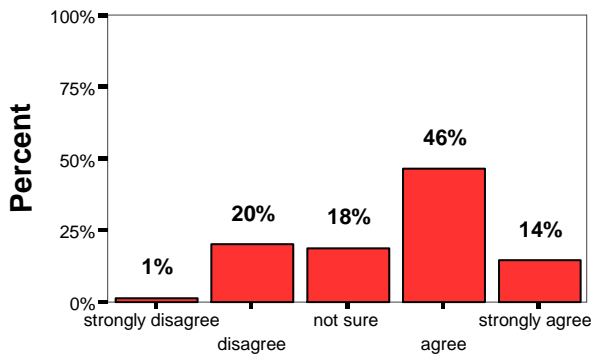
E13. Thanks to my field experience, I now feel more prepared to handle a classroom on my own.



Bars show percents

E13

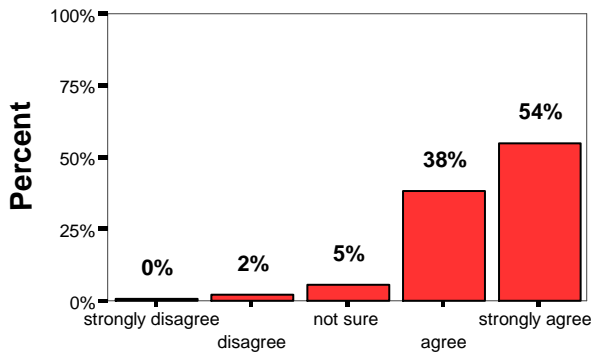
E14. I used to have more trouble than I have now in managing a group of students.



Bars show percents

E14

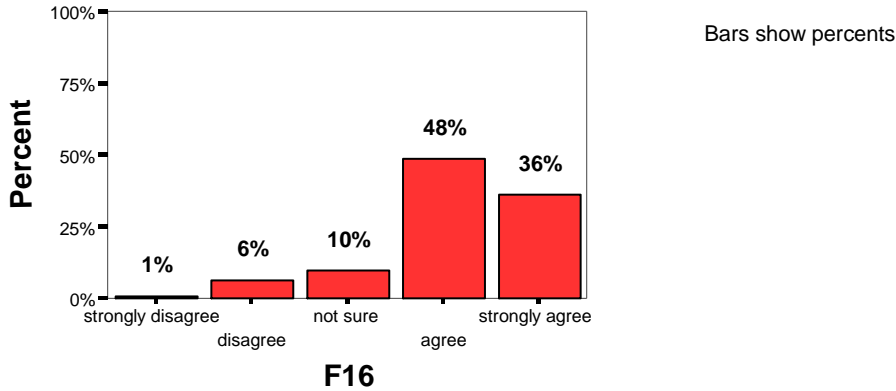
F15. I feel that I “connected” with at least some of the students at my field site.



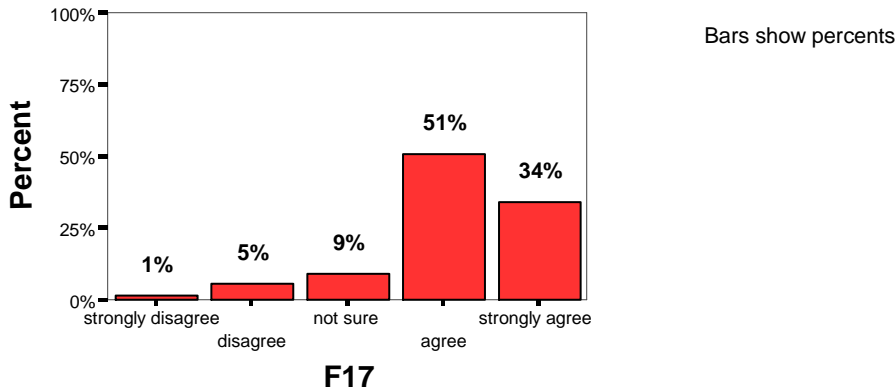
Bars show percents

F15

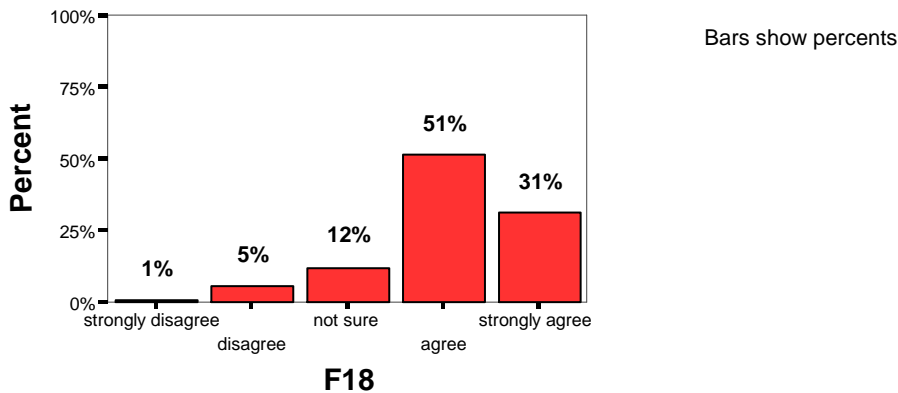
F16. The teacher and/or staff at my field experience encouraged and/or rewarded me when I displayed competence as a teacher.



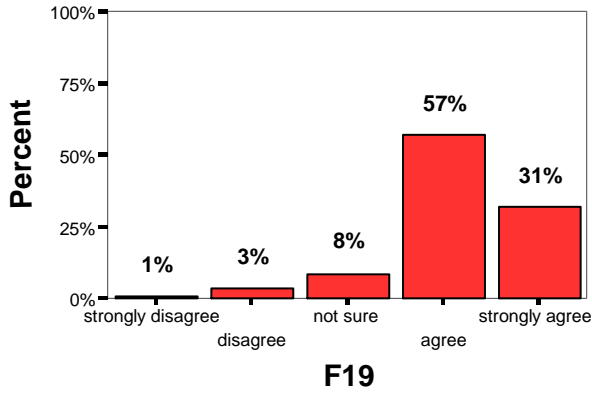
F17. At least one SCSU faculty member encouraged me to talk about what I experienced at my field site.



F18. I felt comfortable communicating with at least one SCSU faculty member when I had a concern about my field experience.

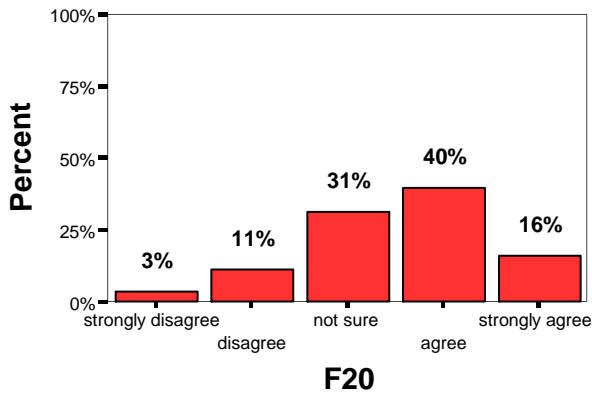


F19. I felt responsible for communicating to the classroom teacher the expectations of the course that was tied to my field experience.



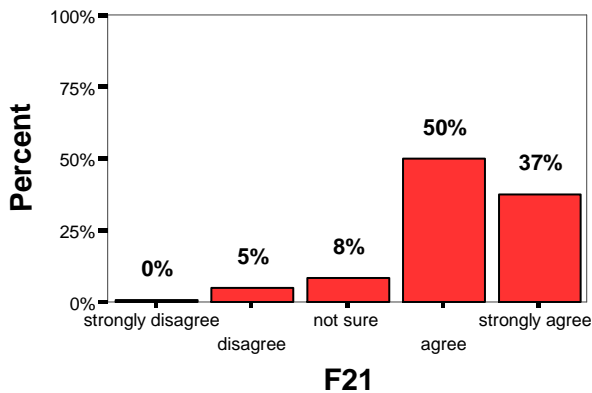
Bars show percents

F20. The school faculty at my field site and SCSU faculty regularly communicated about me and/or field placements in general.



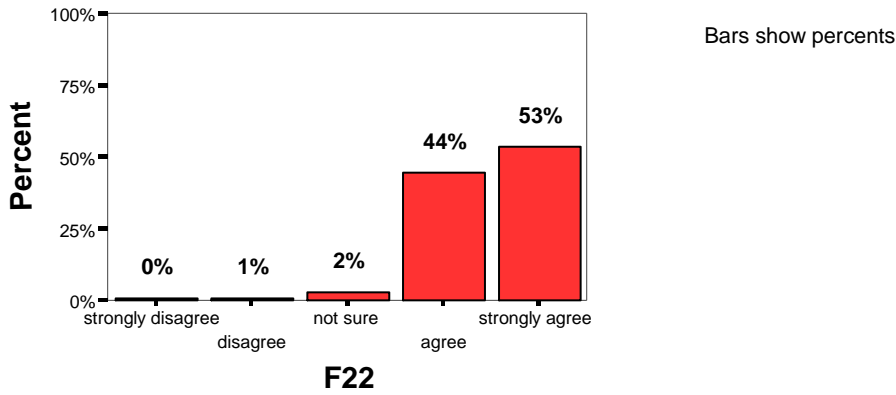
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F21. At my field site, at least one teacher explained to me decisions that he/she made during instructional time.

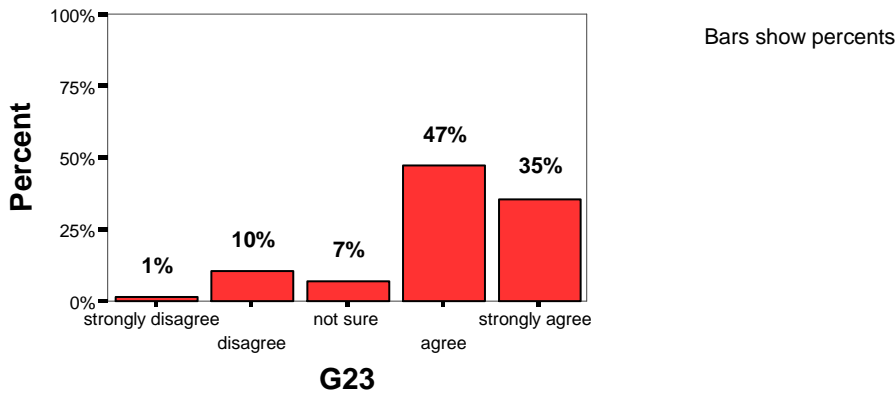


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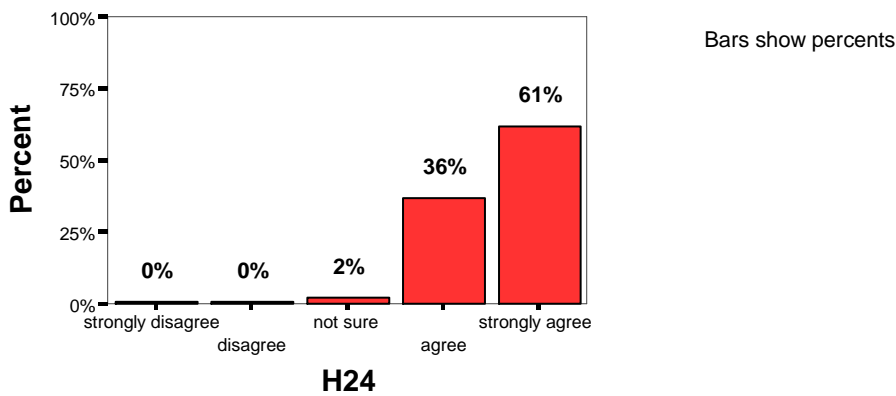
F22. As a result of interacting with the students at my field site, I am developing the knowledge, skills, and dispositions related to becoming a good teacher.



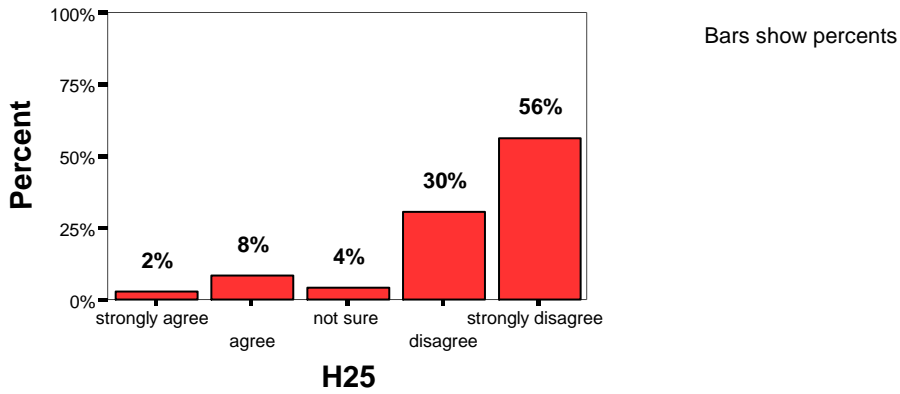
G23. At my field site, at least one teacher explained to me how he/she planned the lesson(s).



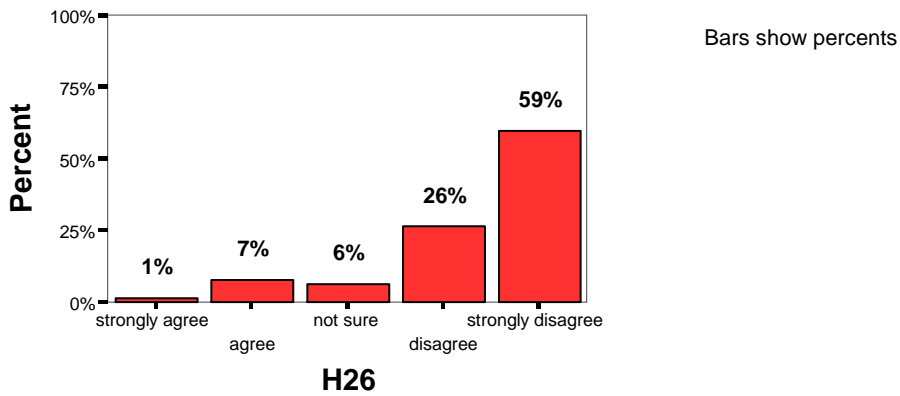
H24. I feel that I did a good job representing SCSU at my field site.



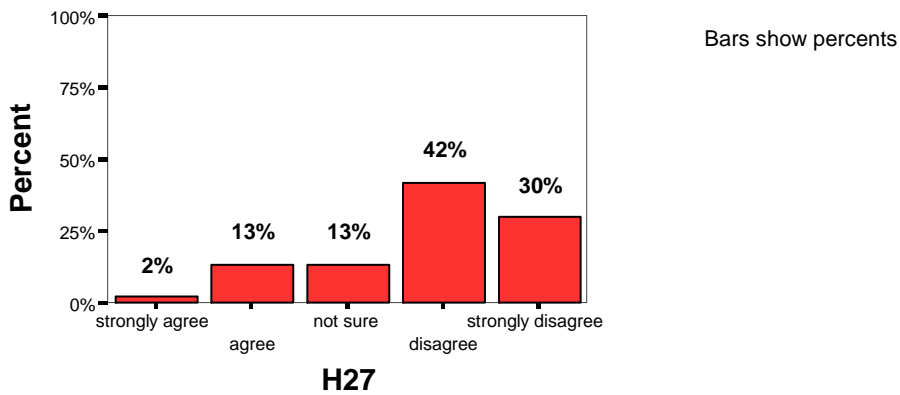
H25. This field experience did not have a meaningful impact on my skills as a teacher.



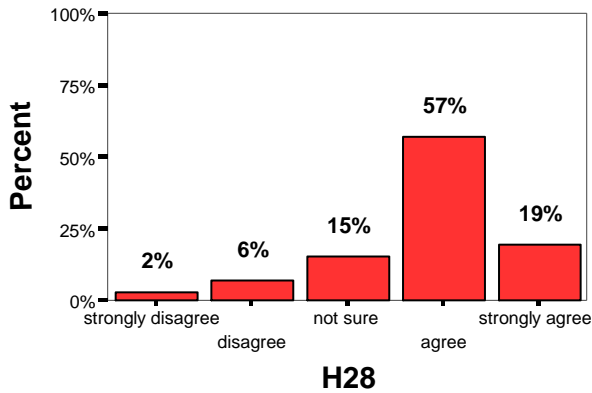
H26. As a result of my field experience, I am rethinking whether I am suited for this profession.



H27. When I was given a responsibility in the classroom, I felt uncertain at times about how to deal with that responsibility.

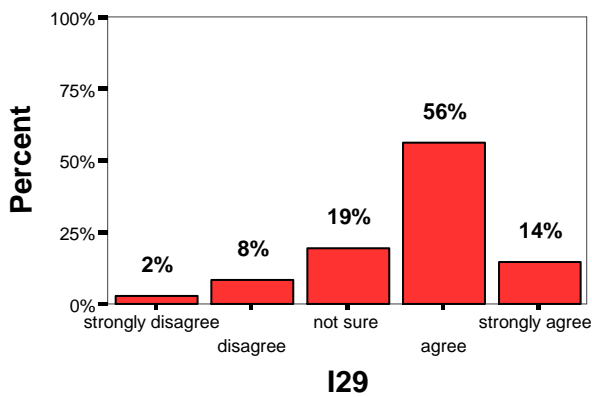


H28. Written reflections of my experiences at my field placement contributed to my development as a teacher.



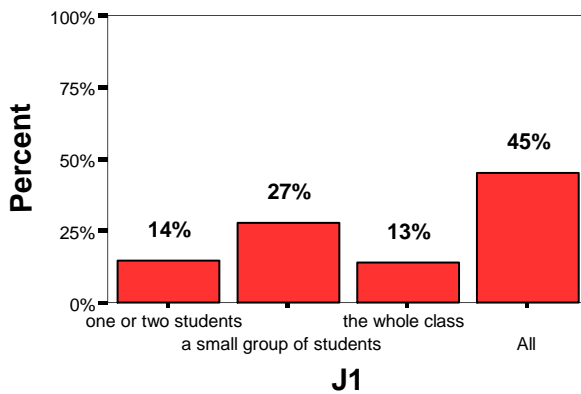
Bars show percents

I29. As a result of my field experience, I am familiar with the laws and regulations that impact teaching.



Bars show percents

J1. When I was given a responsibility at my field site, it tended to be to work with:



Bars show percents