



# **Southern Connecticut State University**

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

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**Academic Year 2006-2007**

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**SCSU Educator Preparation Program Evaluation**

**Clinical Field Experience Study**

*An Analysis of Student Responses*

**Spring 2007**

**Clinical Field Experience Study**  
*An Analysis of Student Responses*  
**SCSU School of Education – Spring 2007**

Southern Connecticut State University's (SCSU) School of Education (SOE) distributed the *Clinical Field Experience Student Survey (CFESS)* in the spring of 2007 to teacher candidates enrolled in education courses with a clinical field placement component. The *CFESS* is a brief survey instrument designed to gather information about a teacher 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 (gates) 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

## Method

### *Participants*

One hundred eighty seven students completed the *CFESS* in the spring of 2007. 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 (80.4%), and enrolled in an undergraduate program (91.3%). One hundred and eighty-four respondents provided the certification program they were enrolled in: K-12 (n=31, 16.8 %), Early Childhood (n=22, 12.0%), Elementary Education (n=64, 34.8%), Secondary Education (n=44, 23.9)%, and Elementary/Special Education Collaborative (n= 23, 12.5%).

**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	30	ART 370	2	EDU 311	19
EDU 201	23	ART 371	5	EDU 493	10
EDU 206	12	EDU 309	11	EDU 505	1
EXS 191	2	EDU 312	15	SED 375	1
SED 225	4	EDU 413	11	SED 435*	4
		EXS 291	1	SED 449	5
		EXS 352	2		
		EXS 394	13		
		SED 325	2		
		SED 365	11		
		SED 435*	3		
<b>Total n=</b>	<b>71</b>		<b>76</b>		<b>40</b>
<b>Percent</b>	<b>38%</b>		<b>41%</b>		<b>21%</b>

\* 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)*. An online version of the *CFESS* was created using Snap Surveys Software and was hosted on the Snap website. The first section of the survey of the survey requests the following information: Student ID Number (8 digit number), current field experience course they are enrolled in (this had to be answered to continue with the survey), gender, gate, level of education (undergraduate or graduate), number of hours spent at the field site, ERG (ERG's are listed with their corresponding towns), type of school (PDS, Partner, Other), and area of certification. The next section of the survey ask candidates to respond to 29 statements about their field experience using a five point

Likert-type scale: **1=Strongly Disagree, 2=Disagree, 3=Not Sure, 4=Agree, and 5=Strongly Agree.** This is followed by one question requesting an estimation of how many students candidates tended to work with at the field site. The final section of the survey contains three open-ended questions that are intended to gather additional information from candidates about their field experience. A copy of the online survey is available in the Appendix section of this report.

### ***Procedure***

For the first time, CCSAR administered the *CFESS* electronically as an online survey. Email addresses of all students who were enrolled in a course with a clinical field experience component in the spring of 2007 were obtained from the SCSU School of Education office. Duplicate email addresses were removed and the initial emailing, containing the link to a secure website where the survey was to be found, went out to 724 students and their current faculty instruction. In the course of a month and a half, 4 follow-up emails were sent encouraging students to complete the survey. In total 187 surveys were completed and submitted electronically. A copy of the original message can be found in the Appendix of this report.

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 20 or less hours for 9 of the courses (28% of respondents), to 40 hours or more for 3 courses, (approx. 29% of respondents). Analyses were run by gate so responses of candidates observing less than 20 hours were combined with those candidates who spent approximately 40 hours at their field sites. Candidates with only 20 hours may not have similar perceptions of their experience as those who spent 40 hours observing at their field site. The courses where students averaged 40 hours or more were: EDU 200, EDU 311, and EDU 413. The following courses averaged 20 or less hours of observation: ART 370 and 371, EDU 493, EXS 191 and 291, SED 225, 325, 365, and SED 435.

There is still some confusion among students about which gate they belong in. CCSAR staff recoded many of the gate responses. Gate information was obtained from all the departments within the School of Education and from those departments who offer a certification program. Student confusion about which gate they were in was particularly noted in: ART 371, EDU 309, EDU 311, EDU 312, EDU 413, EDU 493, and SED 365.

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 spring of 2007. Student ID numbers were provided by 172 (92%) of the respondents. Of these, 15 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 analysis showed that the same candidate provided different responses based on the class they were enrolled in.

### *Candidates' Overall Perception of Field Experience*

**Table 2** provides a comparison of the recoded mean scores of the 29 survey items and **Table 3** provides a comparison of the recoded mean scores in ascending order by overall mean scores.

### **Gate 1**

A total of 71 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  $M=3.99$ , and individual candidates' overall survey means ranged from  $M=2.90$  to  $M=4.76$ .

The distribution of mean scores for each survey item ranged from  $M=3.19$  to  $M=4.50$ . **Item E14** received the lowest mean score ( $M=3.19$ ): *I used to have more trouble than I have now in managing a group of students.* **Item F22** received the highest mean score ( $M=4.50$ ): *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.* These results suggest that candidates' overall perceptions of their field experience at Gate 1 were positive as the lowest score is above a 3 (not sure). Three items (in total) earned a

mean score of less than 3.5: items D07 (recoded) *My field site did not lend itself to using informational and/or instructional technology*, E14, 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 76 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 M=3.96, and individual candidates' overall survey means ranged from M=1.83 to M=4.86.

The distribution of mean scores for individual survey items ranged from M=3.25 to M=4.51. **Item D07** (recoded) received the lowest mean score (M=3.25): *My field site did not lend itself to using informational and/or instructional technology*. **Item H24** received the highest mean score (M=4.51): *I feel that I did a good job representing SCSU at my field site*. These results suggest that candidates' overall perceptions of their field experience at Gate 2 were positive as the lowest score is above a 3 (not sure). Three items (in total) earned a mean score of less than 3.5: 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 3**

A total of 40 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 M=4.11, and individual candidates' overall survey means ranged from M=2.62 to M=4.93.

The distribution of mean scores for individual survey items ranged from M=3.41 to M=4.67. **Item D07** (recoded) received the lowest mean score (M=3.41): *My field site did not lend itself to using informational and/or instructional technology*. **Item H26** (recoded) received the highest mean score (M=4.67): *As a result of my field experience, I am rethinking whether I am suited for this profession*. These results imply that candidates' overall perceptions of field experience at Gate 3 were positive. Two items (in total) earned a mean score of less than 3.5 (3=not sure): items D07 (recoded), and F20: *The school faculty at my field site and SCSU faculty regularly communicated about me and/or field placements in general*.

### **Overall**

A total of 187 teacher candidates' surveys were reviewed to determine their general perceptions of the field experience. The calculated overall survey mean score was M=4.00, and individual candidates' overall survey means ranged from M=1.83 to M=4.93.

The distribution of mean scores for individual survey items ranged from M=3.32 to M=4.52. **Item D07** (recoded) received the lowest mean score (M=3.32): *My field site did*

*not lend itself to using informational and/or instructional technology. **Item H24** received the highest mean score (M=4.52): **I feel that I am doing a good job at representing SCSU at my field site.** These results suggest that candidates' overall perceptions of their field experiences were 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.**

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 (19.5%), a small group of students (23.8%), the whole class (11.4%), or all (45.4%).*

**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)

	<b>Mean Scores</b>			
	<b>Gate 1</b>	<b>Gate 2</b>	<b>Gate 3</b>	<b>Overall</b>
	n=71	n=76	n=40	n=187
<b>B 01</b>	4.15	4.38	4.38	4.30
<b>C 02</b>	3.76	3.91	4.03	3.88
<b>C 03</b>	4.11	4.03	4.03	4.06
<b>C 04</b>	3.83	3.72	3.85	3.79
<b>C 05</b>	4.07	4.03	4.03	4.04
<b>D 06</b>	4.07	4.12	4.23	4.12
<b>D 07*</b>	3.34	<b>3.25</b>	<b>3.41</b>	<b>3.32</b>
<b>D 08</b>	3.64	4.16	3.97	3.92
<b>E 09</b>	4.27	4.21	4.34	4.26
<b>E 10</b>	4.07	3.75	4.18	3.96
<b>E 11</b>	4.16	4.22	4.34	4.22
<b>E 12</b>	3.64	3.88	4.26	3.87
<b>E 13</b>	4.03	4.11	4.05	4.07
<b>E 14</b>	<b>3.19</b>	3.43	3.71	3.40
<b>F 15</b>	4.33	4.24	4.38	4.30
<b>F 16</b>	4.01	3.86	4.24	3.99
<b>F 17</b>	4.08	4.16	4.37	4.17
<b>F 18</b>	4.01	4.18	4.34	4.15
<b>F 19</b>	4.08	4.08	4.24	4.11
<b>F 20</b>	3.41	3.39	3.42	3.41
<b>F 21</b>	4.35	4.00	4.39	4.22
<b>F 22</b>	<b>4.50</b>	4.33	4.46	4.42
<b>G 23</b>	4.01	3.75	4.08	3.92
<b>H 24</b>	4.48	<b>4.51</b>	4.62	<b>4.52</b>
<b>H 25*</b>	4.25	3.79	4.03	4.02
<b>H 26*</b>	4.27	4.22	<b>4.67</b>	4.33
<b>H 27*</b>	3.75	3.73	3.87	3.77
<b>H 28</b>	3.86	3.70	3.62	3.74
<b>I 29</b>	3.80	3.67	3.69	3.73
<b>Overall</b>	<b>3.99</b>	<b>3.96</b>	<b>4.11</b>	<b>4.00</b>

\* Survey items were recoded in a positive direction

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

Overall	Survey Items – by Overall Mean Score, Descending Order	
4.52	<b>H24</b>	I feel that I did a good job representing SCSU at my field site.
4.42	<b>F22</b>	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.
4.33	<b>H26*</b>	As a result of my field experience, I am rethinking whether I am suited for this profession. (note: this is a recoded item – respondents disagree with this statement)
4.30	<b>B01</b>	I have applied knowledge that I have learned in my university course at my field site.
4.30	<b>F15</b>	I feel that I “connected” with at least some of the students at my field site.
4.26	<b>E09</b>	As a result of my fieldwork experience, my competence as a teacher has greatly improved.
4.22	<b>E11</b>	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.
4.22	<b>F21</b>	At my field site, at least one teacher explained to me decisions that he/she made during instructional time.
4.17	<b>F17</b>	At least one SCSU faculty member encouraged me to talk about what I experienced at my field site.
4.15	<b>F18</b>	I felt comfortable turning to at least one SCSU faculty member when I had a concern about my field experience.
4.12	<b>D06</b>	I am prepared to use informational and/or instructional technology as an integral part of my teaching.
4.11	<b>F19</b>	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.
4.07	<b>E13</b>	Thanks to my field experience, I now feel more prepared to handle a classroom on my own.
4.06	<b>C03</b>	My field experience contributed to my ability to make sure that male and female students equally benefit from my teaching.

4.04	<b>C05</b>	My field experience contributed to my ability to competently teach students from diverse ethnic or racial groups.
4.02	<b>H25*</b>	This field experience did not have a meaningful impact on my skills as a teacher. (note: this is a recoded item – respondents disagree with this statement)
3.99	<b>F16</b>	The teacher and/or staff at my field experience encouraged and/or rewarded me when I displayed competence as a teacher.
3.96	<b>E10</b>	The teacher(s) at my field experience inspired me to imitate him or her.
3.92	<b>D08</b>	I am able to explain why a task I was given to do at my field site did not go as planned.
3.92	<b>G23</b>	At my field site, at least one teacher explained to me how he/she planned the lesson(s).
3.88	<b>C02</b>	My field experience contributed to my ability to competently teach students who are not typical students (e.g., special needs).
3.87	<b>E12</b>	SCSU faculty inspires me to imitate them.
3.79	<b>C04</b>	My field experience contributed to my ability to competently teach students from low socioeconomic backgrounds.
3.77	<b>H27*</b>	When I was given a responsibility in the classroom, I felt uncertain at times about how to deal with that responsibility. (note: this is a recoded item – respondents disagree with this statement)
3.74	<b>H28</b>	Written reflections of my experiences at my field placement contributed to my development as a teacher.
3.73	<b>I29</b>	As a result of my field experience, I am familiar with the laws and regulations that impact teaching.
3.41	<b>F20</b>	The school faculty at my field site and SCSU faculty regularly communicated about me and/or field placements in general.
3.40	<b>E14</b>	I used to have more trouble than I have now in managing a group of students.
3.32	<b>D07*</b>	My field site did not lend itself to using informational and/or instructional technology. (note: this is a recoded item – respondents disagree with this statement)

\* 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 )

<b>INTASC Standards &amp; SAILS (SOE Conceptual Framework)</b>	<b>Mean Scores</b>
<b>Scholarship</b>	<b>4.01</b>
1. Knowledge of Subject Matter, B1	4.30
2. Knowledge of Human Development and Learning, C2-C5	3.94
3. Instruction is Adapted to Meet Diverse Learners	
4. Use of Multiple Instructional Strategies and Resources, D6-D8	3.79
<b>Attitudes and Dispositions</b>	<b>3.99</b>
5. An Effective Learning Environment is Created, E9-E14	3.95
6. Effective Communication to Foster Inquiry and Collaboration, F15-F22	4.10
7. Lesson Planning, G23	3.92
8. Assessment of Student Learning to Improve Teaching	
<b>Integrity</b>	<b>4.08</b>
9. Reflection and Professional Development, H24-H28	4.08
<b>Leadership / Service</b>	<b>3.73</b>
10. Partnerships with School and Community, I29	3.73

**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
<b>PDS</b>	39	4.10	4.90	3.17
<b>Non-PDS school, i.e. partner or other</b>	125	3.98	4.93	1.83

An independent samples *t* test was conducted to evaluate the perceptions of candidates conducting their clinical field experience at a PDS school versus those students conducting their field experience at a non-PDS school. With alpha set at .05, the mean difference between the PDS vs. Non-PDS schools was not significantly different,  $t(162)=1.31$ ,  $p=0.19$ . The mean score for candidates at PDS schools was  $M=4.10$ ,  $SD=.473$  and for candidates at Non-PDS schools the mean score was  $M=3.98$   $SD=.464$ . As indicated below, mean scores were evaluated using ‘equal variances assumption’ as the equality- of -variance assumption was not violated as designated by a non-significant Levene’s Test.

**Group Statistics**

Type of school my field experience was in:	N	Mean	Std. Deviation	Std. Error Mean
MEAN1 PDS	39	4.0961	.47355	.07583
Other	125	3.9834	.46433	.04153

**Independent Samples Test**

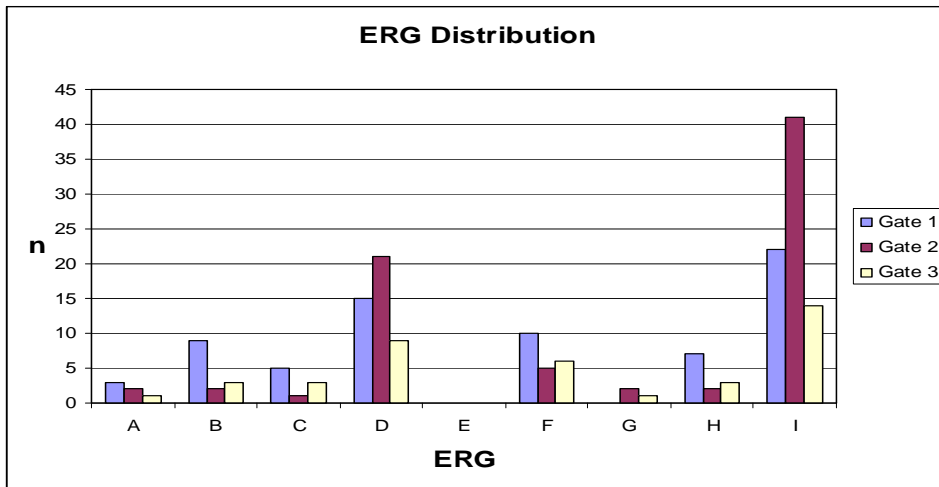
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
MEAN1 Equal variance assumed	.757	.385	1.317	162	.190	.11272	.08556	-.05625	.28168
Equal variance not assumed			1.304	62.494	.197	.11272	.08646	-.06008	.28551

**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

<b>ERG</b>	<b>Total</b>	<b>Gate 1</b>	<b>Gate 2</b>	<b>Gate 3</b>
<b>A</b>	6	3	2	1
<b>B</b>	14	9	2	3
<b>C</b>	9	5	1	3
<b>D</b>	45	15	21	9
<b>E</b>	0	0	0	0
<b>F</b>	21	10	5	6
<b>G</b>	3	0	2	1
<b>H</b>	12	7	2	3
<b>I</b>	77	22	41	14
<b>Total n:</b>	<b>187</b>	<b>71</b>	<b>76</b>	<b>40</b>



## Qualitative Findings

The teacher 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?**

All the respondents felt that they had grown as an educator. This was the first field experience for many of the teacher candidates and what they found most meaningful was actually getting into a classroom “*You can talk about it all you want, but you really need to do it to find out if you like it,*” and “*There is no way to fully understand classroom dynamics without actually being in the classroom.*” The opportunity to observe an experienced teacher manage all aspects of a classroom (i.e., discipline, lesson plans, timing of the day) – “*I was able to see what really goes on in a classroom,*” the opportunity to work and “*connect*” with classroom students, and the chance to implement lesson plans – “*I had written lesson plans previous to this class, but performing them is completely different,*” were all cited as important factors in the experience. The overall experience made them feel more comfortable, competent, and capable in the classroom. “*This experience has reaffirmed my desire to teach ...and my faith in my capabilities.*”

Other valuable experiences noted were: the ability to apply and observe theories learned in their SCSU class to the field classroom, “*I have learned the necessary tools for becoming a successful educator in my courses and been able to observe those tools being put to use in my fieldwork;*” an increased awareness of diversity in the classroom, “*I was surprised at the diversity of students and the presence of diverse learners in all classrooms*” and “*Working with children in an inner city school and children of different socioeconomic and cultural backgrounds has really helped me to flourish as a future educator;*” and also taking the time to reflect on their observations, “*writing my reflections...helped contribute to my growth.*”

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

The field experience teacher candidates overwhelmingly agreed that “*all children learn differently...you will never have two students who are the same, or that learn the same,*” and that the teacher must accommodate this, “*the classroom is full of individuals who have different ways of learning, whether it be verbal, visual, or hands on, I, as the teacher must find a way to fit all of these needs,*” including “*teaching the material in 2-3 different ways (lecture, overhead, handout, presentation, etc.)*”

The teacher candidates also commented on many of the personal characteristics they felt a good teacher needed. To work with all learners a teacher needs to be “*sensitive*”, “*need[s] to have lots of patience and determination*”, “*always has to think on [their] feet,*” and “*be more creative when presenting material*” and designing lesson plans.

*“I have learned a lot about working with diverse learners. I’ve learned that sometimes you can’t even tell that they learn differently. This can make teaching them difficult at first. Everyone learns somehow, you just need to figure out who learns how.”*

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

The majority of the teacher candidates found the experience beneficial, rewarding, and wished they could have had more time, *“It was great. Nothing could have been better except for the fact that I wish I had more time to give.”* The opportunity for more time in the classroom, *“more interaction with the class,”* more occasions to implement their lesson plans, to observe other teachers at different grade levels and during different periods of the day.

The candidates also want more communication with both their cooperating teacher and their SCSU professor, *“more personal feedback more often.”* 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

The value of the clinical field experience and the quality of the educational preparation of the teacher candidates is shown both in the quantitative and qualitative responses. As one candidate said, *“Each year that I participate in field experience I grow as an educator because I have experiences, whether positive or negative, that allow me to reflect on educational practice in my own way. My courses, coupled with my field work, allow me to use my expanding knowledge about learning in authentic situations.”* This is also reflected in the statements that the candidates agreed with most strongly: that they were *“doing a good job at representing SCSU at my field site”* and that *“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.”*

Survey items H24 (overall M=4.52), F22 (overall M=4.42), and H26, recoded, (overall M=4.33) had consistently high mean scores across the gates. 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*
- H26 (recoded): *As a result of my field experience, I am rethinking whether I am suited for this profession* (note: this is a recoded item – respondents disagree with this statement)

The survey item D07 (recoded) consistently had the lowest mean score across all the gates (overall M= 3.32). 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.*

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.

## Appendix I – Email message and Survey

Email message sent to students with a clinical field experience in the spring 2007 semester:

April 2, 2007

Dear Student:

The SCSU faculty and staff are interested in learning more about the clinical field experience(s) that you participated in during the spring 2007 semester. A clinical field experience is an important part of a student's educational experience and a step to becoming a successful educator. We need your thoughts and opinions to help us better understand and improve clinical field experiences for future students.

Please take a few minutes now to complete this brief survey. Your responses will be kept completely confidential. If you are currently enrolled in **more** than one course with a clinical field experience, please complete one survey for **each** course.

We extend our sincere thanks and appreciation for taking time from your busy schedule to complete this survey. Our best wishes for a successful finish to your semester!

If you have any questions, please contact Maureen Gilbride-Redman, M.P.A. @ the Center for Community and School Action Research (CCSAR) or email [ccsar@southernct.edu](mailto:ccsar@southernct.edu) CCSAR is located in the School of Ed, Davis Hall, Rm 110.

This link will take you to the secure web site where you will be able to complete the survey from **April 2, 2007- April 30, 2007**

[www.snap-surveys.com/scsu/cf0607](http://www.snap-surveys.com/scsu/cf0607)

Nancy Marano, Ph.D.  
Associate Professor  
Department of Education

P.S. This survey will be web accessible from **April 2, 2007-April 30, 2007**

**Southern Connecticut State University**  
**Clinical Field Experience Student Survey**



**Clinical Field Experience Student Survey - Spring 2007**

**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.

Q1      **Student ID Number (8 digit number):**

Q2      **I am completing this survey in this course:**

- |                                  |                                  |                                  |                                       |
|----------------------------------|----------------------------------|----------------------------------|---------------------------------------|
| <input type="checkbox"/> EDU 200 | <input type="checkbox"/> EDU 491 | <input type="checkbox"/> EXS 394 | <input type="checkbox"/> SED 435      |
| <input type="checkbox"/> EDU 201 | <input type="checkbox"/> EDU 493 | <input type="checkbox"/> EXS 483 | <input type="checkbox"/> SED 449      |
| <input type="checkbox"/> EDU 206 | <input type="checkbox"/> EDU 497 | <input type="checkbox"/> EXS 495 | <input type="checkbox"/> SED 536      |
| <input type="checkbox"/> EDU 309 | <input type="checkbox"/> EDU 498 | <input type="checkbox"/> SED 225 | <input type="checkbox"/> <b>Other</b> |
| <input type="checkbox"/> EDU 311 | <input type="checkbox"/> EXS 191 | <input type="checkbox"/> SED 235 |                                       |
| <input type="checkbox"/> EDU 312 | <input type="checkbox"/> EXS 291 | <input type="checkbox"/> SED 325 |                                       |
| <input type="checkbox"/> EDU 413 | <input type="checkbox"/> EXS 350 | <input type="checkbox"/> SED 365 |                                       |

## Clinical Field Experience Student Survey - Spring 2007

Q3 I am:

Female

Male

Q4 I am at gate:

Gate 1

Gate 2

Gate 3

Q5 I am:

an undergraduate student

a graduate student

Q6 I have spent about the following number of hours at the field site:

## Clinical Field Experience Student Survey - Spring 2007

My field experience was in:

- ERG A** (*Avon, Darien, Easton, New Canaan, Redding, Ridgefield, Simsbury, Weston, Wilton, Woodbridge, Reg Dist 9*)
- ERG B** (*Bethel, Brookfield, Cheshire, Fairfield, Farmington, Galstonbury, Granby, Greenwich, Guilford, Madison, Marlborough, Monroe, New Fairfield, Newtown, Orange, South Windsor, Trumbull, West Hartford, Reg Dist 5*)
- ERG 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 Dists: 4, 6, 7, 8, 10, 13, 14, 15, 17, 18, 19*)
- ERG 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*)
- ERG 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 Dists: 1, 11, 16, Woodstock Academy*)
- ERG F** (*Bloomfield, Enfield, Groton, Manchester, Milford, Montville, Naugatuck, Seymour, Stonington, Stratford, Torrington, Vernon, Wallingford, Waterford, Windsor Locks, Wolcott*)
- ERG G** (*Chaplin, East Haven, East Windsor, Griswold, North Canaan, Plainfield, Plymouth, Sprague, Stafford, Sterling, Thomaston, Thompson, Voluntown, Winchester, Gilbert School*)
- ERG H** (*Ansonia, Bristol, Danbury, Derby, East Hartford, Killingly, Meriden, Middletown, Norwalk, Norwich, Putnam, Stamford, West Haven, Norwich Free Academy*)
- ERG I** (*Bridgeport, Hartford, New Britain, New Haven, New London, Waterbury, Windham*)

## Clinical Field Experience Student Survey - Spring 2007

### Type of school my field experience was in:

- PDS - Edgewood*
- PDS - Jepson*
- PDS - Conte West Hills*
- PDS - Jerome Harrison*
- PDS - Hillhouse High*
- Partner - Wintergreen*
- Partner - Katherine Brennan*
- Partner - Wilbur Cross High*
- Partner - Hill Regional Career High*
- Other School*

Please specify:

### I am pursuing certification in this area:

- K - 12*
- Early Childhood Education*
- Elementary Education*
- Secondary Education*
- Special Education Collaborative*

## Clinical Field Experience Student Survey - Spring 2007

Please choose one response for the following questions:

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>
1. I have applied knowledge that I have learned in my university course at my field site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My field experience contributed to my ability to competently teach students who are not typical students (e.g., special needs).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My field experience contributed to my ability to make sure that male and female students equally benefit from my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My field experience contributed to my ability to competently teach students from low socioeconomic backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My field experience contributed to my ability to competently teach students from diverse ethnic or racial groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am prepared to use informational and/or instructional technology as an integral part of my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My field site did not lend itself to using informational and/or instructional technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Clinical Field Experience Student Survey - Spring 2007

Please choose one response for the following questions:

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>
8. I am able to explain why a task I was given to do at my field site did not go as planned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. As a result of my fieldwork experience, my competence as a teacher has greatly improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The teacher(s) at my field experience inspired me to imitate him or her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I feel that I am more prepared to enter into the profession than my peers who have not had a field experience such as mine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. SCSU faculty members inspire me to imitate them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Thanks to my field experience, I now feel more prepared to handle a classroom on my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I used to have more trouble than I have now in managing a group of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I feel that I "connected" with at least some of the students at my field site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Clinical Field Experience Student Survey - Spring 2007

Please choose one response for the following questions:

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>
16. The teacher and/or staff at my field experience encouraged and/or rewarded me when I displayed competence as a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. At least one SCSU faculty member encouraged me to talk about what I experienced at my field site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I felt comfortable communicating with at least one SCSU faculty member when I had a concern about my field experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I felt responsible for communicating to the classroom teacher the expectations of the course that was tied to my field experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The school faculty at my field site and SCSU faculty regularly communicated about me and/or field placements in general.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. At my field site, at least one teacher explained to me decisions that he/she made during instructional time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Clinical Field Experience Student Survey - Spring 2007

Please choose one response for the following questions:

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>
23. At my field site, at least one teacher explained to me how he/she planned the lesson(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I feel that I did a good job representing SCSU at my field site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. This field experience did not have a meaningful impact on my skills as a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. As a result of my field experience, I am rethinking whether I am suited for this profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. When I was given a responsibility in the classroom, I felt uncertain at times about how to deal with that responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Written reflections of my experiences at my field placement contributed to my development as a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. As a result of my field experience, I am familiar with the laws and regulations that impact teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Clinical Field Experience Student Survey - Spring 2007

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

- one or two students*
- a small group of students*
- the whole class*
- all of the above*

## Clinical Field Experience Student Survey - Spring 2007

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

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

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



## Clinical Field Experience Student Survey - Spring 2007

**Please hit the Submit button below when you have completed the survey.**

**Thank you for taking the time to complete this important survey.  
We appreciate your participation.**

2007© Center for Community and School Action Research (CCSAR) @ Southern Connecticut State University

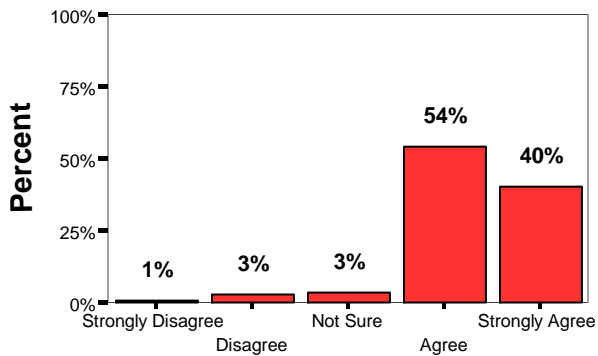
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## Appendix II – Bar Charts of Overall Survey Item Responses

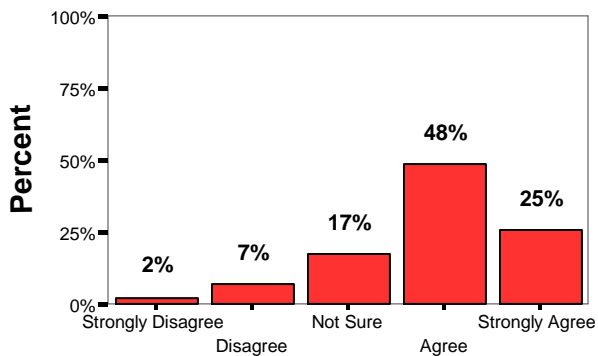
B1. I have applied knowledge that I have learned in my university course at my field site.



Bars show percents

**B1**

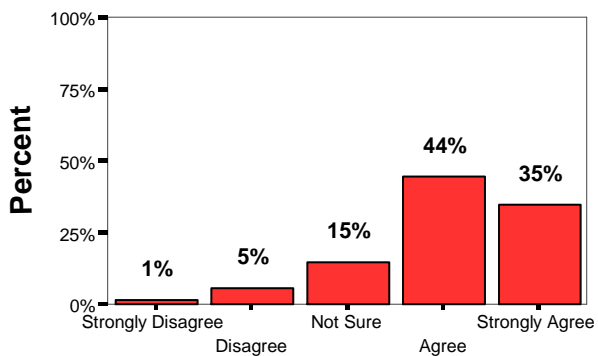
C2. My field experience contributed to my ability to competently teach students who are not typical students (e.g., special needs).



Bars show percents

**C2**

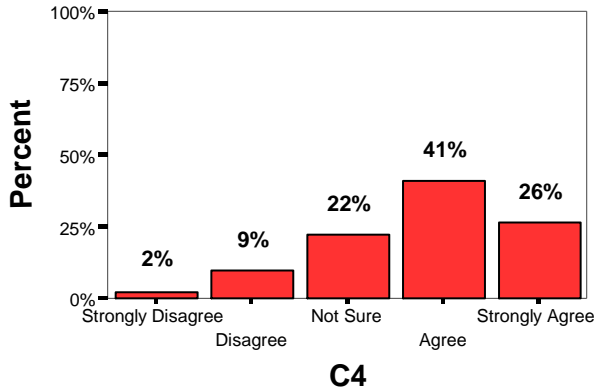
C3. My field experience contributed to my ability to make sure that male and female students equally benefit from my teaching.



Bars show percents

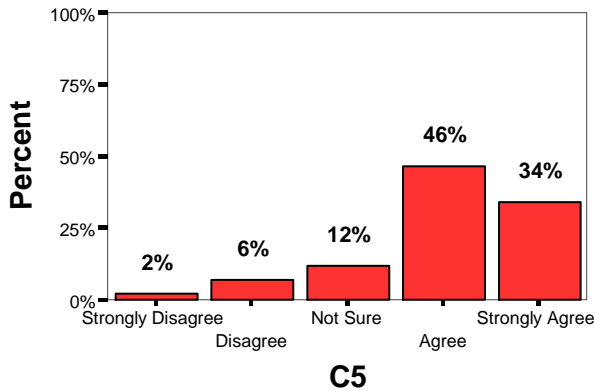
**C3**

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



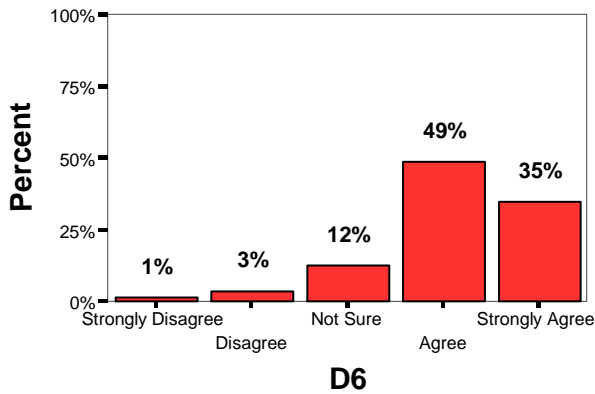
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C5. My field experience contributed to my ability to competently teach students from diverse ethnic or racial groups.



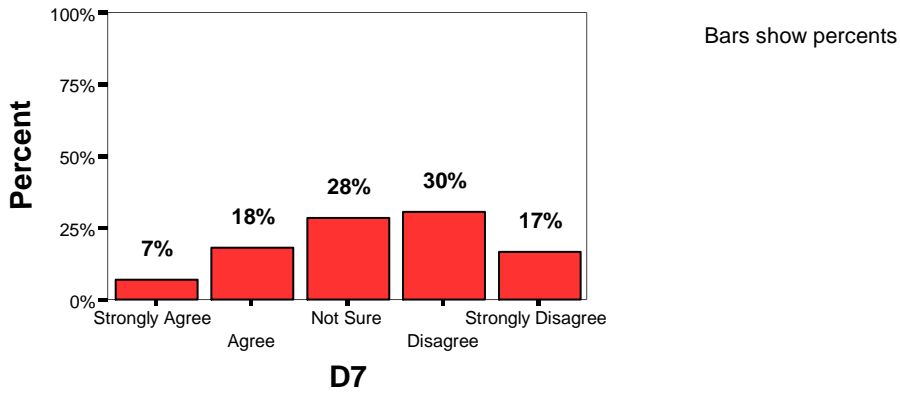
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D6. I am prepared to use informational and/or instructional technology as an integral part of my teaching.

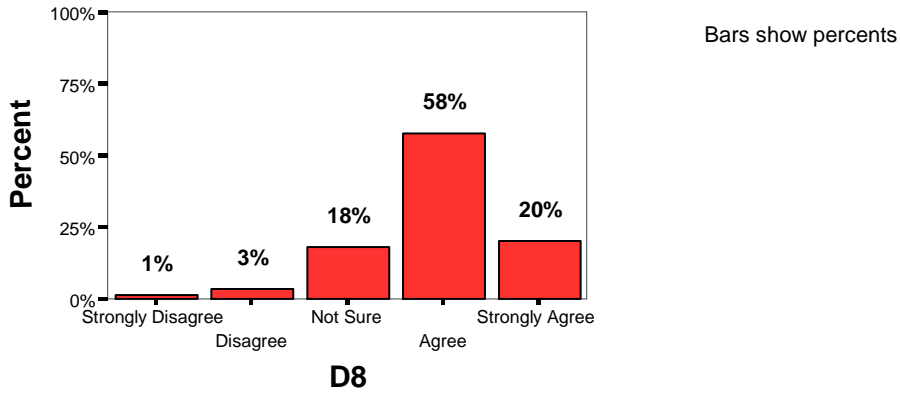


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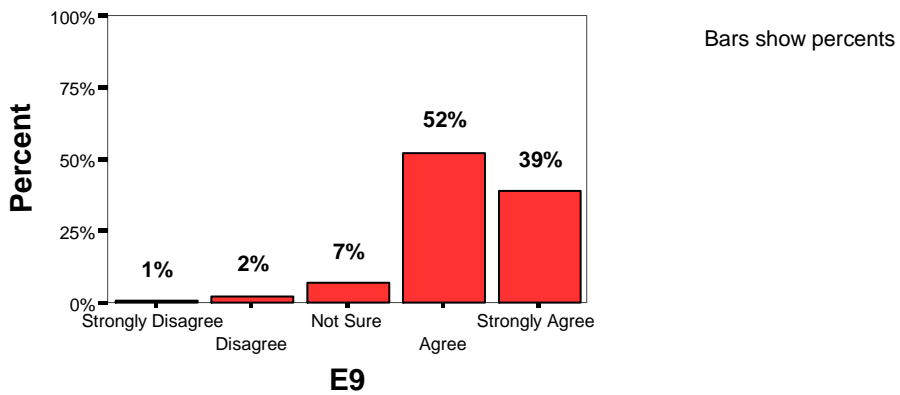
D7. My field site did not lend itself to using informational and/or instructional technology.



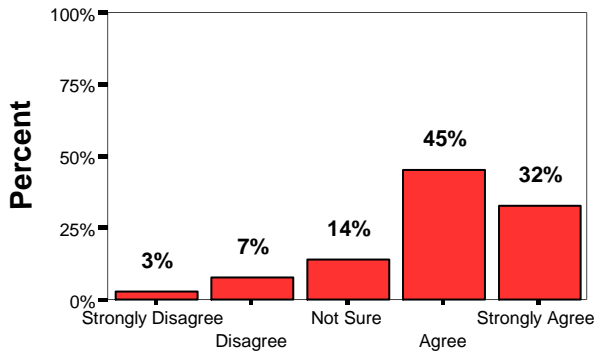
D8. I am able to explain why a task I was given to do at my field site did not go as planned.



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



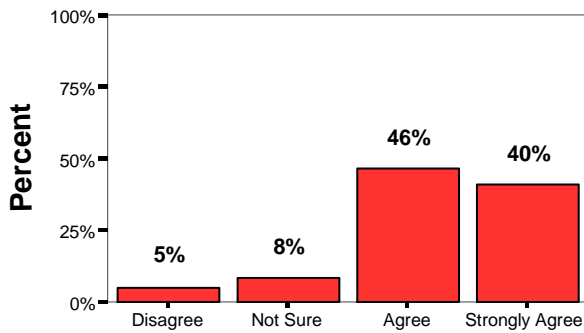
E10. The teacher(s) at my field experience inspired me to imitate him or her.



Bars show percents

**E10**

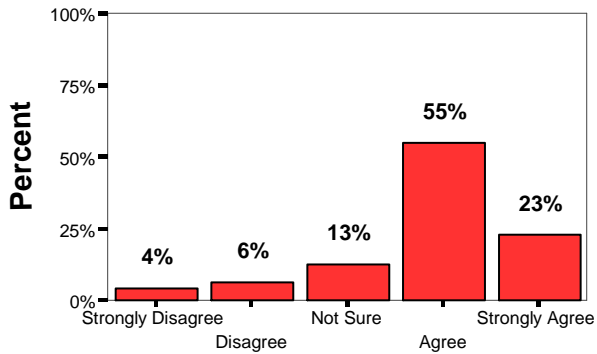
E11. I feel that that I am more prepared to enter into the profession than my peers who have not had a field experience such as mine.



Bars show percents

**E11**

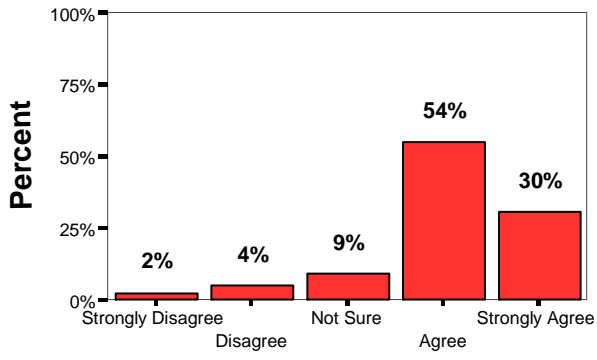
E12. SCSU faculty members inspire me to imitate them.



Bars show percents

**E12**

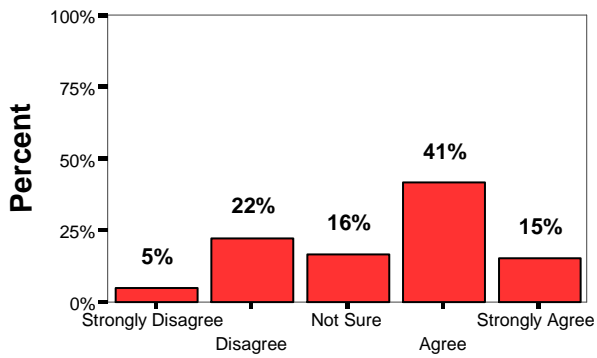
E13. Thanks to my field experience, I now feel more prepared to handle a classroom on my own.



Bars show percents

**E13**

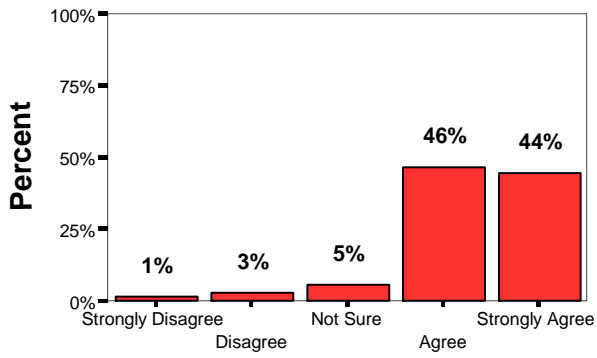
E14. I used to have more trouble than I have now in managing a group of students.



Bars show percents

**E14**

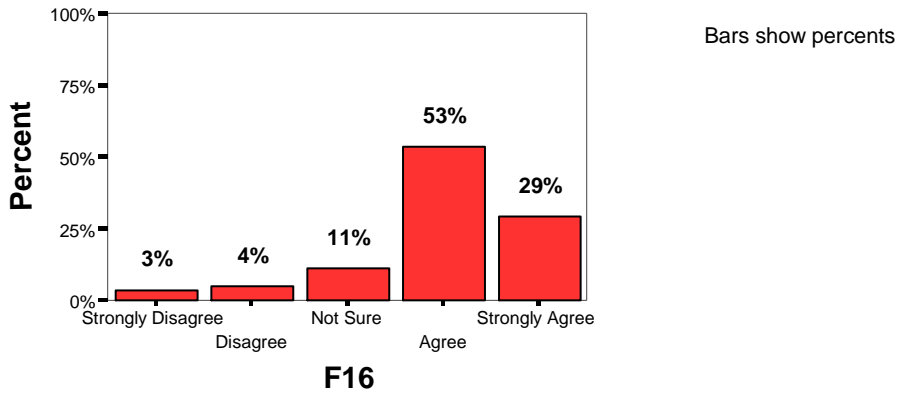
F15. I feel that I “connected” with at least some of the students at my field site.



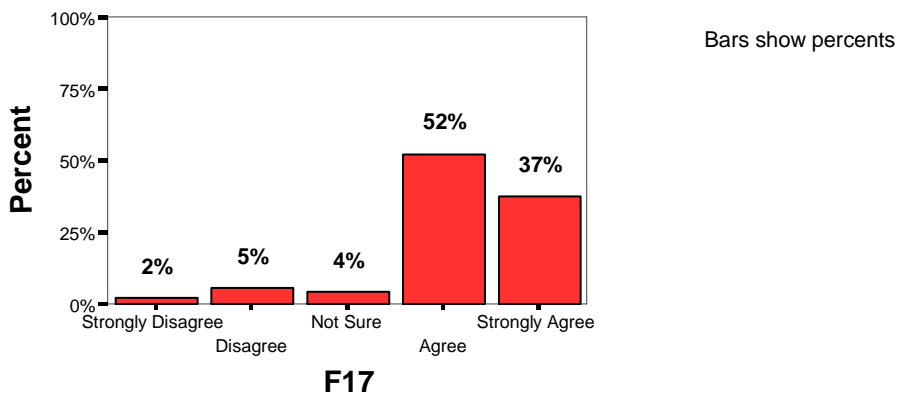
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**F15**

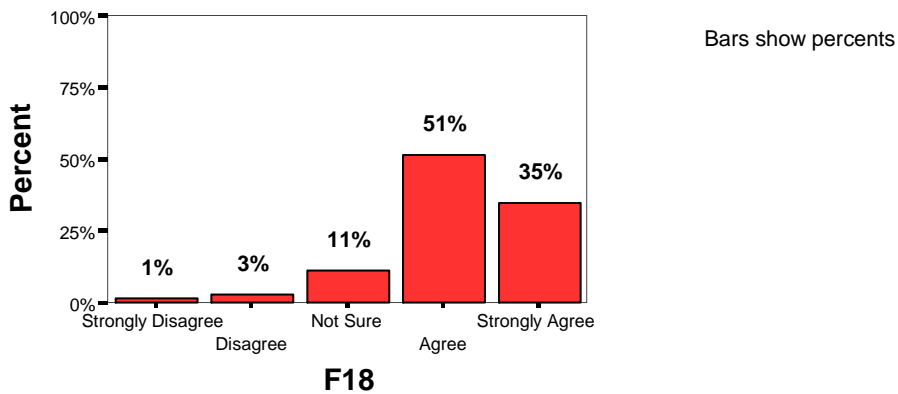
F16. The teacher and/or staff at my field experience encouraged and/or rewarded me when I displayed competence as a teacher.



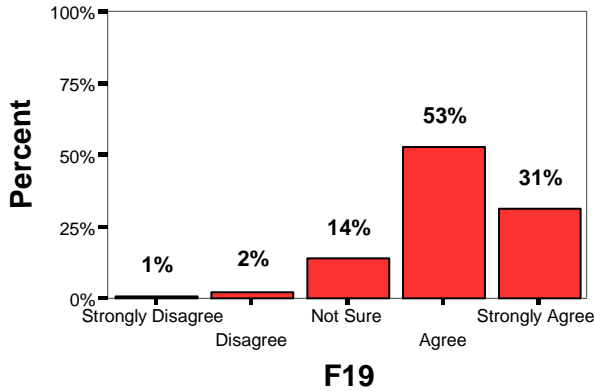
F17. At least one SCSU faculty member encouraged me to talk about what I experienced at my field site.



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

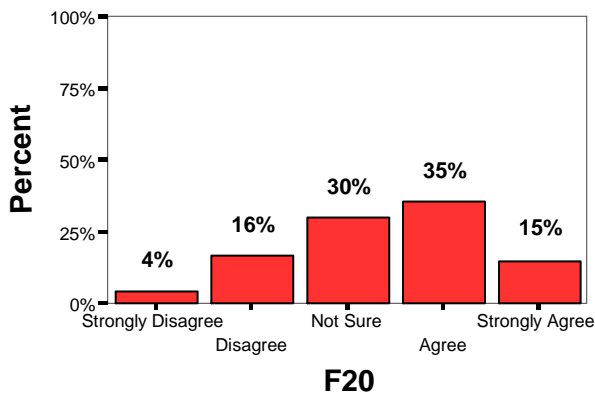


F19. I felt responsible for communicating to the classroom teacher the expectations of the course that was tied to my field experience.



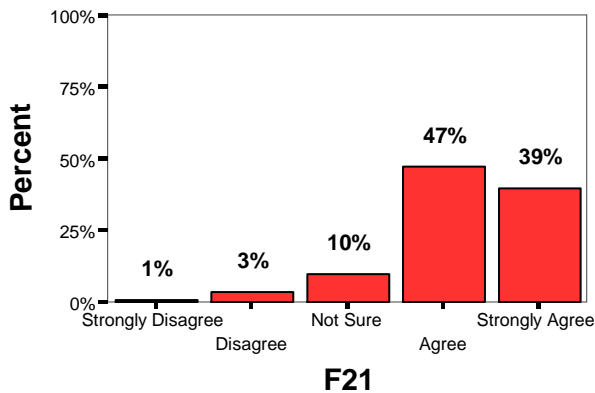
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F20. The school faculty at my field site and SCSU faculty regularly communicated about me and/or field placements in general.



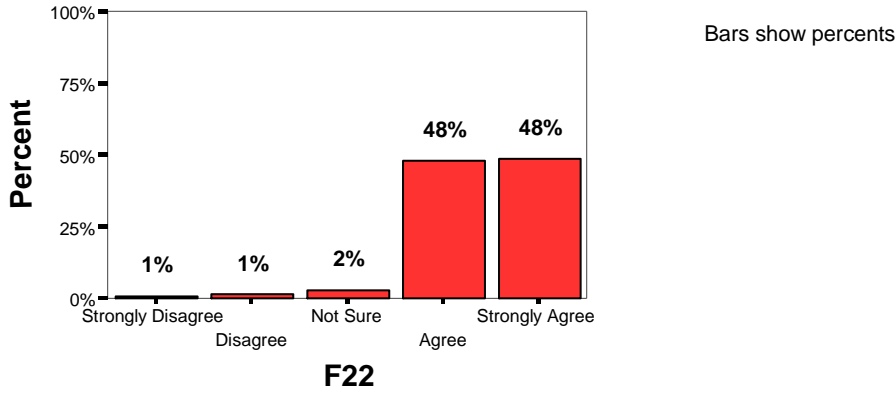
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F21. At my field site, at least one teacher explained to me decisions that he/she made during instructional time.

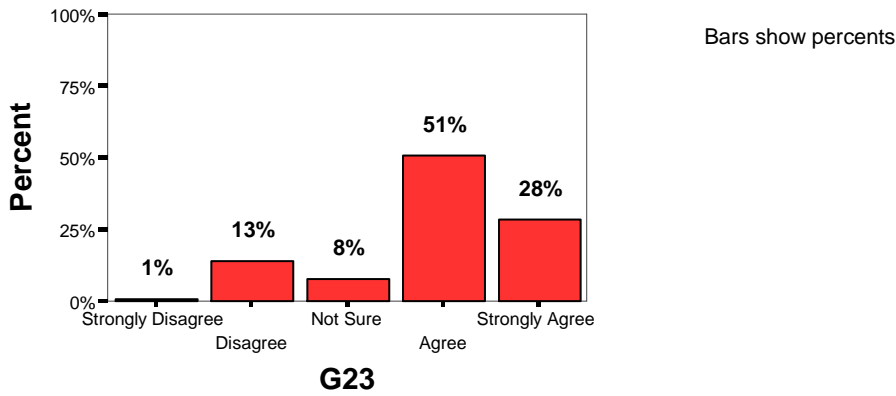


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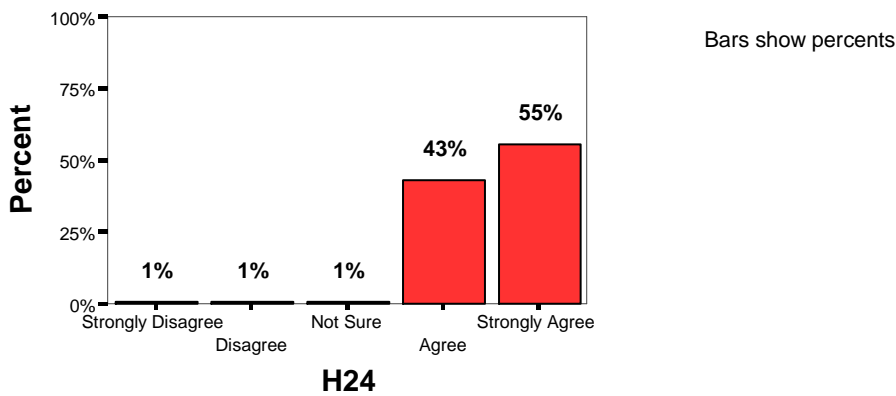
F22. As a result of interacting with the students at my field site, I am developing the knowledge, skills, and dispositions related to becoming a good teacher.



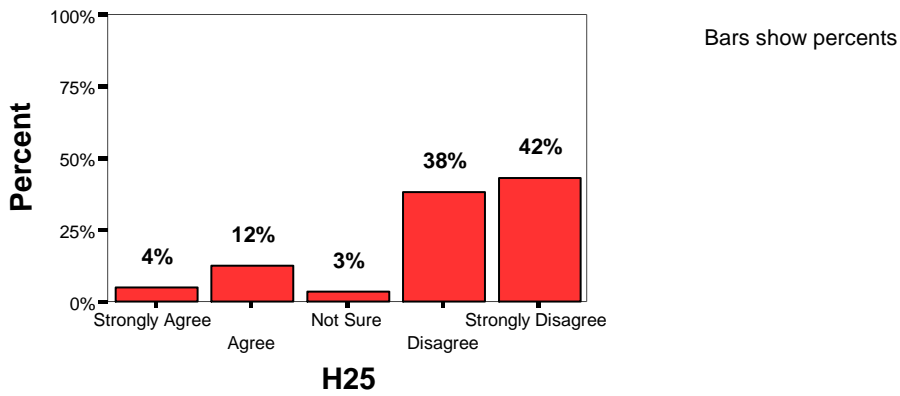
G23. At my field site, at least one teacher explained to me how he/she planned the lesson(s).



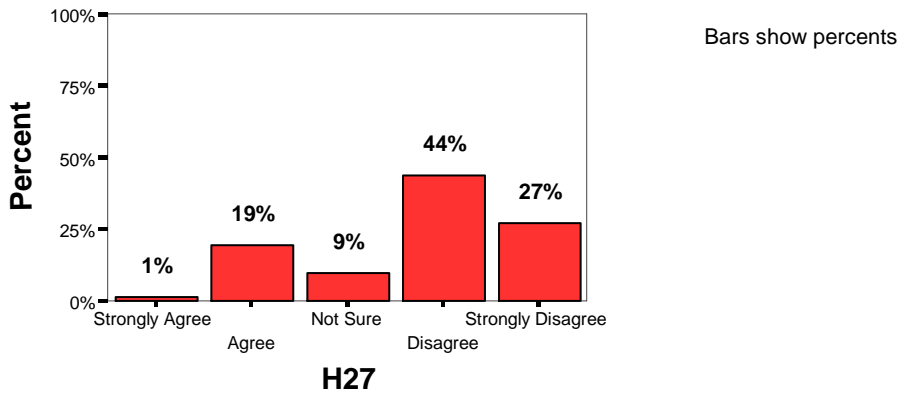
H24. I feel that I did a good job representing SCSU at my field site.



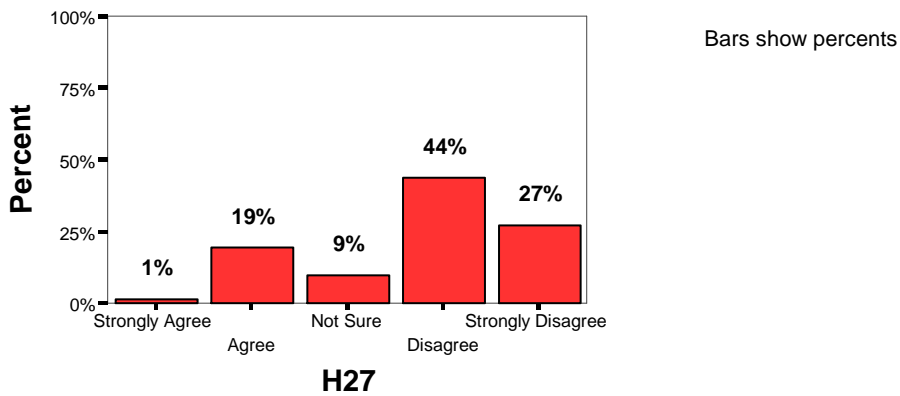
H25. This field experience did not have a meaningful impact on my skills as a teacher.



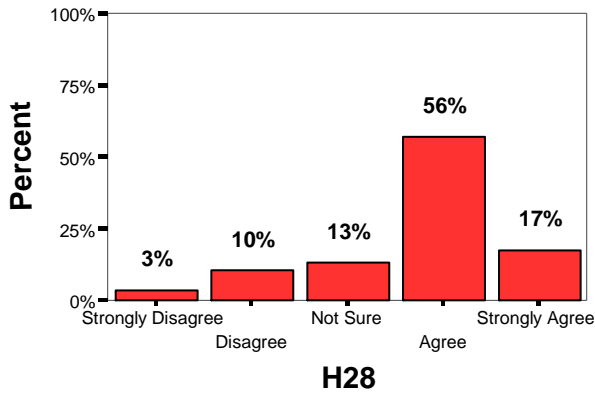
H26. As a result of my field experience, I am rethinking whether I am suited for this profession.



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

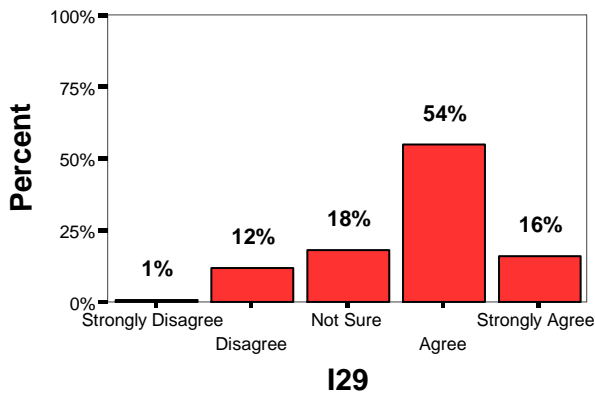


H28. Written reflections of my experiences at my field placement contributed to my development as a teacher.



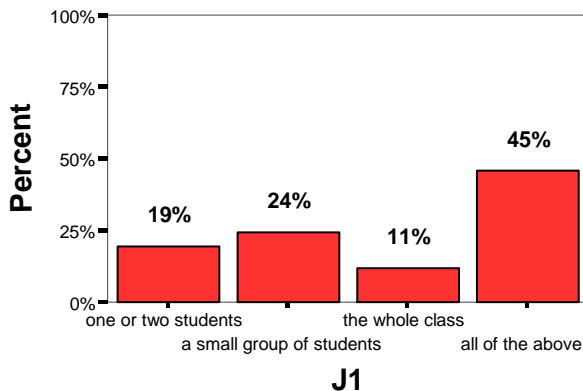
Bars show percents

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