The Clinic/Cooperating Teacher Clinical Survey was administered to teachers who were assisting students in the Neag School of Education’s Teacher Education Program. The purpose of this survey was to gauge the practitioners’ perceptions of the clinical experience. It also provided teachers with the opportunity to express their opinions about the clinical experience in general. A corresponding survey was completed by the UConn students who participated in the clinical experiences. This report summarizes the results of 109 cooperating teachers.

- 43% of respondents described their schools as urban and 42% described their schools as suburban.
- Elementary Education (26%), Special Education (19%), and English Language Arts (17%) were the most commonly reported fields of study. Agriculture (3%), World Languages (5%), and Music (5%) were the least commonly reported fields of study.
- The greatest numbers of respondents teach in Windham (15%), Glastonbury (14%), and East Hartford (11%).
- 80% of respondents agreed or strongly agreed that students were assessed on required university assignments.
- 98% of respondents agreed or strongly agreed that a positive attitude about the clinical experience was apparent in the school.
From which component did you have students this year?

- IB/M: 70 (64.22%)
- Music: 7 (6.42%)
- TCPCG-Hartford: 23 (21.10%)
- TCPCG-Waterbury: 9 (8.26%)

Which best describes the setting of your school?

- Rural: 22 (15.83%)
- Suburban: 59 (42.42%)
- Urban: 61 (43.68%)

What areas were the students pursuing?

- Agriculture: 5 (3.52%)
- Elementary: 25 (17.81%)
- English/Language Arts: 17 (11.97%)
- Mathematics: 8 (5.63%)
- Music: 18 (12.68%)
- Science: 21 (14.79%)
- Social Studies/History: 27 (19.01%)
- Special Education: 8 (5.63%)
What district do you work in?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Hartford</td>
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<tr>
<td>Glastonbury</td>
<td>19</td>
<td>14.5</td>
</tr>
<tr>
<td>Hartford</td>
<td>11</td>
<td>8.4</td>
</tr>
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<td>Mansfield</td>
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<td>6.9</td>
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<tr>
<td>Manchester</td>
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<td>Region 19 (E.AO. Smith)</td>
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<td>Vernon-Rockville</td>
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<td>Waterbury</td>
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<td>West Hartford</td>
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<tr>
<td>Willington</td>
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<tr>
<td>Windham</td>
<td>20</td>
<td>15.3</td>
</tr>
<tr>
<td>Other</td>
<td>20</td>
<td>15.3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>131</strong></td>
<td><strong>100.0</strong></td>
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<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>A meeting was held early in the semester to discuss clear expectations for this experience.</td>
<td>10 (5.35%)</td>
<td>17 (9.09%)</td>
<td>53 (28.34%)</td>
<td>88 (47.06%)</td>
<td>19 (10.16%)</td>
</tr>
<tr>
<td>The student’s performance was reviewed and assessed on required university assignments.</td>
<td>2 (1.07%)</td>
<td>9 (4.81%)</td>
<td>56 (29.95%)</td>
<td>95 (50.80%)</td>
<td>25 (13.37%)</td>
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<tr>
<td>A positive attitude about the clinical experience was apparent in the school.</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>51 (27.27%)</td>
<td>133 (71.12%)</td>
<td>3 (1.60%)</td>
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<tr>
<td>The student was treated as a professional.</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>42 (22.46%)</td>
<td>144 (77.01%)</td>
<td>1 (0.53%)</td>
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<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td>N/A</td>
</tr>
<tr>
<td>--------------------------------------</td>
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</tr>
<tr>
<td><strong>My student from the Neag School:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicated openly (e.g., discussed teaching lessons).</td>
<td>0 (0.00%)</td>
<td>5 (2.66%)</td>
<td>54 (28.72%)</td>
<td>125 (66.49%)</td>
<td>2 (1.06%)</td>
</tr>
<tr>
<td>Reflected on his/her teaching practice.</td>
<td>1 (0.53%)</td>
<td>4 (2.13%)</td>
<td>65 (34.57%)</td>
<td>113 (60.11%)</td>
<td>4 (2.13%)</td>
</tr>
<tr>
<td>Demonstrated interest in his/her progress.</td>
<td>0 (0.00%)</td>
<td>4 (2.13%)</td>
<td>54 (28.72%)</td>
<td>128 (68.09%)</td>
<td>2 (1.06%)</td>
</tr>
<tr>
<td>Recognized his/her instructional strengths.</td>
<td>0 (0.00%)</td>
<td>12 (6.38%)</td>
<td>60 (31.91%)</td>
<td>110 (58.51%)</td>
<td>6 (3.19%)</td>
</tr>
<tr>
<td>Met the competencies of his/her clinical experience.</td>
<td>0 (0.00%)</td>
<td>2 (1.06%)</td>
<td>64 (34.04%)</td>
<td>120 (63.83%)</td>
<td>2 (1.06%)</td>
</tr>
<tr>
<td>Analyzed ideas to make effective instructional decisions.</td>
<td>0 (0.00%)</td>
<td>9 (4.79%)</td>
<td>58 (30.85%)</td>
<td>115 (61.17%)</td>
<td>6 (3.19%)</td>
</tr>
<tr>
<td>Recognized his/her opportunities for growth.</td>
<td>0 (0.00%)</td>
<td>9 (4.79%)</td>
<td>59 (31.38%)</td>
<td>119 (63.30%)</td>
<td>1 (0.53%)</td>
</tr>
<tr>
<td>Brought innovative ideas into the classroom.</td>
<td>2 (1.06%)</td>
<td>21 (11.17%)</td>
<td>68 (36.17%)</td>
<td>92 (48.94%)</td>
<td>5 (2.66%)</td>
</tr>
</tbody>
</table>
Please answer the following questions related to the CT Core of Teaching Standards. Thinking about this past year, please provide an example of how a student improved on the standard, "Planning, Instructing, Assessing, and Adjusting Instruction."

The student observed how schedule changes due to unplanned events/weather/testing affect instructional time and was able to offer suggestions on adjusting to the change.

Discussed ideas for adjusting instruction for multiple students.

Initially my student teacher was very hesitant and apprehensive toward the students. She is now able to design a plan for teaching and carry it out, making adjustments mid-stream if needed.

My student teacher added assessments to his lessons after the CMTs to drive instruction.

Lisa worked with small groups or individuals as needed. Since she was present the whole school day, she experienced every subject; math, reading and language arts, as well as the content areas.

I asked her if she was willing to conduct part of a lesson in one of the classes she observed and provided her with some ideas for how to do so. She did not initiate the conversation, but was enthusiastic about spending time in front of students as instructor, if only briefly. I don't feel it is appropriate yet for her to plan full lessons.

This didn't happen.

- Student realized the connection between components of this idea - it planning is based on previous assessments, adjustments are not just based on objectives, but on students' needs.
- Student discovered "teachable moments" - Student realized the strong thoughtful planning is needed to provide varied instruction

Student has improved on planning and following through.

The student-teacher was able to see what did not go well during one class period and attempted to improve the lesson for the next class.

Our interns created a new framework for a "Using Primary Sources" student workshop using an existing lesson plan as the template.

Considered where kids might get/were getting confused and explained things clearly.

1. Student teacher used a variety of genres to conduct reader's workshop. 2. Student teacher took the math lessons from text and made them his own.

My student intern helped me plan a differentiated math lesson and implemented it on her last day!

The student was able to give real life examples to help my students to understand information. The intern was able to assess whether the students were
understanding and made adjustments as needed.

With support, the student was able to modify her instruction when she completed a lesson quickly and extend it with enriching activities.

The example I remember is observing our student teacher teach a lesson in a class that had a difficult time with the assignment. We discussed this and I suggested that she always do the assignment first and have an example and when she did that it went much better. She then continued that practice.

My student teacher certainly learned how to design and implement instruction, and she began to understand how to align her goals/objectives with assessment. Having a background in Backward design would have been helpful, as well as differentiation (adjusting instruction).

Each student did something different. Sped student individualized transition planning for seniors. English student conducted writing workshops.

The student had two sections of one course and would often make adjustments based on the earlier class.

Student wrote, analyzed and put into practice rubrics for projects

This really doesn't apply to the junior interns.

The students were out of discipline and had little interest in any of these areas.

Students in our class had wide ranges of academic abilities (ELL, SPED, SED, etc.) and the lessons developed were intended to reach as many of the learning modalities as possible. Text was integrated with video supplements to try and enhance the learning experience.

They reviewed the curriculum that was presented by the district

I saw many times where my student had great plans for a lesson, and as the lesson went along, they would have to adjust instruction, add on or take away bits and pieces according to how the class was doing.

N/A

As the student gained more actual teaching experience, she was able to understand the importance of planning lessons in advance and then using assessment of student understanding to guide future instruction.

The student teacher analyzed math tests and adjusted instruction to meet the needs of the children.

My student teacher planned a unit on writing summary paragraphs for a project- recognized that students were confused about what information to include so came up with 3 more lessons to demonstrate how to find the information and write the summary paragraph.

The use of open-ended questioning and polling students as a form of formative assessment.

Planned lessons that integrated arithmetic, algebraic, and graphical reasoning.
She tweaked lessons from one period to the next (within the same day) to improve the effectiveness of certain aspects of the lesson.

Student "A" had well thought out lessons from the first, but had difficulty finding time for including time for a post organizer. "A" was able to find a way to give students a two minute "warning" that they were to complete what they were working on and to review at the end of the lesson by the last two observations.

My student would use information gathered from informal assessment and re-teach or modify as necessary.

She changed her powerpoint between classes to account for questions that arose in the first class. She adjusted assessments to have a variety of types of questions.

My student tried very hard to make the most of her student teaching experience and worked daily on her plans and instruction. She was interested in the teaching profession, but struggled to take a topic/unit and develop it without much teacher direction and support. Verbal and writing skills were in question all semester.

My student teacher became not only familiarized with the structured reading program that is being used within the class, but also with the interests of the students and was able to successfully meld the 2 into a very effective teaching and learning environment. She used the technology data to refine and adjust how and what she was teaching.

For the most part, all students in the SPED programs are of the highest caliber. Their plans are comprehensive and reflect careful, thoughtful planning. They are always seeking ways to improve their instruction and enhance student learning. I found that the area they needed most help with was management; all students implemented strategies discussed in post observation sessions and were excited about the results.

My student teacher had the opportunity of teaching the same lesson several times. After the first lesson, we were able to refine instruction and make it better for the next class.

She was always prepared for lessons. She used IEP's, student work samples and assessment results to plan the next lessons for her groups. She incorporated the different technology, offered by our school, to differentiate for a variety of needs and engage students.

Since this was a clinical rotation, the student was not actually teaching but assisting in the instruction. She offered wonderful suggestions and helped with the planning for both French and Biology lesson. She helped to better coordinate the Lab activity on Darwinian Evolution.

Lesson Plan Writing (not lesson creation) The student came to me with the most time consuming lesson plan writing format. The student thought she was working hard, but she was working on meaningless material that did not translate into better teaching. The goal of a lesson plan is to be very clear of the students’ objective for the lesson and to devise a clear and simple way to make all students to actively reach this objective. Her lesson plan had items and depth that did not support the goal- they simply stole time. She also could not use her lesson plan during class as a guide. She needed to...
relearn how to write a lesson plan that she could actually complete with the other demands of teaching and format the lesson plan in such a way to use it as a guide during instruction. She very much liked the new lesson planning format. It saves time, meets its goal, and is usable in the classroom. Lesson creation Another issue was actively reaching the objective. Student must be actively (not meaning only hands-on) engaged and forming their own meaning. In middle school, some lectures are necessary to clarify the detail of a concept but students then need opportunities to work with and apply the material from a lecture. They have to be exposed to the material in several ways to make it their own. I continuously questioned the lecture method and modeled alternate approaches so she could have other tricks in her bag. I forgot what she called the lecture method – something like “interactive lecture”???? There was student input, but I would have a hard time calling them “interactive”. I have seen other graduates/students use the single lecture without intertwining other methods of delivery. This is not college. We need to be developmentally appropriate. I did not make as much head way in this area as I would like. Hopefully, the mentor at her first job will continue the work. The student did improve, however. First, she saw the difference between the two. Second, she tried to find ways to have the students be active learners.

In teaching the folk dance, "Lucky Seven" to multiple classes, the student clearly became more confident and was able to make the instructions clearer to each new class.

My student asked to plan and teach a lesson even though she was only a junior. She also helped to run small reading groups and conferred with individual students.

As the experience continued the student became more comfortable about hands on, experimental laboratory opportunities for all her students. She also realized the importance of continuous assessment activities.

She worked with a student with severe ADHD, prompting him to recheck work, focus, keep him on task, help him research areas of interest, and modifying work into manageable chunks. She also conducted a reading group session based on my written questions for those two chapters (low reading group).

Handouts were adjusted to include simple but effective note taking and notebook organization. Name - date - assignment - scoring - date due etc.

Was not satisfied with students' performance on an assessment and took it upon herself to to plan for additional instruction using different strategies to help students master the material.

The student was willing to take feedback, both formal and informal to modify instruction. For example, after viewing a lesson during a class early in the day, a suggestion was made to make a few small changes to better scaffold the instructions. These instructions were modified in the following class in a way that improved the students' engagement.

From week to week, the student had new ideas to help reach the most reluctant learner.

I had only one student with any problem in this area: he worked very well both with his cooperating teacher as well as me, he took critical advice well and used to it affect the improvement necessary. I felt that the support system in place for him served his needs well.
She re-structured all her lesson plans on a weekly basis. She came prepared with the entire first unit completed before she began her teaching. It took a week for her to realize that her initial plans were inadequate and she constantly revamped them.

The student did bounce ideas off of me as far as what would work for a lesson, as well as what would be developmentally appropriate for the children. There was no assessment or adjusting of instruction.

My student teacher saw that she needed to differentiate similar parts of a unit she was doing in the college prep Global Studies class as compared to the honors Global Studies class.

It was my understanding that Juniors in the program were expected to observe, not carry out instruction - especially since the student was in a classroom that was not his/her concentration. The student observing my classes did not improve on that standard in his own teaching, but did often ask me how this cycle affected my own teaching. We often discussed the needs for both formative and summative assessment and the best ways to use the information gathered to inform instruction.

My student required much more guidance when planning and implementing a lesson. Her lessons were not fluid and almost seemed rehearsed. Her teaching is spontaneous but with a purpose. She is able to make assess and make adjustments during the lesson. She is definitely now working in the capacity of a teacher.

The issue of pacing looms large with young teachers. An early lesson plan with "too much"material was streamlined to fit the class limitations.

Early on in the school year, my intern taught a lesson that focused more on the content of writing a story, rather than the skills required to write. She quickly realized that first grade students need modeling on stretching out sounds, putting spaces inbetween words, etc... first.

My student planned and executed lessons (saber/conocer and direct object pronoun) and after assessing the students found that she needed to re teach the material. She retaught with more practice and the students showed improvement.

I asked my junior student to do a whole class writing lesson so she could have an experience with planning, instructing, and assessing. Through this experience, she was able to see how the process works.

Learned how to differentiate instruction

Not applicable. As an intern, he only taught a few lessons.

My student was faced with numerous challenges when teaching a 9th grade self-contained English class, as the students had unique needs that corresponded with their identification/disability. She paced her instruction, frequently checking for student engagement & understanding by having them write notes before sharing their thoughts or responses to the lesson. She also "hooked" her students early in the lesson by making her objective relevant to their experiences/culture. The assessments she used with students were multi-sensory and process driven, which is exactly what these students need.
After a lesson that did not go as successfully as the student teacher has wanted in writing, he thought back on discussions that we had had earlier in the semester about classroom management, and identified where he should have adjusted the lesson and his redirection to accomplish the lesson in the appropriate time frame.

My student differentiated his teaching for the Honors section of Humanities by making the class on Renaissance Art longer with more discussion.

Student was familiar with content and language objectives. The student teacher brought interdisciplinary ideas into the classroom.

My student did not have much interaction in the planning process. I would share my ideas for lessons that would be in the future with her and we would bounce ideas off of each other.

We had numerous discussions about how to approach different students based on their individual needs.

The student progressed to be able to think and plan more globally rather than one day at a time.

The student had difficulty with the "instruction" part of the lesson plan, but was willing to redo the lesson plans until she understood how to do that, and showed great improvement within this area.

TIME MANAGEMENT...PACING LESSONS TO GET MORE TEACHING IN A SHORT AMOUNT OF TIME EFFECTIVELY

Student was able to accurately gauge learning level of a class and select an appropriate reading material.

The student taught a song on recorders for a concert. She taught part of the piece as whole group instruction, then assigned it for at home practice. The next week, she listened to each student play that part, and broke them into mixed level groups to rehearse the piece the following week.

My student became much more efficient. He was very overwhelmed to start.

My student teacher worked closely with special education students and adjusted her instruction according to their progress in class as well as their IEPs. One example, is identifying parts of shapes and then inputting numbers into formulas. She first started with inputting to the formula and quickly realized the students did not know the parts of a triangle (ie. base v. height) and had to take a step back to adjust the instruction.

Using various classroom assessments, the student teacher made adjustments when necessary.

My student improved in her ability to assess the students’ needs day to day and adjust her approach to get the best response. She works very well with students who have emotional needs and her quiet approach was well-received.

My student planned and taught a lesson for Poetry about Cinquains. She instructed the students in a coherent manner, helped students as needed.

One day a week placement was not enough time to be included in planning.
The student teacher was able to address the state GLE's and build lessons that were connected and interesting to the students. She created tests, inquiry activities, hands-on assessments, and research projects that all demonstrated how well the students learned the objectives. She began to learn about the importance of adjusting her instruction to the needs of the students as seen in her differentiation of how material was presented in the different classes.

My student teacher became more adept at modifying a lesson in response to her classroom observations. In other words, if a lesson was not going smoothly, she was able to change her plan in mid-stream and provide supplemental instruction/examples/exercises for students to practice a weakness.

The student teacher went from planning just a day's lesson to planning the entire chapter.

She modified instruction based on student performance.

My student's use of her voice, as well as planning visual and tactile experiences improved greatly as the semester progressed. Her frequent use of the interactive Smart Board enhanced her lessons; partner and group work enhanced student interest in and comprehension of the concepts taught.

One of my clinic students recognized the difficult interactions among a small group of kindergarteners whom she had been assigned to teach. She suggested a change in groupings to help students concentrate on their lesson more.

Student was able to diversify instruction for a wide range or multiply disabled children, utilizing IEP goals to plan the basic lesson and tailoring it to each student. She adjusted within lessons based upon their participation.

Her instruction improved as the year went on. She was able to plan for instruction based on student progress/growth.

It was very easy to identify when the strategy was not working- the difficulty became modifying in a new way to be effective. Institutions of higher education are very good at delivering broad ideas but less good at giving practical methods of applying these ideas. During the student teaching experience the student is hit with many different variables at once- it is easily overwhelming- and difficult to tease out which variables to change to have the greatest effect. It would be helpful if -as instructional time before the clinical experience the student is given a shorthand outline/checklist/practical manual of major areas (variables) that effect learning in the classroom environment - an overview that allows them a quick reference list for them to review with notation of previous coursework or texts that would elaborate on strategies for a particular variable. Otherwise it is up to the cooperating teacher to bring up suggestions- while this is helpful- it does not allow the student an independent method to have on reflection and revision.

We discussed the creation of higher-level questions in multiple-choice format, for use in her unit assessment.

We worked together multiple times to structure a lesson, then evaluate how students learned from that lesson and what happens next. By the end of the semester, she was doing this on her own.

Working in small groups, the student was able to adjust her style to meet the needs of the individuals.

Very strong lesson planning was enhanced by variety of instruction. Adjustments were made from class to class by the end of student teaching once the
students teacher understood the strengths and weaknesses of her classes.

She adjusted instruction based on results of assessments to see what further instruction was needed for skills not yet meeting goal for each student.

My student teacher began her experience incorporating textbook and lecture heavily into her lessons. When she realized that approach did not reach her students, she quickly adjusted and planned for more hands on activities.

She worked on multiple units and worked on the units over a span of time.

Students were able to incorporate new informal & formal data as well as utilize observation about students likes to direct instruction. This was an improvement over following the teachers' guide exclusively.

She often asks questions about how I plan for lessons, create rubrics, and decide how much to weight certain assignments.

Instruction was adjusted based on reflection of what worked and to become much more tailored to student needs.

My junior intern taught the same lesson to 2 similar classes, however there was a break in the middle. We discussed the lesson and what changes should be made. She then implemented them the next class. The following week we did the same thing, however this time all of the changes came solely from her.

The student tried a variety of teaching approaches rather keep with one style. The student was able to recognize when instruction needed to be adjusted, and made every attempt to remedy certain situations that arose in the classroom.

My student improved on the planning, instructing, assessing and adjusting instruction by constantly reflecting and asking the classroom how the lesson went. She taught then she would reflect and then she would adjust to the children's learning.

Samantha is innovative and inventive. She continually adopts new techniques to freshen her pedagogy and modifies her teaching strategies to accommodate several types of learning. She has infused new technologies that resonate with our modern day clients. For one project, Samantha had students use the interactive media site, Glogster, which allows students to create virtual media posters of various topics using audio, video, photos and other art media to produce an interpretive work. She also harkened back to their early years by using clips of familiar cartoons that expounded similar topics and themes found in the classics her classes were currently reading. Samantha’s students benefit from cooperative learning assignments and individual projects.

My students both should initiative and willingness to learn classroom practices. They each worked with groups of students and showed knowledge of strategies and skills to help students with their learning and their work. In particular, my spring semester student, was able to take charge in leading lesson plans a day I had to leave for medical reasons. She was responsible, poised and was much better at managing my class than the substitute who was hired to be in the class. I was very impressed with all I heard about her results from that afternoon.

In the low level Algebra 2 class that she taught, she began to give students quizzes more often for opportunities to learn and improve their grades. She
recognized that these students have difficulty remembering topics long term and this is what she implemented to help.

By the end of the experience, the student was able to assess what the students had learned and not yet grasped and adjust subsequent lessons appropriately.

My student teacher had a difficult time at first creating a realistic lesson plan. Although it was neatly written and professional looking, it often contained numerous objectives for one lesson and many times she did not totally follow her plan. She also didn't meet with me in a timely manner to go over her plan for a formal observation. It almost appeared to me as though she felt she didn't need to.

Both interns planned and implemented 2 field trips. Reflection after the first field trip adjusted instruction for the second.

I think that allowing clinical students to occasionally plan and instruct their own lessons allowed them to grow as professionals. There is a tremendous difference between observing lessons and teaching them and offering the clinical student this opportunity is beneficial to them.

My student teacher now automatically implements a pre-assessment prior to starting an instructional unit to determine students individual skill levels. He continually assesses and changes instruction based on student learning and needs.

She took an idea that we had discussed about the use of a word wall folder and adapted it to use as a letter name/sound game folder that she used with a small group of students struggling to remember letter names.

Early on the student had planned a lesson on anatomy that seemed to be easy to grasp for Grade 11. When it became apparent that more work was needed, she immediately adjusted the plan to accommodate the students' needs.

My clinic students had opportunities to develop and follow through on a lesson topic over a few weeks. I was able to monitor growth and coach them as they adjusted instruction to meet the needs of all students. I was pleased with the insightful adjustments to lesson content and strategy.

Student participated in whole group, whole team, small group, etc. settings where she monitored student learning in Science work stations, labs, etc. We then reflected on how to adjust the instruction for the next day's lessons.

The student was there for observational purposes, as a junior, thus she did not do much "Planning, Instructing, Assessing, and Adjusting Instruction."

As the semester got underway and my ST began getting to know the students better, she actively adjusted, and/or modified lessons prior to the next class, during a current class, or in a reflective nature for reteaching in the future.

The student became aware of the individual student programs and was able to proactively address the student during the activities.

My student teacher was not preparing formal lesson plans, nor was he tying instruction to the school's curriculum or state standards. I walked him through it and he has made improvements there.

This year I'm teaching three different levels of American History. Mt student teacher adapted her lessons for each class including modifying tests.
Initially, planning was on the weak side. It lacked differentiation, was not realistic with time required, was too ambitious, and had gaps in lesson design. Implementation was better, but the focus was not on the students and what they were learning. Assessment was virtually non-existent. There were no adjustments. By the end of the experience, implementation was very strong, planning improved significantly, and assessment and adjustment evolved to acceptable levels.

It was a bit of a struggle to get the student to a point where she was able to understand the impact of effective/ineffective instruction. She also struggled with creating her own lesson plans. It took a bit of effort to wean her of borrowed materials, to get her to actually sit down and embrace UBD and design from scratch, to tailor a lesson to the students' needs accordingly.

It was very apparent when a lesson was taught for the second time that reflection on how to make it better occurred. Often this meant adding something to it or creating a different seating arrangement to make it work better.

Once during the school year our guidance department needed additional time to work with certain sections of the student body. This caused a disruption in the planning of instruction in the classroom. My student teacher was able to shift gears and make last minute changes to her plans while still providing meaningful instruction.

Learned to be flexible when planning and teaching to accommodate individual students and their respective needs.

Teaching 2 sections of 12 C. Prep English, My student teacher would monitor and adjust when an initiation, for ex, did not go well in the first class, so that it would improve for the second one.

When she was given a lesson to teach, she considered a variety of activities she could do to teach the content.

My student designed mini-grammar lessons for a mixed-level writing course. He learned how to differentiate his instruction to benefit all of the students.

The four students I worked with this semester were observers not student teachers. However, all became a very important part of the classes they participated in.

I observed a plan that although was awesome needed some tweaking. In conversation right after the lesson, the student teacher immediately conveyed what she would do differently the next time.

He made great strides in learning about planning. He was able to plan units using some of the elements of Understanding by Design, specifically backwards planning. He used a variety of assessment techniques.
Thinking about this past year, please provide an example of how a student improved with the standard, "Demonstrating Professional Responsibility through Professional Ethical Practice, Leadership, and Collaboration."

In the fall semester, the NEAG students was able to participate in collaboration meetings and worked well with our team.

Met with multiple faculty members and observed in a Language class.

My intern has sat in on PPTs and team meetings and offered her views on students with whom she has worked.

My student teacher collaborated with my team, attended report card conferences, and a couple of PPTs.

She was not a self-starter. She usually needed prompting to go help out; if there was a problem in the classroom she did not go by herself to assist. She did follow, watch and listen carefully to me or perhaps another teacher - I wonder if a few more experiences would benefit her before she student teaches. We did not collaborate so to speak, however I did include her and asked her what she thought in different situations.

She had a very professional attitude including willingness to discuss content, teaching strategies, etc.

My intern and I always talk about how a lesson went after teaching a class. He then takes ideas we've talked about and uses them on the next class he teaches.

The student was punctual and engaged in the classroom. She was supportive to the head teacher during the lessons. The student kept an open mind.

- Student was strong at this already - Student worked with co-op teacher to launch two festivals. - Student collaborated with colleagues at school for feedback and planning purposes

Always on time and put forth her best effort at all times.

The student-teacher participated in all aspects of professional development required by the school system.

Both interns were active participants in brainstorming sessions to develop new education programs around museum exhibits. They collaborated as equals with museum staff by listening, sharing ideas, and giving valuable feedback.

Great communication skills; asked questions

Student teacher collaborated with reading teacher to find appropriate nonfiction reading material to use with the students in my class. Student teacher collaborated with classroom teacher to create study guides for students to use during independent reading.

Communication was a key way my interns communicated. They asked for clarification and communicated ideas.
The student was able to take on more responsibility by teaching whole group, small group and one on one. She was able to do the collaboration necessary to familiarize herself with the materials and needs of the students.

Our student teacher learned how to talk to parents at parent conferences and was very professional and ethical.

My student teacher was an integral part of our school team, and she was a professional the day she walked in.

Attended staff meetings. Asked questions.

The student came and participated actively in all meetings and committees that were assigned to his cooperating teachers.

Student collaborated with collaborating teacher to write a new thematic unit for the course.

The student met with the homeroom teacher responsible for the students in her case study. She collaborated in learning more about the students she was focusing on.

Neither of my students showed very much leadership or collaboration coming in one day a week. My second student was dressed appropriately.

The student teacher participated in all professional development activities and was a valuable contributor to them. She also had conferences with our dept. head to discuss her progress and offer feedback for the future as it relates to student teaching.

The student attended grade level meetings and attended Benchmark professional development.

My student teacher was very good about taking the initiative to observe other teachers in the town, to get more experience in different classroom settings.

N/A

Again, this only comes with experience - as the student teacher became more comfortable in her role as a "classroom teacher" she realized the role that the teacher has within each of these areas. As time went on, she was more able to work with me in a collaborative manner than in a teacher/student manner.

The student teacher spoke with parents regarding behavior issues and participated in planning with teachers and other student teachers.

The student teacher took charge of classes and brought in ideas to extend lessons and improve them.

The second semester project was developed collaboratively between all of the science teachers.

Team taught classes with special education and ELL teachers.
She kept information confidential.

Communicated and collaborated to create a unit plan with other teachers teaching the same course.

She actively participated in team meetings, working with an interdisciplinary group to enhance our team students education. She also took the lead in meeting with parents to change the behavior and engagement of struggling students.

She developed her professional skills as the semester unfolded. She began to seek other resources in the building and was always eager to assist members of the grade two team.

My student teacher immediately became a member of our building staff. She attended all Sp Ed meetings, faculty meetings and was an active member at all professional development sessions that she attended with me. She also was an active participant at all PPT meetings that she attended.

As the semester progressed, students became more confident and were more involved in all the workings of the SPED rooms; collaboration with the coops, classroom teachers, and tutors/paras strengthened student performance. Many took part in IEP meetings and some were involved in DCF referrals.

My student teacher was always in communication with other subject teachers as well as, other teachers in the department. She also took the opportunity to visit other classrooms and apply things that she saw in those classrooms.

During her last few weeks, she collaborated with her co-teacher to discuss student progress, needs and plan instruction. She also planned with and directed paraprofessionals.

She asked to participate in a conference on the upcoming NEASC Evaluation—she offered great suggestions on the topic of what a high school student should come away with from their experience.

increased comfort level with giving students feedback and discussing student progress with other teachers in building

She came to the school good at this. She had other jobs before. She knew how to work with other people in a positive way. She currently is going a project that involves a great deal of input from others. This is a strength for her.

The student confidently added commentary and suggestions when meeting with the entire elementary music department.

My student attended parent conferences, a PPT and team meetings.

One student attended all faculty meetings, state professional meetings and several workshops in her field. She even presented material at a faculty meeting.

She sat in on a parent conference, attended a PPT, read through a child’s file, reviewed paperwork for children on student intervention team, etc
Took a lead teaching and instructing the vocational youth group from start to finish.

Collaborated with me and others in order to borrow equipment to present an excellent program for the students.

As requested, the student provided me with 2 weeks worth of drafted lessons prior to beginning the practicum. This showed that they were will to be prepared and responsible and collaborate to have the best possible experience.

Felt confident to share ideas at various team meetings.

Since each of my supervisees had no problem in this area it would be very difficult to give an example!

She came to every faculty & Department meeting. She also came to parent conferences and open house.

The student was present when she needed to be, and she let me know when she had to change her schedule due to a conflict.

My student teacher took the incentive to help a troubled student receive assistance from the proper professionals.

The student sat in on our team level planning meetings and gleaned some important ideas and practices for teacher collaboration.

My student teacher is honest, professional and understands the importance of confidentiality. She asks good questions related to ethical practice and collaborates with parents.

We gave our UCONN student many opportunities to collaborate with a number of other staff members. No specific examples, just daily occurrences.

My intern was a true team player. She took advantage of all professional development opportunities offered in our district and incorporated these ideas into Writer's Workshop. She took advice and critiques professionally and positively. She expanded on opportunities for growth and was always willing to take risks. The results are clear at this time in the year. She has grown into a very talented and bright teacher who is ready for the teaching profession.

My student teacher was very prompt in her recording of grades and this information along with anecdotal comments proved to be invaluable when our team of teachers prepared for our parent meetings.

My junior student was always very professional. She was there for the time she had to be and she always dressed professionally. She was also very professional in the manner she interacted with students and teachers.

Worked with other department members by grade level and by team

The intern worked with my para-educator to tutor students on an individual basis.

She took over two co-taught English classes; she attended and contributed to team meetings in which regular education English teachers examined
curriculum, assessments and pedagogy and then made decisions to inform their instruction.

He attended team meetings, data meetings, staff meetings, fall conferences, and parent meetings held with teacher.

When student cheating on an essay came up, he and I talked in detail about the best ways to handle the situation.

The student teacher was well-motivated and demonstrated professional responsibility by participating in school events and meetings. The student teacher sought out the experiences of our veteran teachers.

My student was here every Friday morning on time and dressed properly. She dealt with the students in a very professional manner.

My junior intern was always willing to work with a small group of students when asked. Also, she would circulate around the room and help students without prompting.

Although the student exhibited these qualities upon entering the classroom, experience allowed her the opportunity to collaborate with other teachers and practice leadership.

The student realized the importance of arriving at school well before the bell, and the student was able to work collaboratively with a mainstream teacher in an inclusion setting.

ATTENDING ALL REQUIRED MONDAY AFTER SCHOOL MEETINGS TO SEE WHAT GOES ON WITH SMALL "BREAK OUT GROUPS- DATA TEAM/GRADE LEVEL/WHOLE SCHOOL", ETC.

Leadership skills flourished as student scheduled extra help and general counseling periods.

We regularly collaborated on assignments

She unfortunately had to participate and complete a DCF referral with the assistance from me and other professionals in the building.

As her experience progressed she became more and more confident when seeking out others on the team for advice and ideas.

She attended two special education team meetings and was present for an IEP meeting. This gave her the opportunity to see what is discussed during these times.

She was only in my classroom once per week and had limited time to demonstrate these standards in my presence.

One a day placement was not enough time to allow leadership

My student teacher was excellent at listening during team meetings and applying any suggestions made in her evaluations in subsequent lessons. She was always professional in her relationship with the students and taught with a calmness and understanding of the student’s culture.
My student teacher sought opportunities to grow by observing other classes inside and outside the department, attending professional workshops given by our state organization, and participating on the school trip to Italy so that she could observe a veteran teacher planning a trip abroad, interacting with students abroad, and responding to new situations.

The student teacher was willing to visit other classrooms and incorporate new techniques.

She attended team meetings independently and used feedback from general ed teachers to shape her plans.

She felt comfortable working with a Spanish student teacher to plan a lesson on haiku. They took the students to the river behind the school, ensuring enough chaperones were present to ensure students' safety. Students' enthusiasm was high as they were inspired by their natural surroundings and guided by Melissa's explanation and examples of haiku. They created beautiful poems in Spanish.

Both my clinic students excelled at collaboration. They planned lessons together and with me, watched and listened for teaching tips, and spent personal time as well as clinic time supporting an evening program at our school. They were involved in all levels of planning, organizing, and implementing that program - to the delight of students and parents.

Student attended PPT meetings, having first collaborated with me on development of their new IEP drafts to present at the PPT. She was articulate and profession at the meetings, and assumed a leadership role.

My student teacher collaborated with other teachers in the building and especially within the grade level team.

The student became aware of differing methods of collaboration, how administrations define collaborate "meetings" differently and how true collaboration- where compromise to achieve the optimum outcome is key to truly successful collaboration.

She has shared the activities she developed for her unit with other teachers in the department, as well as taking ideas from other teachers.

At first she was reticent about contributing her ideas but through time, with her growing confidence, became an integral part of our physics team meeting, lending her ideas and stepping up to complete a part of group work.

The student took the initiative to plan and prepare lessons and utilized resources available at school. She used me to assist and advise as to the thoroughness and appropriateness of the lesson while she was able to connect it to her area of study and our curriculum.

More assertive role in various classroom situations.

She attended many meetings and events beyond the regular school day.

My student teacher did not need much guidance in this area. She is already a leader at her school and used those qualities in dealing with her students and with me. She loves to collaborate and always asks, "how could that lesson be better?"
She was a leader in the classroom.

The interns were leaders & professionals when they entered the building on day 1.

At first she was more timid and shy with the students, but by the end of this experience she has immersed herself in collaborating with me to know about the individual students so she can help them accordingly.

No improvement needed

The intern who worked with me developed a greater understanding of the learning style and difficulties with learning of a student she worked with and over time was able to tailor her approach to meet the students skills and needs.

My intern worked well in collaborating with me. She has a great presence in the classroom that immediately shows she is a leader.

The student open their mind to new approaches and innovative ways that broaden their outlook on teaching students in an urban setting. The student moved from a textbook mentally to a realistic view on how other ways promote learning. Through collaboration and reflection the student was able to be more comfortable and confident in their teaching style.

My student improved in the standard of demonstrating professional responsibility by going to as many educational opportunities as was possible for her in our classroom. She attended CORE meetings, parent conferences, a parent night, data meetings and a 504 meeting.

In her short stay, she has made this school a better place in which to work and to learn. She volunteered as a mediator for the Names Program, a program that involves all sophomores and juniors working together to understand one another and reverse the cycle of hazing and hate. Her good-natured optimism, coupled with her straightforward outlook on life, made her an advisor that students felt comfortable around and willing to share their stories with her.

Both my interns participated in meetings and groups where students were discussed and their academic or behavior concerns. They were both professional, asked appropriate questions and seemed to learn a lot about teachers working as a team. I found them to be professional and invested in my classroom and students.

Early on, she showed a strong interest in collaboration and improvement. She took the reins in my classes and learned how to deal with classroom management in her own way. I believe that this is the area in which she made the most improvement and where she really showed growth in being a leader in the classroom.

The student dealt with 3 different coteachers effectively and professionally. She was not afraid to offer new ideas, and was able to handle the situation effectively in a particular situation where the coteacher was unresponsive to the idea.

She took NUMEROUS opportunities to observe early in the year and wasted them by going through items on my desk, leaving the room or wandering around the classroom. I did directly discuss these concerns with her and she did make a positive change, however, it was late in the semester. I'm
feeling confident that the students are told to respect the cooperating teacher by not going through the items on their desk and that observing lessons is an important tool in their professional growth. Unfortunately, this particular student did not follow the guidelines set forth by UConn and even when given the opportunity to go into other grades to observe, she followed the same tactics of going through the items on the teachers' desks.

<table>
<thead>
<tr>
<th>Both interns collaborated with school library media specialists to improve research experience for the students; planned and implemented classroom lessons based on the program</th>
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The students improved by collaborating with special education and general education teachers to assess students with behavioral needs and to develop behavior intervention plans. This is just one example.

<table>
<thead>
<tr>
<th>My student teacher initiates meetings with classroom teachers, and tutors to discuss and plan for special need students.</th>
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Chelsea came to me several times with observations she had made with how one of her groups was having difficulty with sound segmentation. We were able to discuss other options for instruction that expanded the lesson plan/strategies that the teacher had given her.

<table>
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<tr>
<th>The student teacher set the bar very high in this category from day one, so improvement was never needed.</th>
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</table>

I was pleased with the overall level of professionalism and collaboration of my clinic students. That professionalism continued to grow over the semester!

<table>
<thead>
<tr>
<th>Student regularly participated in PPTs, parent meetings, team meetings, etc., offering constructive feedback to our team about students' strengths and concerns.</th>
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</table>

The student was there for observational purposes, as a junior, thus she did not do much "Demonstrating Professional Responsibility through Professional Ethical Practice, Leadership, and Collaboration."

<table>
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<tr>
<th>A department initiative was introduced during a department meeting, ST created an activity aligned with this initiative, presented it in class for the high school students to complete, assessed their activity responses based on a rubric, and then shared this activity, the results, and personal reflections with the entire department at another meeting.</th>
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The student was able to maintain an adult role with the students in my class who often have difficulty distinguishing the difference.

<table>
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<tr>
<th>We had some issues about formal lesson plans. After the expectations were laid out, the end product was a formal lesson plan delivered electronically and updated daily to adjust for issues that crop up during the day.</th>
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</table>

Both my student teachers attended department meetings and took part in discussion of curriculum. They collaborated with other teachers on CMT prep work.

| Reflection grew significantly to the point where the student was actively thinking about how the lesson/unit could be improved the next time around. |
The student took risks by venturing into "uncharted waters," so to speak... moving away from program-driven lessons and materials to her own lessons developed from scratch. This became a powerful professional growth opportunity.

In the beginning the student teacher was hesitant to ask for help or to take the initiative to observe other teachers in the classroom. Over time, she became more confident, and visited several classrooms. She implemented some of the teaching strategies she observed, and then reflected. One such activity involved the use of a fishbowl technique.

My student attended school function outside of the school day. He chaperoned a dance, attended athletic practices to help out, and came to see the students perform in a concert.

He improved in his contact via phone or email with parents.

I did not see growth in this area. Attendance and early communication of changes were a concern.

My student became a valued member of our data team. He learned how to analyze data and applied this knowledge to his lessons. Our team discussions on style and revision were the inspiration for his inquiry project.

All four students were very professional and caring with the students they worked with. They collaborated with many different staff members in many different educational settings (with Special Ed. students).

Student teacher attended department meetings, participated in discussions, and collaborated with staff members regarding Common Formative Assessments.
What do you feel are the strengths of the clinical experience offered?

<table>
<thead>
<tr>
<th>Strength</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Exposure to different environments and grades/content areas</td>
<td>It gives pre-service teachers an opportunity to see classrooms in different environments and in different grades/content areas. In this way these teachers can see how the education system works as a whole, and how different teachers affect a student's educational experience.</td>
</tr>
<tr>
<td>Student involvement in daily classroom operations</td>
<td>Gives the student an opportunity to be involved in the daily operations of a school classroom, as well as including enough flexibility so the student can explore other aspects of the school environment.</td>
</tr>
<tr>
<td>Hands-on experience</td>
<td>For so many aspects of teaching, the only way to learn is to be out in the classroom, participating and observing.</td>
</tr>
<tr>
<td>Comfortable transition</td>
<td>I love that students spend the fall in the same classroom especially with the CMTs in the early spring. I think it helps the student teacher feel more comfortable heading into the student teaching experience and it benefits the students in the classroom by providing consistency. I have been very lucky to have such tremendous student teachers!</td>
</tr>
<tr>
<td>Student understanding of different needs</td>
<td>Of the two students I mentored this year, I can honestly say that they both were extremely shy, and lacked the confidence needed to take the next step. They were both lovely girls, but my impression was that neither felt totally at ease in the classroom.</td>
</tr>
<tr>
<td>Understanding of school structure</td>
<td>It allows student teachers to see different student needs and the overall structure of a large school system.</td>
</tr>
<tr>
<td>Early exposure to grade levels</td>
<td>It's good to get students out into the public schools as soon as possible to see what happens at different grade levels in order for the student to form an opinion as to what grade level they would ultimately like to teach.</td>
</tr>
<tr>
<td>Neag students' exposure to different environments</td>
<td>The strengths are that the Neag students are exposed to different learning environments and are able to make strong decisions about a good fit for themselves.</td>
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<tr>
<td>Student confidence</td>
<td>- Student's confidence - Musical preparation / knowledge</td>
</tr>
<tr>
<td>Direct work with special education</td>
<td>Chance to work directly with SpEd teachers and students</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>1. Developing inter-personal relationships 2. Recognizing imperfections in skills 3. Experiencing that a &quot;textbook&quot; scenario is not always applicable in the real world</td>
</tr>
<tr>
<td>Non-school learning</td>
<td>I think it's great to offer students clinical experiences in a non-school setting to learn about different types of instruction. In our case it was a museum education environment.</td>
</tr>
<tr>
<td>Classroom and teacher's day</td>
<td>Exposure to instruction in the classroom and other aspects of a teacher's day.</td>
</tr>
<tr>
<td>Student leadership</td>
<td>I believe that having the student teacher lead the class(es) - independently - for 9-10 weeks is invaluable; the student teacher needs to experience the &quot;positives&quot; and the &quot;negatives&quot; (grading, planning, student behaviors, classroom management, meetings, parent contact, etc.) in order to learn how to</td>
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</table>
effectively balance and handle all aspects of teaching! (This, of course, is with the help of the cooperating teacher...but not during actual class time!)

Having student teachers start the year as an intern is a strength. This gives the student teacher a chance to get to know the students, class expectations and student ability before the semester begins.

This experience offers a student the opportunity to see a classroom in action. It is my experience that it is helpful to observe many different types of teaching styles as they develop their own.

I believe that the time spent in the classroom is very valuable because the experiences and knowledge gained regarding behavior management and instruction are imperative for beginning teachers.

I really appreciate how our student teacher was an intern for the fall semester then became the student teacher during the second semester. That just makes a lot of sense to me.

My student teacher saw a lot, the real thing. She worked with students with significant behavioral and learning challenges, and had to be flexible and creative. She also worked with a myriad of staff. I hope the strengths of her clinical experience were adequate, as so much of what she gets is what I have to give, and some years are better than others.

Overall contributions to the program. It's also nice to connect to students who know the current research and best practices.

The University supervisor defers to the judgment of the cooperating teacher to a large extent in assessing student-teacher performance.

I allow the students to visit the real world away from the academic theory that is taught in teacher training.

To have an experience in an urban setting with above average challenges such as students with ELL, SPED, and low socio-economic status makes for a more well-rounded teacher candidate.

The students are able to engage with teaching practices and reinforcement.

I think the clinical experience is wonderful because I believe that a teacher can only learn to teach by having actual experience in a classroom. This is the most valuable time in their college career in terms of getting them ready for their profession.

Students' eyes were opened to how education works in a large, underfunded school.

The strengths of the program include the amount of supervision offered to the students and the number of observations - students should look at these observations as learning tools rather than "pass/fail" assessments. Tie-ins with seminar classes that the student is attending is helpful as well.
Student teachers are ready to take over the classroom and have excellent ideas.

definitely having student teacher on board one day a week in the fall to get to know students and teacher-

Experience in the classroom dealing with the day to day issues is invaluable.

Students are familiar with the schools in which they are placed and ready to teach as soon as they enter.

In hindsight, it is great for the student teacher that the student teaching practicum begins oin the fall. That is not-so-ideal for the cooperating teacher, but it is great for the student teacher.

Theory versus reality.

Hands on experience, many experienced teachers to get ideas and feed back from. Our school has grade level teams which offer you the additional support and collaboration with a small group of teachers which have the same students.

Rebecca Eckert and Carol McNamara were extremely supportive and helpful.

My student teacher was very professional at all times and had an outstanding knowledge about student development and her responsibility as a classroom teacher.

Hands on, in the trenches, working with students on a daily basis, learning from experienced teachers=success

It is a hands- on experience that allows student teachers to make mistakes and learn from them...

The student was able to practice teaching a variety of settings- resource room small group and 1:1, co-teaching in classroom. The school has a variety of technology ex- Smart Board, room amplification, speech to text, reading programs

The strengths of the clinical experience involve a chance to watch and incorporate skills other teachers are using regarding plan, design and classroom management.

length of time with students(semester 1 i day per week/ semester 2 full time) helps student teacher know students, understand school climate and expectations

Student selection and student/cooperating teacher match made a big difference for us- My student was a bit older than the typical college grad student. She had life experience that we could draw off from. This was a plus. She was also very bright. I only had to tell her things once and she caught on. I would not say being a bit older, having previous work experience, and being this bright is necessary – but in my student’s case, I was crucial. I do not think she would have made it without it. She had so many other things going on in her life that she used these attributes to be successful. The student/cooperating teacher match was also important. I was not always 100% understanding of her personal situation, because she also needed to do
the work in school, which she did – but I was better than most would have been.

Ample time was allowed for the student teaching experience. Students were given clear directions on how to proceed.

I have worked with teachers without having this and it is like night and day related to the expectations of a teacher.

Seeing a full day of school in action.

Being able to step out into a real teaching situation. I would hope that a link between classroom and how one must adjust on a daily/classroom basis starts to make sense.

Corey the supervisor has excellent observation skills and made a great contribution to the program. Student was well prepared for an experience in an inner city school.

The students are pretty well prepared and supported by NEAG. The social studies cohort, in particular, has a high level of preparation regarding methods and instructional practices.

I love that the student teacher gets the opportunity to see how cooperating teachers establish classroom management in their classroom (Fall Semester).

Time in classroom

As stated above, I believe that the support system is very effective and serves the needs of the student teachers well. I also saw a good relationship between instructional seminars which they attended and their teaching practice.

The fact that student teachers teach in the same school they did their fall clinic in. This allows them to build positive connections with students and become assimilated to the school environment.

I think it is important for students to observe teachers outside of their concentration. This allows for more opportunities to see best practices across disciplines. This also helps encourage the student to be mindful of interdisciplinary teaching.

The strength of the clinical experience is to provide practical exposure and learning within the teaching field. It helps students to identify resources and different teaching styles.

16 weeks in one placement

The opportunity to work an entire year in two separate grade levels in the same subject. I feel it helped my intern focus her instructional practice and refine her understanding in how to most effectively teach young children.

This experience offers a brief experience in the reality of teaching: planning, lessons, meetings, parent communication, professional departmental and school projects. The student is involved in all aspects of teaching. My student helped in our literacy showcase night, the Spanish spelling bee and our
homeroom fundraiser for the Japan earthquake victims. All of this besides analyzing midterm exams and learning how to teach a culturally based unit that included grammar, readings and writing. Our student teachers have many different opportunities to learn the many facets of teaching and this is invaluable.

I believe UConn does an excellent job getting their students into the classroom. I am a Neag grad and I always appreciated the real experiences I got from going through the NEAG program.

Students are supported by university

This is a great opportunity for students to observe excellent teaching and to see what will be expected of them on a daily basis.

Meetings, lesson observation feedback and discussions with supervisor and cooperating teacher invaluable; invigorating for veteran teacher and provided a new sense of commitment to teaching profession.

I feel that by the student being in the same placement all year they get the opportunity to observe how students change and grow, as well as getting a strong understanding of how their cooperating teacher runs their classroom.

Our long discussions provided professional feedback for my student.

I think the strength in our school is the diverse population that a student teacher has to adjust to. In addition to that, gaining experience with data-driven decision making in the school system is helpful for the future.

The collaboration and professionalism were strengths in the clinical experience.

I had an elementary intern in the high school. This gives the students a well-rounded perspective of the whole educational process and how situations are dealt with at the other levels.

I felt that it was very beneficial for my junior intern to be here for a whole day. They got to see everything from the start of the day to the end.

Students reflect on what they are doing in the classroom without feeling like they have to be perfect.

communication with the UCONN supervisor.

I FEEL A FULL YEAR EXPOSURE TO THE CLASSROOM IS EXCELLENT! SHORT VISITS IN THE FALL AND FULL TIME IN THE SPRING REALLY ENABLES THE STUDENT TEACHER TO GET INVOLVED IN THE CLASSROOM AT A MUCH MORE INTENSE LEVEL.

Student made vast improvements in a realistic environment.

Opportunities in the classroom BEFORE student teaching. Seminar classes during clinical experiences and student teaching to reflect on progress.

The process: having a few weeks working together, a few weeks working as main instructor, and then the last portion with the cooperating teacher
returning to the classroom. The "alone" time is crucial for the student teacher.

First and foremost, the fact that the student teacher spends the fall semester with the cooperating teacher and students once per week makes a HUGE difference. When they begin their student teaching the students already see this person as a teacher, not a student teacher. There is already a level of respect.

The opportunity to work with a variety of ages and grades and in a variety of settings i.e. in the classroom, resource room

Students observe classroom teachers and students in day to day interactions. Students work one on one with individual students supporting what has been taught.

Offers a birdseye's view of a placement

The student teacher learned a considerable amount of classroom management and was able to monitor and adjust her teaching and in doing so realized that teaching is not cut and dried but a fluid process.

Seeing theory in action, hands-on opportunity to interact with students and doing the real work of a teacher! This makes teaching a reality! Networking is also a plus!

Helps the student determine whether or not they really want to be a teacher.

I feel the student had a positive experience and she saw many facets of the teaching process.

The Promising Practices chart enabled each formal observation to narrow the focus to a few key ideas instead of everything at once. It also served as a wonderful tangible reference when discussing areas of strength and concern during the student teaching experience.

Timely receipt of information on which students were assigned to me and what the Neag expectations were... good improvement over my last clinic experience in Fall 2009.

Diversification, utilizing adaptive equipment, utilizing paraprofessional staff and student volunteers, collaborating with inclusion classroom teachers, working with a multidisciplinary team (OT, PT, Speech Pathologist, Nurse).

The observations are helpful to the student teachers. I think the reflective piece is also beneficial to them.

The student discovered the difference between "book learning" and actual practice. The student also discovered the amount of planning time it takes to be able to pull together, revise, and improvise for a lesson to be successful.

I feel like my student teacher had a lot of autonomy to figure out what works for her and get a feel for being in charge of the kids.

the opportunity to broaden experience in the classroom, at various age levels, at various interests and topic-areas enabling the student to make
connections in the classroom and to the curriculum

As a NEAG alum and as a cooperating teacher, I feel the student teaching experience is the single most important instructional tool the school of ed offers.

Students get real life, hands on application of what they've read/heard about in class.

The observations done by myself, a Supervisor, and other professionals my student teacher invited into the classroom. The Professional Practices tool was great to guide my observations.

Students have strong teaching methods.

The clinical experience allowed for collaboration with classroom, SpEd, ELL, the Curriculum Specialist and other reading teachers to direct instruction for remediation.

Getting middle school classroom experience.

Working with diversified population and becoming aware how to instruct effectively ELL students.

The strengths of the experience lie in the ability to witness the application of planning and the variability that is associated with a school system and students. Not all plans go as expected and the need to adapt and meet the changes are important but hard to demonstrate without being in a classroom.

My intern was able to teach many lessons to different grade and ability levels. I gave her situations that made her think on her feet, and she responded well to all of the challenges.

The clinical experience offered a realistic view of the successes as well as the disappointments in the classroom. This experience took the student from the basic foundation of education to applying it to the classroom situation. The student learned to make those connections with students that can only be achieved through a strong commitment to the profession.

I feel the strength of the clinical experience is when the student immediately takes the time to reflect on the lesson taught and when the classroom teacher is there to reflect with the student and provide needed feedback.

Practical working knowledge obtained on site. Acquisition of skills being used to analyze data to foster pedagogy and application of methodology.

My classroom provides a window into a diverse community of learners with many needs. Interns in my classroom will get a true hands on experience of the many needs of learners and how a teacher tries to meet those needs with resources available.

I think that it is beneficial for everyone involved that it is a full year placement. This gives the student teacher, students, and cooperating teacher time to get to know one another before the intensive teaching begins.

Good instructional strategies. many opportunities for reflection and analysis.
Having the student with the cooperating teacher from the start of the year is very good. I also found the initial meeting with Robin Hands, other cooperating teachers and UConn supervisors very helpful. I feel that should be a mandatory meeting for all cooperating teachers, however.

The opportunity for the interns to go beyond the classroom experience and work within the larger school environment. The chance to work more independently.

The biggest benefit of the clinical experience is the opportunity to come into a school just implementing PBIS and to be able to help facilitate the process.

Requiring students to participate regularly in the classroom, prior to student teaching, is an excellent experience for students. By doing so, they are more prepared for their student teaching experience. Another strength is requiring students to be placed in both an urban and a rural area for their clinicals.

The experienced offered my UCONN student the ability to put into practice all the textbook theories and strategies he has learned at UCONN, while reflecting continually and adjusting his teaching style based on self reflection and input from experienced mentor teacher.

Allowing the Intern to be placed in a variety of settings within the school so as not to limit the intern’s experiences and potential for self discovery.

The ability of the student to come up with her own goals and plans and not having to rely on a set program, so to speak.

I enjoy the "jump right in" approach to this experience.

Time in focused on specific case studies, Time in educational settings that are alternative to focused teaching profession

Exposure that student gets to the school environment on a daily basis, learning about challenges and rewards of teaching.

The fact that the students get to see something other than their field, being able to draw comparisons to what their room might look like or how what they teach will be used later.

1. Having the STs available in the classroom in the Fall makes the transition into Spring a lot smoother. 2. Scheduling meetings with the supervisor in advance allowed for better flow of plans and planning. 3. Promising practices allowed for some evaluative guidelines and concrete guidance and feedback.

Hands on training, opportunities to appreciate differences.

My SENSE of the seminar was that it provided a 'real time' opportunity to reflect on the progress students made in the classroom and provided an opportunity for discussion on expectations and growth issues out of the gaze of cooperating teachers and supervisors. Students need to have open and honest discourse regarding their teaching experience and I heard good things about this aspect of my student teacher’s experience

Student teachers were very well prepared and already had many lesson plans in place. They easily took over classes. I have a student teacher at present from another university and he is not well prepared at all.
High quality candidates...

I think the reflective conversation after a classroom observation between the university coordinator, cooperating teacher, and student teacher proved most valuable.

I think having the student attend the same place for the entire year is a real bonus. They get to know the students, the routines, and they are viewed as a teacher instead of just a student teacher.

The clinical experience offers student teachers practice to develop skills in the classroom as a teacher and the confidence to realize them.

day to day experience with living, breathing students so the student teacher can get a real sense of what a teaching career offers for challenges and for rewards.

It's good that the students are exposed to various grade levels so that they can see the common threads in teaching.

I love how the clinical experience falls at the start of the school year. The students can create the culture of their class. I think students are effectively immersed in a school community. At the end of this program they know what this job entails. They also have wonderful support from the university. The inquiry project allows them to develop a deeper connection with their site school.

The students were excellent! A pleasure to work with, they all gave their best effort and were very helpful to our students. The Uconn observers benefitted from working with many different teachers in different settings.

She exuded confidence. She was appreciative of constructive criticism.
What suggestions do you have for improvement of the clinical experience?

n/a

My student was pursuing a career in Language. There was another student assigned to one of our Language classes who was pursuing a career in Special Education and was particularly interested in working with students in a self-contained setting such as my class. Maybe trying to match the students' career goals with their placement might be a beneficial idea.

I would STRONGLY suggest that students participate in experiences within their age/grade levels. For instance, I have an elementary education major in the 8th grade right now. Virtually none of what we do applies to the levels she will teach. Classes and scheduling are completely different, as is the way that the curriculum is addressed. I have also heard about secondary level students being assigned to elementary schools. It seems that there are better ways to use everyone's time.

I would like to see them get out into the field even earlier; do they get out in their freshman year? If not, I wonder if that much more experience would benefit them in a positive way.

I would suggest that you develop a rubric and guidelines for SPECIFIC behaviors and skills that would be appropriate for the juniors in their first years of clinic placements. They are not yet in a position to demonstrate effective "planning" for instance. However, there are skills they could be working to build more specifically if they were outlined before they started their placements. For instance, it might be beneficial for them to work on learning classroom management strategies, or go through planning a unit with the cooperating teacher. These would be relevant to their upcoming student teaching and would be better than simply observing their surroundings.

Guidelines from the university should accompany the student when first meeting with the teacher so we know what our goals are for the student. We are walking into this blindly, and every teacher is handling their intern differently. There is no continuity of experience.

have them prepare lessons to teach so they can have as much practice as possible.

- More observations & involvement from the university - the approach was very "hands off". - Stronger keyboard skills required for music ed - More Music specific preparation for teaching. This is VERY IMPORTANT. While the student understood general philosophies of teaching and had an overview of how to approach planning, skills specific to the content area (music) were lacking. This would require music-ed specific education classes.

More direct involvement with students on autism spectrum

I think that UCONN's grading policy for student-teaching is flawed. I did not believe that a B should be the equivalent of failing. A B should represent strong student-teaching, and an A should be reserved for the student-teacher who demonstrates a superior hold on the subject area and teaching skills. This grade inflation makes me (and my colleagues) reluctant to take on other student-teachers from UCONN.

No. I think it's a great program and allows students to get immersed in a project or new professional environment.
Explain clearly what particular skills we should focus on with students. Maybe have a meeting AFTER to discuss frustrations students experienced so we can improve things on our end.

1. lesson plans need to be prepared 24 hours ahead of time.
2. dress professionally.
3. importance of organization
4. differentiation of lessons
5. understand how to document student learning

Over the years I have different interns come in with different ideas about what this Junior year experience is supposed to be. I would like a clearer list of expectations for the students. It is a short time and I am not always sure the evaluations are in line with the expectations.

More opportunities for written feedback from clinical teachers.

I think her once a week seminar could have been more helpful.

Please, please, consider placing seniors in their junior placements. It would have been so much more meaningful if the student I got as a Junior returned to do her student teaching. My student teacher came a few weeks before to meet us and spend some time so she didn't walk in completely cold, but that was her idea. Also, some exposure to UDL and lesson planning (backward design) would be helpful. I'd actually like to see more structure to the Junior program. I'd like to see them have to design and implement a behavior change project, and an academic change project prior to student teaching.

It seems to work as is.

The additional course that these students are required to take while they are student teaching is burdensome and not needed. They have enough to do without worrying about additional projects.

n/a

More clear expectations with students in their discipline.

My student teacher had a once-a-week clinical in the fall and the student teaching experience in the spring. I believe that the full one year experience in the same place was extremely beneficial because it provides a true example of what life as a teacher is. She got to see how the students developed/progressed over the period of an entire school year.

I would like the students to have a list of criteria required for their clinical experience

It would be nice to have a bit more interaction with the university advisor.

Provide cooperating teachers/mentors with more information about expectations prior to its beginning.

It would be great if the actual student teaching period was longer and if the student could come in to the classroom for more than one day a week during
the pre-practicum experience.

It would beneficial to student teachers to spend more time in the classroom during the fall.

for teacher to have an understanding of what is expected when student teacher comes on board in the fall - expectations

Students need more experience developing lesson and unit plans. Most of his/her previous experiences were for short mini-lessons. They need to practice using the 5E model to construct full lessons.

Perhaps there could be a LITTLE bit more communication (emails?) between the university supervisor and the cooperating teacher.....but not much. It surely made it easier for the cooperating teacher to not have to virtually never do that.

Have students who have completed their student teaching (5th year) meet and describe/talk about what actually happened in the classroom as compared to the theory they were taught. What things occurred that their teacher preparation courses did not prepare them for.

I saw a couple of teachers that dumped their student teacher in the classroom and then spent very little time in the classroom with them. The cooperative teachers should be encouraged to continually sit in on classes the student teacher is teaching and provide continuous feedback.

Stronger writing and verbal skills needed before admission into the NEAG School.

This experience was an outstanding one for me as a cooperating teacher. I see no areas that need improving!

I like the model, the Professional Practices tool; I think a focus on classroom management would support students in all programs.

The student teacher needs to be "content specific." They need to have a good understanding of the content. This should not be their first exposure to the topic.

I heard that my suggestion will happen next school year. Hooray! - It will be helpful to allow special ed majors to be in the same school Fall and Spring semesters.

It would be a great idea for the student to visit as many school professionals as possible - nurses, guidance counselors, school psychologists etc.

match observation tool with midterm/final rubric

The biggest weakness of the program is the assessment tool. Why use that tool? Are you forced into using by some State overseeing agency? We need a tool that is clear and breaks down each item. We need a tool with indicators. What does that skill look like in a classroom? Those items can be interpreted in a number of ways and sometimes there were two items in one section. How do I rate two items with one number? The rating scale is the one number concern for me and the other cooperating science teacher in the building. The scale does not leave room for growth. We would not have rated ourselves that high. We see flaws in our own teaching that we are continuously trying to improve. That just makes the time filling out the scale a hoop we need to jump through and not a learning activity. Between the wording on the page and the scale the assessment tool is a waste of my valuable
time!!!!!!!!!!!!!! I set up observations (even instrumental instruction) and interviews (social worker, librarian) all over the school for my student. I sought out meetings she could attend (504, parent, PPT, conference). She did not get a full picture because she could rarely stay after school, so I felt bad that she never chaperoned a dance, attended a play/concert, club, after school help, student council or detention. This is where you get to know students in a different light. I only do the 2 hour detention for this reason – I do not need the extra 60 dollars/detention. I am able to make strong one-on-one connections with students who are frequently in trouble in the school. By the time they get to me in eighth grade – I rarely have a discipline issue – matter of fact - they are often classroom leaders because they know me as a real person that genuinely cares about them – not just an authority figure, which they often have a problem with. I never was able to show her to benefit of seeing students in a different light. The extra activities are so important I feel they should be made a part of the program.

None at this time.

Continue to provide the leadership that is being done but if possible provide a section on personality qualities which help make a teacher successful.

Longer time in the classroom--maybe 2 days per week so they get to see other subjects. Wed are our short days.

The Teaching Standards either each one by themselves or grouped together are at best a crude indicator of performance. There is this "gray" area, or "twilight zone" if you may that us old timers have as a second nature about the student teacher. They can meet each standard as indicated - - but something - - is missing. The attitude - approach -- mind-set - - of that individual is not there. No RUBRIC is required. Time references - "I only am required to teach X amount of days."

Could have had more experience and/or understanding with teaching ELL students prior to coming. Also there was a disparity between what the program manual discussed and meetings discussed with respect to student teachers working to be able to meet a "full" teaching load. My student teacher was told differently by her Dep't director and therefore there were different expectations which led to some unfortunate misunderstandings. So my student teacher got to teach only three classes and only two preps. I'm am sure that she would have been successful trying a full load but was not a possibility for her. I have a problem with your policy about changing the expectation at the last minute without anyone letting me know. I am also philosophically opposed to a student not getting a realistic opportunity to see what teaching a full-load is actually like.

It seems like the supervisors steer away from any critical feedback and want to give a lot of 2s and 3s on the midterm. That is not a bad thing, but doesn't give as much room to grow. It seems like the students still have a difficult time understanding that they are still novices even if they do an incredible job during their clinical experience.

Make sure students have clear understanding of what different types of learning styles there are and have students be aware of different types of instruction

More assignments specifically related to clinical experience and student's course work.

I have two observations: some cooperating teachers would like to see more direct communication from UConn - I am merely relating this to you since I have no independent way of having observed it's validity or not; the second is that there was a great deal of dissatisfaction with the evaluation
instrument used this year - I believe that there could be improvement made to it, and I would be happy to assist with this since it is the instrument which I use as a supervisor.

Don't give this survey 5 months after the experience ended...

I was a bit confused as far as this clinical experience. In an initial email, we were told that these students were not to be treated as student teachers. Thus, I was under the impression that the student, especially since she was a secondary major, was not to teach any lessons. Then, half way through the semester, I receive a rubric to complete on the student, which asked about lessons the student may have taught. In addition, never did the student approach me about any lessons she wanted/had to teach. Any information about content, methodology, instruction, differentiation, I gave willingly. The student didn't seem motivated, nor did she seem very interested. I say this due to the lack of questions from her. Perhaps she didn't know what questions to ask, and maybe that needs to be addressed by the university. I think that the expectations need to be clearer from the start. If students are supposed to be teaching lessons during their clinical experiences, this needs to be clarified from the beginning. It would have helped me mentor better, as well as better prepare her for teaching a lesson at the elementary level. Teaching is indeed teaching with clear components; however, teaching a lesson at the secondary level is a bit different than teaching third graders. Ultimately, the student also felt unclear as far as what was expected of her by the University, in my classroom. When I asked if she was supposed to be teaching lessons in my room, she didn't seem sure.

The "Teaching Reading" course that occurs for 2 weeks before student teaching should instead be a one semester course. I felt this same way when I was a UCONN student teacher in 1995.

Personally, I would like to see the clinical experience a little longer.

More observations/site visits done by UCONN supervisor

There should be more instruction of different methodologies used in language teaching prior to the student teaching experience. Students should have an idea of a repertoire of activities that can be used to teach different aspects of language and then this time be used to practice some of them to decide which ones they enjoy using and find successful with different students.

I believe a student's first experience should be outside their placement, That way, if they decide they want to change directions, they have other experiences to do that to be sure. Also, I believe the student teaching experience should be during the first semester, rather than the second. This way, students could see how teachers start the year. The most important skill a pre-teacher can learn is classroom management. I think it would be beneficial if they were apart of that process from the beginning.

more money for cooperating teachers - it is a lot of work with little pay

More opportunity for the teacher to see some of the work that the student is handing in to their seminar teacher.

I think that the student teachers need to come with a stronger understanding of differentiation. They think that it is only small group vs. large group, but there are many other factors. I think they also need more exposure with SPED cases/ remediation cases that are not so severe, so they have a better
understanding of how to slightly adjust an assignment or instruction to meet more students needs.

More meetings with the professor in charge of the student at UConn would help.

Possibly have an outline of classroom procedures, routines, and expectations already written up upon arrival. That way the cooperating teacher can set expectations in those areas from day one, and allow the student teacher to confidently enter the classroom in those areas.

I would suggest that the clinical experience extend longer into the marking period. It was a brief amount of time especially since education has changed drastically over the past 10 or so years. I would also suggest that student teachers dress for hire. Too casual makes them appear like some of the students. Clothes need to be ironed and not short skirts, especially when they sit on a desk in front of teenagers. A brief workshop on 'dress for hire' would be beneficial. This may sound to be traditional or old-fashioned, but appearances are just as important as content.

More structure to what you want the student to accomplish in the internship program.

It really hinders the student and the student teaching experience if the student has not had a assessment course, particularly if the student will be working within a Resource Room Setting.(the other schools have the student take this course before the student teaching experience) I also think that the experience should be a semester long as it is in the other disciplines.

A MORE DEFINED LIST OF EXPECTATIONS OF STUDENT TEACHER WHEN HE/SHE TAKES OVER THE CLASSROOM- 3 TEACHERS IN MY BUILDING ALL HAVE VARIED IDEAS OF WHAT OUR STUDENT TEACHER "SHOULD" BE DOING. IE. PLANNING,BULLETIN BOARDS/DISPLAYS,DEVELOPMENT OF SELF CREATED LESSONS TO SUPPLEMENT OUR CURRICULUM, ETC.

more constructive criticism from supervisors

The evaluation forms are confusing. The Observation Tool seems to have little to nothing to do with the final evaluation...Many of these things should be done daily, yet we only have to observe them once.

Midterm and final evaluation should have more distinctions between the categories. Very difficult to evaluate the difference between "exceeds" and "meets".

Really? None.

The students should be expected to teach one lesson that is observed during the experience. This would give them a more complete picture of the teaching profession.

n/a

I feel that the experience meet it's goals and does not need improvement.

I think you might want to rethink the evaluation tool. I was not able to comment on the affective domain. (level of passion/excitement/heart/dedication
While I can appreciate the diversity of the experience, I wonder why a student in the secondary education program would spend such a great deal of time in the elementary setting, as that is not in his or her interest.

I don't think it would hurt to have two cooperating teachers for each student teacher.

The university supervisor only observed my student teacher once. I have no idea how her grade was determined. My input was not requested.

I felt that she received the support from the university, but she had many course demands that seem to create stress for her.

It is very helpful to have the student teacher first intern in the classroom in the fall. By the time the spring student teaching experience rolls around, the student teacher knows the students as well as the classroom and school routines. Melissa was comfortable enough to jump right in with lessons, modifications and alternate activities where needed.

**Question 2 on this survey is unclear to me. Do you mean whether students showed me their university assignments?**

Students should have more background in reading/writing techniques. They come with limited knowledge.

See the first comment on section B above. Higher ed could go a long way to improve the imparting of practical strategies and preparing them by giving films of some clinical situations and identification of problem areas and strategies to improve them.

Having the program begin just before CMT's can limit chances for experimentations, as well as providing an atypical classroom atmosphere.

**maybe to have a supervisor visit to see a lesson in-action if the student is comfortable with that**

Stay away from drop box. This online assessment is fine, reflection is better served face to face.

I must be having a good day: I can't think of anything... :)

The students should not have to attend a class outside of their student teaching responsibilities. I'm not sure my student teacher received anything valuable from her seminar class.

Not this student teacher, but others haven't been as strong in their knowledge of content.

The interns were fabulous and a credit to the U Conn program.

Having more clear expectations about teaching an actual lesson.

It would be better to have an intern for an entire day, rather than half of 2 different days. This way they can see what an entire day looks and feels like.
I feel that the students need to understand that this is not a 8-3 job, and that stronger dedication needs to be made, especially in this job market. I didn't know what their time frame was for a work day, but I can tell you my doesn't stop at 3:00, or can I run in at the last minute to start the day!

This is my first time with the clinical experience and I thought it went well. In the beginning of the program my student and I needed some examples how to fill in the boxes for the professional practices observed data were different from observer’s comments. That was the part where we had questions.

Additional meetings with advisor to review lesson plans to make sure I am teaching the student the acceptable method the school wants. I needed a bit more support in helping Samantha craft lessons based on the reflective portion of planning assignments.

I think the interns have been excellent and have shown great knowledge and professionalism.

It would have been helpful for me and and the student to have more specific guidance and feedback from the university supervisor.

In a special education situation it is highly beneficial for the students to have had the assessment course prior to student teaching.

The rubric allows a student who is 'somewhat' to receive an A or A-. In addition, there should be an easier way to score rather than to highlight. Perhaps a box to be checked off for either a 3, 2, or 1. Also, my concerns above are not specified on the rubric and there is nowhere to document those types of behaviors.

I would suggest that students be placed in their own discipline for their clinical, this way they will be more prepared for student teaching and they will get an idea as to which area they will prefer. For example: if there is an elementary education major, they could have a primary placement (i.e. k-2) and an upper grade placement (i.e. 3-6) so they can see the differences between these. Or, if there is a secondary major, I feel that a middle school placement and then a high school placement would be the most beneficial for them.

For special education, more information on specific experiences recommended; assessments, goal and objective writing, data collection, etc.

I would like more background info on Univ. course work taken during the year. This would allow me to develop opportunities for the student to practice what they are learning and also keep me abreast of the program requirements.

I understand that it is difficult to successfully place every student in an ideal clinic situation but it is very difficult to coach a student intern who is placed with a teacher who teaches courses completely out of intern's subject area.

Students need to be more proactive in their experience

Have the clinical students maybe come more than once a week for a full day. With a rotating schedule the clinical student does not have an opportunity to develop a relationship with the high school students seeing them maybe every two weeks.

I know it is difficult to arrange because the STs follow the college’s calendar for the start and end times of their clinical experience but two times of year that are the most challenging and hectic that they miss is the start of the school year (August) and the end of the school year (June). These are two of the
more challenging times of year and having experienced it with support prior to experiencing it as a beginning teacher could benefit them tremendously.

Be given information about current coursework and assignments.

Expectation management: Planning lessons from scratch is tough! The clinic experience ought to include a component titled: "You Got Yourself Into the Classroom; Now What?" Having an education does not translate into DELIVERING an education and this played out daily as it naturally will for beginning teachers. I do feel that something more needs to be done to manage student teachers ideas about what lesson preparation entails for their grade level. I found myself in the midst of some very difficult conversations because my student teacher didn't really know how to proceed with lesson planning. Finding resource, gathering equipment, outlining lessons, providing practical examples and relevant questions with answers at the ready for classroom discussion and all of the little niggling details of a well executed lesson takes time. Eventually it came down to a statement wherein I asked my student teacher to pretend I was dead... what would he be doing? It worked. I felt that my student teacher was overly confident in delivering his subject matter because he felt confident in his own understanding of the material. I think he made progress in coming at this from the standpoint of what the student knows and can do. (teaching to the right audience) however I worry a bit that he'll enter his first classroom without the proper amount of regard for just how little some of the population in front of him knows. Our conversations often dealt with me peppering him with questions like "How do you know they got it?" "What might you do to check for understanding?" "Don't fake it, if you don't know, say so and write the question down for follow up; you'll get more respect for your openness." Humility is a must in this job. I guess in a way, I'm asking for a bit more humility while at the same time giving credit for just how much they know and how far they have come.

Student teaching might be a week or two longer. I felt they were really into the experience and then had to leave.

There needs to be better communication from the university regarding the internship piece. My understanding was that I was to act as a liason between my department and the student. I did not realize that I would be providing a grade at the end of internship period. Had I known this, I would have treated this part of the field experience much differently.

I think teaching is something we all work on continually. I think the 5th year needs to be geared to more teaching experience for the student teacher. To do a year without being in front of the classroom is detrimental for them. They need as many opportunities as possible to instruct students, plan lessons, and be involved with a school community. I believe they would be better prepared and our students would be better served.

I'd love to see a second semester student teaching opportunity

1. The expectations from the university were unclear. I would have preferred to receive a copy of the rubric I saw halfway through the semester at the beginning of the semester so that I could see what was being expected of my student, and so that I could do the best job helping her meet those expectations. For instance, i did not realize she was supposed to be teaching lessons in my room until I saw that midpoint rubric. She, herself, also seemed unclear as to the expectations from the University. 2. The student seemed uninterested and unmotivated throughout the experience. She rarely asked me questions about pedegogy, my teaching, or the activities I was doing. The information she received was because I shared it with her, as I deemed it important for her to understand why I do things the way I do. She usually seemed more interested in getting her assignments done. She never went to lunch or recess with the children either. Even though I addressed these concerns at the midpoint, I saw little improvement.
It would be wonderful to have the student teachers observe their cooperating teachers in late-May/June. Some of my former students have done this in the past and it has made for a smoother start in September.

Have students at the Junior Observer level work with many different teachers. I think seeing different people helps them find their own best style of teaching.

Observing as many teachers as possible...

I would like to see the student teacher come with a "grab bag" of ideas on how to teach language so that she can try new things and see if they are successful or not.