



Southern Connecticut State University

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Academic Year 2005-2006

SCSU Educator Preparation Program Evaluation

Clinical Field Experience Study

An Analysis of Student Responses

Spring 2006

Clinical Field Experience Study
SCSU School of Education
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Southern Connecticut State University's (SCSU) School of Education (SOE) distributed the *Clinical Field Experience Student Survey (CFESS)* in the spring 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' overall perceptions regarding their field placement experience at Gates 1, 2, and 3;
- to determine if there is a difference in candidates' perceptions of their field experience at each gate according to the course they are enrolled in;
- to determine if there is a difference in candidates' perceptions of their field experience at each gate between PDS schools, Partner Schools, and other schools; and
- 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 fourteen students completed the *CFESS* in the spring 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.

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	100	EDU 309	36	EDU 311	21
EDU 201	54	EDU 312	34	EDU 493	14
EXS 291	28	EDU 413	26	EDU 497	5
SED 225	10	EXS 493	22	EDU 503	22
		SED 235	21	EDU 504	24
		SED 325	21	EDU 505	14
		SED 365	28	EXS 495	12
		SED 435	7	SED 449	15
Total	192		195		127
Percent	37.4%		37.9%		24.7%

Apparatus

Faculty members in the School of Education developed the *Clinical Field Experience Student Survey (CFESS)*. 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. Section B of the survey asks candidates to respond to thirty-four 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 C contains one question requesting an estimation of how many students at the field site candidates tended to work with. Section D contains four open-ended questions used to gather additional information from candidates about their field experience. 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 spring 2006 semester. CCSAR staff sent the surveys to SAZTEC, Inc. to be entered into an ASCII file, and then subsequently imported this data into SPSS. CCSAR staff conducted all statistical analyses. Seven items in Section B (B2, B5, B11, B12, B13, B22, and B29) 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 and standard deviation score were also calculated for every survey item. Next, an 'overall survey mean' score was calculated for each survey by summing together all responses on the survey and obtaining an 'average' (**Table 2**). Data were then compared to determine if there were differences in candidates' response by course at each gate (**Table 3**). Gate 1 and Gate 2 data had large enough sample sizes in two of the courses to conduct an *Analysis of Variance* (ANOVA) procedure to assess differences in responses. The evaluators next reviewed data to see if there were differences in candidates' responses at each gate by type of school (e.g., PDS, Partner or 'other' school) (**Table 4**). No statistical analyses could be computed because of the small sample size (less than 30). 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 5**).

All analyses were conducted utilizing a .01 level of significance. This rigorous level of significance was used to address the issue of uneven sample size between the various courses reviewed.

Results

Candidates' Overall Perception of Field Experience

Table 2 shows the distribution of mean scores for all thirty-four survey items.

Gate 1

A total of 192 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 3.85, and individual candidate's overall survey means ranged from 2.97 to 4.76.

The distribution of mean scores for each survey item ranged from **2.78 - 4.66**. Item **B20** received the lowest mean score: *People at my field site encourage me to attend school wide meetings/events outside of my regularly scheduled time there* (M=2.78). Item **B3** received the highest mean score: *I feel that I am doing a good job at representing SCSU at my field site* (M=4.66).

These results suggest that candidates' overall perceptions of their field experience at Gate 1 were fairly positive, although six items (in total) earned a mean score of less than 3.5 (3=Not Sure): items **B2, B13, B20, B25, B31, and B34**. B2 (recoded)-*I do not have the opportunity to participate in school wide meetings/events outside of my regularly scheduled time at my field site* (M=3.21); B13 (recoded)-*Something in my environment of my field experience impeded my best efforts to demonstrate my competency* (M=3.27); B20-*People at my field site encourage me to attend school wide meetings/events outside of my regularly scheduled time there* (M=2.78) and B25-*The school faculty at my field site and SCSU faculty regularly communicate about me and/or field placements in general* (M=3.34); B31-*I am able to explain why a task I was given to do at my field site did not go as planned* (M=3.45); and B34-*I used to have more trouble than I have now in managing a group of students or classroom* (M=3.47).

Gate 2

A total of 195 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 3.76, and individual candidate's overall survey means ranged from 2.50 to 5.00.

The distribution of mean scores for individual survey items ranged from **2.65 - 4.53**. Item **B20** received the lowest mean score: *People at my field site encourage me to attend school wide meetings/events outside of my regularly scheduled time there* (M=2.65). Item **B3** received the highest mean score: *I feel that I am doing a good job at representing SCSU at my field site* (M=4.53).

These results suggest that candidates' overall perceptions of their field experience at Gate 2 were fairly positive, although six items earned a score of less than 3.5 (3=Not Sure), items **B9, B14, B16, B20, B25, and B34**. B9-*The teacher(s) at my field experience inspired me to imitate him or her* (M=3.39); B14-*As a result of my field experience, I am*

familiar with the laws and regulations that impact teaching (M=3.36); B16-SCSU faculty inspire me to imitate them (M=3.49); B20-People at my field site encourage me to attend school wide meetings/events outside of my regularly scheduled time there (M=2.65); B25-The school faculty at my field site and SCSU faculty regularly communicate about me and/or field placements in general (M=3.21); and B34-I used to have more trouble than I have now in managing a group of students or classroom (M=3.39).

Gate 3

A total of 127 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 3.73, and individual candidate's overall survey means ranged from 2.70 to 5.00.

The distribution of mean scores for individual survey items ranged from **2.38 – 4.59**. Item **B20** received the lowest mean score: *People at my field site encourage me to attend school wide meetings/events outside of my regularly scheduled time there (M=2.38)*. Item **B3** received the highest mean score: *I feel that I am doing a good job at representing SCSU at my field site (M=4.59)*.

These results suggest that candidates' overall perceptions of field experience at Gate 3 were fairly positive, although six items received a mean score of less than 3.5 (3=Not Sure): items **B7, B14, B20, B24, B25, and B34**. *B7-My field experience contributed to my ability to competently teach students who are not typical students (e.g., special needs) (M=3.33); B14-As a result of my field experience, I am familiar with the laws and regulations that impact teaching (M=2.89); B20-People at my field site encourage me to attend school wide meetings/events outside of my regularly scheduled time there (M=2.38); B24-My field experience contributed to my ability to competently teach students from low socioeconomic backgrounds. (M=3.36); B25-The school faculty at my field site and SCSU faculty regularly communicate about me and/or field placements in general (M=2.87); and B34-I used to have more trouble than I have now in managing a group of students or classroom (M=3.42).*

Table 2 – A Comparison of Recoded Mean Scores for the Thirty-four Survey Items

	Mean Scores		
	<u>Gate 1</u>	<u>Gate 2</u>	<u>Gate 3</u>
B 1	4.12	3.90	3.98
B 2	3.21	3.51	3.50
B 3	4.66	4.53	4.59
B 4	4.50	4.42	4.36
B 5	4.49	4.09	4.19
B 6	3.79	3.61	3.77
B 7	3.61	3.60	3.33
B 8	3.70	3.71	3.54
B 9	3.59	3.39	3.55
B 10	4.09	4.04	3.86
B 11	4.23	4.36	4.49
B 12	3.73	3.83	3.80
B 13	3.27	3.67	3.55
B 14	3.74	3.36	2.89
B 15	4.02	3.85	3.68
B 16	3.51	3.49	3.65
B 17	4.07	3.84	3.66
B 18	4.03	3.91	3.91
B 19	4.05	3.91	3.98
B 20	2.78	2.65	2.38
B 21	3.93	3.81	3.65
B 22	3.79	3.75	3.94
B 23	3.97	3.87	4.02
B 24	3.67	3.58	3.36
B 25	3.34	3.21	2.87
B 26	4.19	3.94	4.02
B 27	4.06	3.73	3.81
B 28	4.18	4.09	4.03
B 29	3.72	3.51	3.70
B 30	3.80	3.69	3.53
B 31	3.45	3.71	3.63
B 32	3.92	3.75	3.83
B 33	4.35	4.12	4.16
B 34	3.47	3.39	3.42
Overall	3.85	3.76	3.73

Differences in Candidates' Perceptions of Field Experience Based on Course Enrollment

Table 3 lists mean scores by course and provides information on the highest and lowest mean score within each course.

Gate 1

An overall survey mean score was determined for each course: **EDU 200 (M=3.91)**, EDU 201 (M=3.89), **EXS 291 (M=3.61)**, and SED 225 (M=3.76) at Gate 1.

A one-way analysis of variance was conducted to evaluate the relationship between candidates' perceptions of their field experience and the course they were enrolled in. The independent variable, course enrollment, included four levels: EDU 200, EDU 201, EXS 291, and SED 225. The dependent variable was the perception of candidates. The ANOVA was significant, ($F_{(3,188)} = 6.69$; $p < .01$). The strength of the relationship between course enrollment and candidates' perceptions, as assessed by partial η^2 , was not very strong, with course enrollment accounting for 10% of the variance in candidates' perceptions. This could be the result of a small sample.

Follow-up tests were conducted to evaluate differences among means. Because Levene's Test is not significant, equal variances are assumed and the Scheffe test was used to conduct post hoc comparisons. Candidates in EDU 200 and EDU 201 have significantly higher means on their perception surveys than candidates in EXS 291. Because the sample size for EXS 291 ($n=28$) is considered small, it requires caution in generalizing the results.

Gate 2

An overall survey mean score was determined for each course represented at Gate 2: **EDU 309 (M=4.08)**, EDU 312 (M=4.05), **EDU 413 (M=3.52)**, EXS 493 (M=3.65), SED 235 (M=3.71), SED 365 (M=3.54), and SED 435 (M=3.89).

A one-way analysis of variance was conducted to evaluate the relationship between candidates' perceptions of their field experience and the course they were enrolled in. The independent variable, course enrollment, included seven levels: EDU 309, EDU 312, EDU 413, EXS 493, SED 235, SED 365, and SED 435. The dependent variable was the perception of candidates. The ANOVA was significant, ($F_{(7,187)} = 9.31$; $p < .01$). The strength of the relationship between course enrollment and candidates' perceptions, as assessed by partial η^2 , was moderately strong, with course enrollment accounting for 26% of the variance in candidates' perceptions. This could be the result of a small sample.

Follow-up tests were conducted to evaluate differences among means. Because Levene's Test is not significant, equal variances are assumed, and the Scheffe test was used to conduct post hoc comparisons. Statistically significant differences were found in the perceptions of candidates in both EDU 309 and EDU 312. These candidates had higher mean scores than candidates enrolled in EDU 413, SED 235, and SED 365. The sample sizes for EDU 413 ($n=26$), SED 235 ($n=21$), and SED 365 ($n=28$) are considered small and require caution in generalizing the results.

Gate 3

An overall survey mean score was calculated for each course represented at Gate 3: **EDU 311 (M= 3.98)**, EDU 493 (M=3.61), **EDU 497 (M=3.47)**, EDU 503(M=3.61), EDU 504 (M=3.77), EDU 505 (M=3.58), EXS 495 (M=3.77), and SED 449 (M=3.77).

Additional statistical analyses to determine differences in responses by course were not conducted because sample size did not meet statisticians' minimum recommendation (n=30). The largest observable difference was between EDU 311 (n=21, M=3.98) and EDU 497 (n= 5, M=3.47).

Table 3 - A Comparison of Overall Survey Mean Scores and the Range of Individual Survey Mean Scores by Course

Course	Gate	Number of Surveys	Overall Survey Mean Score	High Mean Score	Low Mean Score
EDU 200	1	100	3.91	4.76	3.06
EDU 201	1	54	3.89	4.62	3.12
EXS 291	1	28	3.61	4.15	2.97
SED 225	1	10	3.76	4.32	3.35
EDU 309	2	36	4.08	5.00	3.00
EDU 312	2	34	4.05	4.79	3.15
EDU 413	2	26	3.52	4.24	2.50
EXS 493	2	22	3.65	5.00	2.68
SED 235	2	21	3.47	4.43	2.53
SED 325	2	21	3.71	4.64	3.21
SED 365	2	28	3.54	4.64	2.68
SED 435	2	7	3.89	4.35	3.50
EDU 311	3	21	3.98	4.76	3.44
EDU 493	3	14	3.61	4.27	3.03
EDU 497	3	5	3.47	3.74	3.06
EDU 503	3	22	3.61	4.12	2.70
EDU 504	3	22	3.77	5.00	2.74
EDU 505	3	14	3.58	4.21	3.00
EXS 495	3	12	3.77	4.48	3.47
SED 449	3	15	3.77	4.82	3.26

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

PDS 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

Within Gates 1, 2, and 3 analysis to determine a statistically significant difference between school type was not calculated because sample sizes did not meet statisticians' minimum recommendation of n=30. Any observable differences were quite small.

Gate 1

An overall survey mean score was determined for each type of school: PDS (n=21, M=3.88), Partner (n=8, M=3.67), and Other (n=107, M=3.89).

Gate 2

An overall survey mean score was determined for each type of school: PDS (n=10, M=3.68), Partner (n=25, M=3.78), and Other (n=127, M=3.80).

Gate 3

An overall survey mean score was determined for each type of school: PDS (n=1, M=4.50), Partner (n=20, M=3.77), and Other (n=82, M=3.71).

Table 4 - A Comparison of Overall Survey Mean Scores by Type of School

Type of School	Gate	Number of Surveys	Overall Mean Score	High Mean Score	Low Mean Score
PDS	1	21	3.88	4.41	3.35
Partner Schools	1	8	3.67	4.18	3.24
Other Schools	1	107	3.89	4.76	3.06
Type not Given	1	56	3.80	4.65	2.97
Total:	1	192			
PDS	2	10	3.68	4.35	2.50
Partner Schools	2	25	3.78	4.64	3.21
Other Schools	2	127	3.80	5.00	2.53
Type not Given	2	33	3.61	4.64	2.68
Total:	2	195			
PDS	3	1	4.50	4.50	4.50
Partner Schools	3	20	3.77	4.82	2.70
Other Schools	3	82	3.71	5.00	2.74
Type not Given	3	22	3.71	4.35	3.24
Total:	3	125			

Total at all Gates: PDS n=32, Partner n=53, Other Schools n=316, Not Given n=111

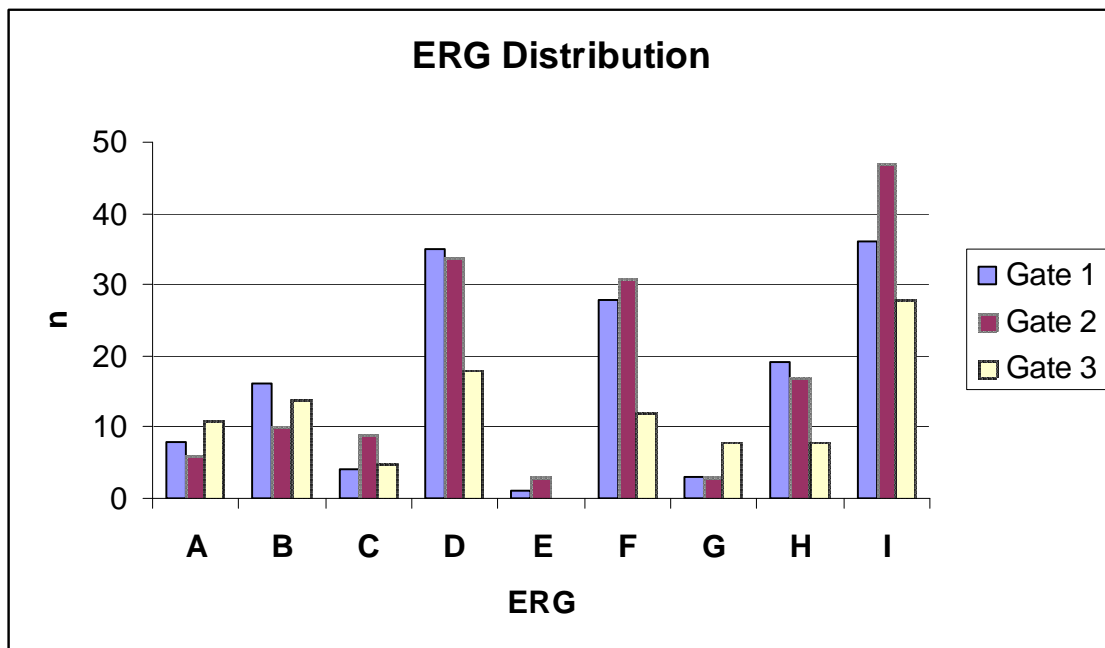
Distribution of Students Based on Educational Reference Group (ERG)

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 5** lists the number of candidates who were placed in a particular reference group by virtue of their field placement site.

Table 5- Frequency of Field Placements by ERG

ERG	<u>Total</u> n	<u>Gate 1</u> n	<u>Gate 2</u> n	<u>Gate 3</u> n
A	25	8	6	11
B	40	16	10	14
C	18	4	9	5
D	87	37	32	18
E	4	1	3	0
F	71	28	31	12
G	14	3	3	8
H	44	20	16	8
I	111	38	45	28
Not Given	100	37	40	23
Total:	514	192	195	127



Qualitative Findings

Candidates that participated in field experiences in the spring of 2006 were asked to respond to four open-ended questions. The purpose of the open-ended questions was to learn the thoughts and opinions of candidates during their field placement experiences, and to inform the development of future surveys. Overall, the value of the field experience placement was summed up well by one person: *“I have learned so many things that a book could never teach you.”*

1. What have you learned about diverse learners (e.g., students with special needs, male and female students, students from various socioeconomic backgrounds, students from diverse ethnic and racial backgrounds, etc.) as a result of your experiences in your fieldwork placement?

Most candidates did not focus on what they had learned about diverse learners, but what they learned about the characteristics needed to teach diverse learners. The focus of the responses was on the importance and responsibilities of their roles as future teachers of all children, not just diverse learners. They overwhelmingly agreed that “all students learn on different levels and are capable if given the right opportunities, and deserve a fair and equal education,” and that “with appropriate modification, accommodations, patience and encouragement everyone can be educated.” Because of this, they felt that the teacher must give all students an equal education and that this means making lesson plan modifications based on the nature of the students in the class, emphasizing the “importance of knowing your students - where they come from, how they feel.” With the right accommodations, all students can thrive, although more time, patience, lesson plan creativity, and sensitivity are required to work with students with special needs.

A number of people talked about the benefits of diversity and the “need for multicultural lessons” in the classroom: “diversity is a gift - calling on children's knowledge of different information brings learning alive” and “students of diverse backgrounds make the classroom more interesting and add to the learning that goes on.”

2. How have you grown as an educator as a result of your experiences in your fieldwork placement?

Most candidates confirmed that they had grown as educators, “I have grown into a person who knows how he will run his classroom.” Their growth came from what they learned not only about teaching and about classroom management, but also about themselves, “I have learned about my strengths, weaknesses, and how to work effectively with other people.” Responses from question #1 about what was needed to become an effective teacher (time, patience, and allowing lesson plans to change as need arises) were also repeated, “I have seen how much you need to put into these children - time, work, etc.; [the] challenge of [the] job.”

Candidates noted that they had “...gained [the] confidence to stand up in front of the class, to be more comfortable,” and found that this was one of the biggest benefits of their field experience. The field experience gave them the chance to “observe different styles of classroom management (some good, some not.)” They realized that “classroom

management is difficult and essential in reaching a class” and because they now “understand classroom management techniques better” and have better classroom management skills, their confidence has increased, “I believe my fieldwork has laid a foundation for me to develop effective class management techniques.”

3. What *specific experience(s)* in your fieldwork placement contributed in a meaningful way to your growth as a teacher candidate?

Most candidates found that “working one-on-one (or with small groups of students)” was especially meaningful and rewarding. Being able to make “a connection” with the children, that the “children were comfortable enough to share their life experiences”, being able to “calm down an upset child,” and “seeing the excitement of the children when I came in the classroom” were also mentioned.

Classroom observation (particularly as it related to classroom management), “having a great, passionate cooperating teacher”, and the experience of planning and teaching a lesson by themselves, were also essential elements of their growth as educators. “Observing and learning new ways to approach lessons and management issues,” “observing how the teacher dealt with certain behaviors/problems” were all beneficial. The experience of “having classroom management skills tested” and “trying to control a class that has had NO control, rules, or management to date” allowed students to “discover new behavior management/time management techniques.”

Candidates also found the opportunity to collaborate with cooperating teachers meaningful, “meetings with teachers and administrators were priceless.”

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

Most candidates listed time as a factor that would have improved their fieldwork experience. They wanted more time for “hands-on teaching and lesson planning”, “less observing – more teaching,” “involvement with students”, with the classroom teacher, or just more time in the placement itself.

Many candidates also felt it would have been beneficial to experience more variety within the context of the school. They suggested scheduling the experience during different parts of the school week, being placed in different areas of the school or with different teachers in the same grade, and a desire to be “working with a more diverse group of students.”

“More involvement (feedback from, and communication with) cooperating teacher and SCSU faculty” was also suggested. They wanted the “cooperating teachers to share their lesson plans and standards they have to incorporate”. The candidates also want the university faculty to be “more involved in the placement expectations,” and to provide “clearer goals”. They wanted to know more about what was expected of them in their field experience placement - they wanted the university to be more involved in the placement expectations, and to provide clearer goals for the experience.

Summary and Conclusion

The field experience was found to be worthwhile and meaningful by most of the candidates (overall means at **Gate 1: M=3.85, Gate 2: M=3.76, Gate 3: M=3.73**). 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. These results were supported in the written responses to the open-ended questions. Candidates felt they had grown as educators and had gained an increased awareness of the responsibilities and characteristics required to be an effective teacher. They had become more skillful at classroom management, more knowledgeable, and more confident teachers themselves.

The survey items with the highest overall mean scores remained consistent across the program. Item B3 had the highest mean score at all three gates (Gate 1: M=4.66, Gate 2: M=4.53, Gate 3: M=4.59). The survey items with the highest overall mean scores were:

- **B3:** *I feel that I am doing a good job at representing SCSU at my field site*
- **B4:** *I feel that I am "connecting" with at least some of the students at my field site*
- **B5 (recoded):** *This field experience did not have a meaningful impact on my skills as a teacher*
- **B11 (recoded):** *As a result of my field experience, I am rethinking whether I am suited for this profession*
- **B33:** *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*

The items that received low mean scores at all three gates primarily involved areas related to extracurricular activities (e.g., back-to school nights, parent-teacher conferences, school wide meetings, increased knowledge of laws and regulations, etc.) These low scores may be because over 40% of the candidates spent 20 hours or less at their sites and their focus was the classroom. When the candidates were asked what additional experience would have made their fieldwork placement better, they wanted more of the things they saw as most beneficial in their field experience. They wanted more time for teaching (and to work on classroom management skills), more involvement with the students, and better communication and collaboration with both the cooperating teachers and SCSU faculty.

The survey items with the lowest overall mean score also remained consistent across the program, and the lowest overall mean score at all the gates was B20 (Gate 1: M=2.78, Gate 2: M=2.65, Gate 3: M=2.38). The survey items with the lowest overall mean scores were (candidates generally disagreed with these statements):

- **B14 (at Gate 2 & Gate3):** *As a result of my field experience, I am familiar with the laws and regulations that impact teaching.*
- **B20:** *People at my field site encourage me to attend school wide meetings/events outside of my regularly scheduled time*

- **B25:** *The school faculty at my field site and SCSU faculty regularly communicate about me and/or field placements in general*
- **B34:** *I used to have more trouble than I have now in managing a group of students of classroom*

Recommendations

The following recommendations address areas of concern. Candidates' want and/or need:

- More opportunities to experience different aspects of the school: to work with different teachers at the school, to participate/observe during different parts and times of the school day, to observe more grade levels, and to be exposed to more diversity
- More exposure to and opportunities to practice managing a classroom and address behavioral issues
- Improved and increased levels of communication between candidates, site faculty and SCSU faculty regarding the field placement experience and expectations
- Cooperating teachers who will collaborate with the candidate, giving the candidate feedback, explaining lesson plans, and modifications made, etc.
- Discussion and exposure to the laws and regulations that impact teaching
- More opportunity (time) to participate in school activities outside the typical day's classroom routine (e.g., staff meetings, assemblies, parent conferences, workshops, etc.)