The Student Clinical Survey was administered to students in the Neag School of Education’s Teacher Education Program. The purpose of this survey was to gauge the students’ perceptions of the clinical experience. It also provided students with the opportunity to express their opinions about the clinical experience in general. A corresponding survey was completed by school-based clinic/cooperating teachers and site supervisors. This report summarizes the results of 193 students representing approximately one-third of students in the program.

- The highest percent of student and teacher respondents was from Glastonbury (25.2%) and Windham (21.8%).
- 47% of student respondents said their placement was out-of-field, with 32% indicating their placement was out-of-field for the entire year.
- 70% of the students viewed their placements as urban, in contrast to 43% of the teachers surveyed in the corresponding teacher survey.
- 80% of students agreed or strongly agreed their performance was reviewed and assessed according to clinic evaluation protocol, with 13% indicating “n/a.”
Identify setting:

- Clinic Placement: 73 (40.03%)
- Student Teaching: 50 (32.95%)
- Master's Internship: 29 (19.08%)

Was this year’s clinical experience in your field?

- Yes, both semesters were in my field: 78 (52.35%)
- Only 1 semester was in my field: 48 (32.21%)
- Neither semester was in my field: 23 (15.44%)

Which best describes the setting(s) of your school(s)?

- Rural: 19 (12.84%)
- Suburban: 75 (50.68%)
- Urban: 104 (70.27%)
In which district(s) were you placed?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Hartford</td>
<td>29</td>
<td>19.7</td>
</tr>
<tr>
<td>Glastonbury</td>
<td>37</td>
<td>25.2</td>
</tr>
<tr>
<td>Hartford</td>
<td>22</td>
<td>15.0</td>
</tr>
<tr>
<td>Manchester</td>
<td>24</td>
<td>16.3</td>
</tr>
<tr>
<td>Mansfield</td>
<td>25</td>
<td>17.0</td>
</tr>
<tr>
<td>Region 19 (E.O. Smith)</td>
<td>6</td>
<td>4.1</td>
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<tr>
<td>Waterbury</td>
<td>7</td>
<td>4.8</td>
</tr>
<tr>
<td>Willington</td>
<td>24</td>
<td>16.3</td>
</tr>
<tr>
<td>Windham</td>
<td>32</td>
<td>21.8</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>4.1</td>
</tr>
<tr>
<td>Total:</td>
<td>212</td>
<td>100.0</td>
</tr>
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</table>

<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 each experience.</td>
<td>9 (4.66%)</td>
<td>26 (13.47%)</td>
<td>77 (39.90%)</td>
<td>69 (35.75%)</td>
<td>12 (6.22%)</td>
</tr>
<tr>
<td>My performance was reviewed and assessed according to clinic evaluation protocol.</td>
<td>2 (1.04%)</td>
<td>6 (3.11%)</td>
<td>85 (44.04%)</td>
<td>96 (49.74%)</td>
<td>4 (2.07%)</td>
</tr>
<tr>
<td>A positive attitude about the clinical experience was apparent in the school.</td>
<td>1 (0.52%)</td>
<td>8 (4.15%)</td>
<td>75 (38.86%)</td>
<td>106 (54.92%)</td>
<td>3 (1.55%)</td>
</tr>
<tr>
<td>My clinic/cooperating teacher:</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>Communicated openly (e.g., discussed teaching lessons).</td>
<td>3 (1.55%)</td>
<td>17 (8.81%)</td>
<td>53 (27.46%)</td>
<td>118 (61.14%)</td>
<td>2 (1.04%)</td>
</tr>
<tr>
<td>Helped me reflect on my teaching practice.</td>
<td>5 (2.59%)</td>
<td>29 (15.03%)</td>
<td>67 (34.72%)</td>
<td>84 (43.52%)</td>
<td>8 (4.15%)</td>
</tr>
<tr>
<td>Demonstrated interest in my progress.</td>
<td>5 (2.59%)</td>
<td>16 (8.29%)</td>
<td>67 (34.72%)</td>
<td>101 (52.33%)</td>
<td>4 (2.07%)</td>
</tr>
<tr>
<td>Recognized my instructional strengths.</td>
<td>5 (2.59%)</td>
<td>17 (8.81%)</td>
<td>78 (40.41%)</td>
<td>101 (52.33%)</td>
<td>4 (2.07%)</td>
</tr>
<tr>
<td>Helped me meet the competencies of the clinical experience.</td>
<td>4 (2.07%)</td>
<td>17 (8.81%)</td>
<td>72 (37.31%)</td>
<td>99 (51.30%)</td>
<td>1 (0.52%)</td>
</tr>
<tr>
<td>Helped me analyze ideas to make effective instructional decisions.</td>
<td>7 (3.63%)</td>
<td>26 (13.47%)</td>
<td>59 (30.57%)</td>
<td>92 (47.67%)</td>
<td>8 (4.15%)</td>
</tr>
<tr>
<td>Recognized areas for improvement.</td>
<td>4 (2.07%)</td>
<td>28 (14.51%)</td>
<td>74 (38.34%)</td>
<td>82 (42.49%)</td>
<td>5 (2.59%)</td>
</tr>
<tr>
<td>Allowed me to bring innovative ideas into the classroom.</td>
<td>8 (4.15%)</td>
<td>25 (12.95%)</td>
<td>65 (33.68%)</td>
<td>88 (45.60%)</td>
<td>7 (3.63%)</td>
</tr>
</tbody>
</table>
Thinking about this past year, please provide one example of how you grew in the standard, "Planning, Instructing, Assessing, and Adjusting Instruction."

I was placed in a special education classroom, so much of the day was about planning, and assessing and adjusting based on the student. My teacher's role was to alter assignments for these students, and I was able to see the thought process that goes into this instruction.

While teaching social skills I learned how to adjust instruction for different grade levels and skill levels.

Throughout the Weather Unit I taught, I was teaching lessons based on what was required regarding the end-of-unit assessment. There were no state standards to follow, so I was able to teach what I wanted! As a result, I was responsible for planning far in advance in order to obtain the needed materials. As part of my lesson, I would teach the lesson and assess how well students understood. My teacher and I then would discuss what went well and what didn’t in order to improve the next lesson(s) and adjust as needed to best meet the needs of the students. This gave me a lot of practice and freedom, but also a lot of responsibility. It gave me a lot of reflection opportunities and overall improved my teaching with this practice, as I felt I could adjust as needed without having to stick to a strict curriculum.

I didn't teach any lessons this semester

I learned how to compose a lesson without constantly referring to a template. It became natural for me to include necessary components in a lesson.

I learned how to do things in my classroom better by becoming a research activist. I got involved in reading about practice, changing my pedagogy, and cooperating with my colleagues to become my best self as a teacher.

Assessing: In an RTI internship, I was able to work specifically with progress monitoring in Tier 2 intervention.

I now have a better understanding of what to do in order to plan, instruct assess and adjust my teaching practices. Because I was the person in charge I was able to fully understand what was needed to be done.

My class was a co-taught class so I had 11 students with IEPs. I learned very quickly how important it was to differentiate instruction based on each student’s needs and how much work it actually is!!

I administered Dibels and DRA assessments to appropriately group students to receive Tier 2 or 3 interventions based on their scores.

I had the opportunity to teach a lesson in my field of concentration.

I was able to work with small groups, plan lessons, and implement them, adjusting to the needs of each student.

Since I've been given the opportunity to practice this first-hand, I feel that I have more confidence in these instructions.

I definitely learned the importance of preparation f
I have learned how to modify my assessments effectively for students with much lower reading levels than the rest of their peers.

I gained overall confidence, was exposed to a variety of teaching strategies and places

My cooperating teacher was in the midst of a new lesson provided by the University of Connecticut. She frequently had to adjust her instruction in order to make time for many different activities during the course of the day. I learned from these experiences and observations by watching her adjustments in a moment’s notice.

One day in clinic, my teacher was absent and so I had to work with a substitute to lead her classes. This helped me to gain experience with working from a lesson plan and leading classes without too much preparation.

In math class, I have done a lot of planning and then adjusting of those plans to fit the needs of my students based on their performance on homework and quizzes, and whether or not they seemed prepared to move on to the next subject.

I learned how to plan effectively for the amount of time I have to teach that lesson in. I learned how to differentiate my lessons to accommodate for difficulties and strengths of my students. I also learned to change my planned lessons when I saw how the students reacted. Sometimes they were ready for more other times I had to slow down.

I ran small intervention groups throughout the school. Each group involved my planning what we were going to do and then based on the students' progress and abilities I had to adjust where the instruction would go next to make sure the students were receiving the support that they needed.

When planning lessons for my class, my teacher gave me lots of advice in terms of how to time my lesson correctly.

Working with a block schedule

For the past 2 weeks, my clinic teacher has had me prepare and teach short lessons on books the students are reading in class. After each lesson, he allows me to reflect in a notebook on how I felt the lesson went and we then discuss together the strengths/weaknesses of the lesson.

In my clinic experience I was able to instruct a few lessons. If the students did not understand the assignment I had to adjust my teaching for them.

Through my experiences within the classroom, I have been able to grow and progress in planning, instructing, assessing, and adjusting instruction. For instance, in a 7th grade classroom, I was able to plan and change my lesson throughout the day so it would better reach the students.

I grew because I had to create two workshop models and implement them in several different classrooms

This past semester during my student teaching I feel that there are numerous ways that I have grown in this standard. I have learned the importance of planning and developing learning objectives in order to direct instruction. At the same time, I have also learned that lesson plans are simply guidelines and can be changed at any time to meet the needs of the students.

When my instructor was not there and there was a substitute I ran all the classes and their activities and gained a lot of comfort within the classroom.
Having to plan lessons across three different grade levels daily really helped me to develop my understanding of instruction. Even among the groups I had in the same grade levels, students were at different instructional levels, thus having different needs. Therefore, I constantly found myself needing to meet a variety of needs, which improved my instructional practices.

I was more comfortable teaching lessons; I just wish I knew how to go about explaining a concept as simple as subtraction or fractions. They don't teach that to Secondary math ed majors.

During my fall semester, I had the opportunity to conduct a math assessment which was very interesting. I also got to lead a math or literacy center each week when I went to my classroom. I adjusted my running of the center depending on the ability of the students that I worked with.

I learned about grading and assessing students. I also was taught how to input grades in PowerSchool for students and parents to access at home.

I was given the opportunity to teach a lesson. Not only was that an experience in itself, but my teacher gave me a whole sheet of constructive feedback which was amazing!

I learned how to provide intervention to small groups of students and assess their progress.

During my internship I was responsible for planning, instructing, assessing, and adjusting instruction when working with individual students in early literacy interventions. One example was the use of running records.

I learned how to differentiate and adjust my lesson according to the class composition. I had the same prep for two of my classes, but I often adjusted them according to the strengths and weaknesses of the class.

I collected and reported CFA results, which helped me to see teachers putting data to good use in informing their instruction.

I realized how much effort it took and continually tried to put effort into it.

As a student teacher, I quickly took over the responsibility of planning lessons and assessing my students' progress. In my previous clinic placements I had little opportunity to do such things, so this student teaching placement allowed me to really grow in these skills.

I gained more practice relating to lesson planning and learned how to appropriately assess the youngest students in elementary school.

Lesson planning has been easier because of all the practice I have done with it throughout the year.

I learned a lot about the planning that goes into every lesson. I was also given tools on instructing students that I had never considered before.

I have determined several ways of teaching a unique subject, thus allowing me to meet the needs of different children.

I know I have grown in "Planning and..." because when I first started my student teaching I was only able to handle one 10 minute learning activity. Now I can plan, manage and lead a group of students through weeks of instruction and create multiple assessments accordingly.

I had the opportunity to do all of these things (plan, instruct, assess and adjust), first with great guidance from my teacher, and then slowly but
I planned lessons, taught the entire day, assessed my students, and adjusted anything that needed to be adjusted after my own observations.

When working with students with IEP's, I truly differentiated instruction by tending to their needs yet trying to challenge them.

I learned that your lesson will never go exactly how you plan it go no matter how wonderful your lesson plans are. There should always be room change the lesson based upon what is happening in the classroom. If student are catching on quicker or slower than anticipated, there needs to be room to change plans. Teachers need to be flexible.

I have two sections of US History honors. One section has 19 students while the other has 11 students. Each class has a unique dynamic, based on size as well as their intrinsic motivation. While I teach the same content to each section, I modify my instruction to complement their learning styles and their size. This did not come easy at first, but I feel that I have grown and am now more comfortable making adjustments.

I taught a lesson on texting while driving. It took a lot of planning and coordinating. Also, I taught a lesson on El Salvador this semester and I had to adjust some of the content to make it age appropriate.

I was given all five classes my first day of student teaching and was almost forced to have all my lessons ready day-by-day. This was the best experience I could have asked for because it showed me the true life of a teacher creating plans and adjusting to the needs of his/her classroom.

I learned how to keep an open discussion in the classroom and allow my lesson to change during the class period in order to go along with many teachable moments present throughout the day. I also learned the importance of having a lesson plan written to have a basis for what I want to accomplish each day.

In my first clinic placement I helped my coordinating teacher plan CMT review games for her class and we made different groups of children for the activity and differentiated for each group's academic level.

I saw how my teacher in Hartford adjusted the instruction as well as how she assessed the understanding of many of her ELL students.

My teacher gave me many opportunities to interact with her students. I was able to aide them in writing workshop each week which allowed me to instruct, assess progress and adjust the ways I helped them to be successful.

Began to identify realistic timing of assignments/etc. in the classroom... really improved between my mini-lesson over the summer and the end of my student teaching.

I planned SRBI Tier 1 differentiated instruction in the classroom and Tier 2 individualized instruction out of the classroom while monitoring student progress.

simply by observing my teacher adjust her lessons plans, interactions, management, and way to teach between each class prompted me to adjust myself.

During a lesson I realized that I was not holding students' interest, so I changed what I was doing mid-lesson and told my students to stand on one
side of the room if they agreed with something and on the other side if they disagreed so that all students were participating and engaged.

My teacher helped me identify and plan differentiation strategies in the classroom. Differentiation, one of my favorite topics, was happening all the time and I didn’t even realize he was doing it until I asked him to point it out! This will help me accomplish the four of these standards.

I learned that when you plan out a lesson it is never going to go as you imagined it would. Although I am going for Secondary Ed, last semester when I was with second graders and was given a small, simple lesson to teach, it went differently than I had planned.

I was plunged into leading a class-wide reading and discussion lesson which forced me to improvise questions and discussion points, an example of Adjusting Instruction.

At first I did not know how to plan appropriately for a 45 minute lesson and had problems adjusting lessons if there was too much for the 45 minute lesson and that improved as the time went on.

I was given the opportunity to plan and teach how I thought best. After instruction, my cooperating teacher would provide me with feedback of what she thought went well and what I could improve upon in the future. We then would have a conversation about how I thought my lesson went and what steps I could take to improve. I was in a very positive and collaborative learning environment which made me feel comfortable to take risks and not afraid to make mistakes while teaching.

My cooperating teacher expected a lot from me when it came to planning lessons. She wanted specific details on what I was going to do and how I was going to do it. I got used to just writing everything down for the day, and I am glad that it has become a habit. Also, my instruction practices have greatly approved from the beginning of the semester. Classroom management, which used to make me uneasy, is now something I feel confident with. Adjusting instruction is something that my teacher and I do every day, based on our student’s needs.

I was able to use my own experiences to assess what instructional techniques worked and did not work. My teacher allowed me to adjust instruction whenever needed. For example while teaching a novel I was able to assess how students were responding to reading and then use other strategies for completing reading in class (book on tape, jigsaw groups, etc.)

I believe my instruction has grown in regards to how I respond to students and work through content.

During the first semester, I worked with a kindergarten teacher who allowed me to plan my own lesson, and then also allowed me to help with assessment of young children. I had never seen this before, so I found this incredibly interesting. I worked with a special education teacher second semester, so I learned a lot about how to work with collaborating special education teachers to provide modifications and accommodations for students with special needs.

Had the opportunity to work with students on projects, instructing them of necessary information and planning their projects.

During my time in my clinic placement, I was given many opportunities to work in small groups or individually assisting students with homework and studying. My cooperating teacher allowed me to run these groups almost individually, often checking in to make sure things were running smoothly.

I gained extensive practice helping students develop their writing skills. I learned how to target my instruction and comments depending on the
students' ability level. In addition, I learned how important it is to use models in writing instruction.

I learned a lot about differentiation and how lessons need to be varied often for different students. I also learned how to make creative and effective lessons and lesson plans.

In my high school placement (Spring), I was able to work with my clinic teacher and actually help decide what materials to use with students. Also since she was only able to work with students in either a single (45 min) or double (90 min) period, I've been able to get a better idea of how to gauge workloads and balance out different classes of students to keep them relatively close in terms of where they are in the curriculum.

**Becoming competent in a range of assessment methods: formative, summative, traditional, authentic**

**Lesson plan writing**

I was exposed to various types of learners, those who excelled and those who required extra support, and learned ways in which instruction and planning can be modified in an effective way to best support these students.

One example where I grew in the standard mentioned above, it would be the chance where I taught a lesson in science to the class. It made me research a topic and find a way to best deliver the content to my students.

I learned how to adjust curriculum and instruction to the students and how they are handling situations. If something isn't working, change it. It may work with period 1, but not period 2. You need to be flexible.

From the first day at my placement I was put on the spot allowing my creativity and knowledge to help me figure out the best way to best teach in the classroom.

Everything, but mostly lesson planning. Once you completely understand how to write a lesson in your content, then the assessments and differentiation comes easily, at least for me.

**Assessing--Being an intern allowed me to see the inner workings of a school and how data drives classroom instruction. I was exposed to various assessments and had the opportunity to administer some as well.**

In my Spring 2011 placement I helped the teacher grade unit tests. I used her rubric and compared student answers to the correct ones. It was both interesting and challenging, because I had to make judgments about answers and stay consistent. It was a great insight into the world of correcting tests.

As I was teaching several different classes of varying ability level, adjusting instruction became a constant factor in my teaching.

I learned that instruction needs to be much more individualized than I ever thought possible. The emphasis needs to be on what is best for the student.
Planned math lessons, had peers evaluate lesson plan, taught lesson, modified lesson for better success next time and/or for another grade level. I recognized the strength of a lesson that is modified multiple times for effectiveness.

When I taught for the first time I really learned how to plan a lesson. Then I learned how to adjust it by looking back on what I had done and how to make it better.

This semester, I ran out of material in one of my lesson plans, so I had to adjust my instruction to make sure I taught until the end of class.

I have had a lot of practice writing lesson plans so I feel much more prepared to plan my instruction.

I have begun to develop the ability to break down units into mini lessons, and plan them accordingly so that students are able to understand it gradually.

I’ve become more focusing on instructing rather than professing.

I have learned to create lessons which include differentiation of content, product and process to allow each and every student to reach and meet goals and objectives of lessons/units.

Due to the nature of the internship, we often used student data and learning needs to modify instruction with the Leveled Literacy Intervention program.

got feedback on a lesson I taught, next week I brought back ideas for improvements

This year I learned how to make a lesson plan that connected the assessments with the objectives, both for my lesson and for the state. This helped me grow in planning and instructing. I learned about different forms of assessments, and how to use these to adjust my lessons to ensure student understanding.

I taught two identical seventh grade classes back to back and when something did not go well in the first lesson, I would quickly adjust it to improve it for the next class and the future.

After writing a lesson plan every day and creating all of the assessments I have a lot of practice in these areas which I had not really done before student teaching.

I was faced with several obstacles this year in regards to planning and instruction. Due to these obstacles I have learned that although it is necessary to be organized in your instruction, it is also crucial to be flexible with planning. I have learned that plans may not always go according to plan, and it is necessary to be able to think on one’s feet in order to adjust the instruction as proven to be most beneficial for the students.

The research we conducted resulted in concrete strategies that I will be able to use throughout my career.

I have had to come up with lesson plans during the year. During my clinic I have helped teach lessons.

Many times, I would plan for the week ahead and my plans would change every day based on how well the students grasped the concept that day. I
was constantly changed what I was doing the next day and found that the best way for me to plan my lessons was day by day because I never followed through with them if I planned farther ahead than that.

I had a week planned but noticed the content was more difficult for my students then I expected. I spent more time on the content and extended my unit an extra week.

I have begun to think more so about what the student is doing during the class as opposed to what I will be doing. I am also very comfortable changing the plan on the spot when the lesson seems too difficult or to easy.

Planned a unit for the semester.

In my first placement, my cooperating teacher showed me her lesson plans and let me watch her create one. She asked if I had any ideas and used one of my ideas for an activity.

I've improved with time management and lesson planning.

Was incorporated into the lesson plans and adjustments during my first semester placement. I was allowed to take over the last period of the day and replicate the teacher's lesson plans, or make my own adjustments (appropriately)

I was able to hone my skills in using the curriculum and additional resources to base lesson plans. Furthermore, I had more schedule flexibility than student teaching, so I was able to practice using assessments, implementing more creative lessons, and planning initiatives that I was not comfortable with last year. Being comfortable in my role as a teacher gave me much more insight into teaching and I feel more confident at this point in my career.

I made daily sheets for my classes, modeled after the way my teacher had done them. I decided against them at first, but realized it helped my planning.
Thinking about this past year, please provide an example of how you grew with the standard, "Demonstrating Professional Responsibility through Professional Ethical Practice, Leadership, and Collaboration."

<table>
<thead>
<tr>
<th>There was a lot of collaboration seen between teachers and professionals at my clinic placement. It was nice to see the school act as a community working together for the students. Through meetings with parents I was able to see how ethical practice comes into play as well.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I worked with multiple teachers on implementation and organization of a tier two behavior system, Check-In Check-Out.</td>
</tr>
<tr>
<td>By halfway through my spring semester student teaching, I felt very comfortable working with the school librarian and other grade 2 teachers to create more differentiation within my classroom or find other resources available to my teaching daily lessons. I also felt it was my responsibility to seek out those resources, as they were available to me, so I really needed to work my hardest to include them into my lessons to make them the very best and effective as possible!</td>
</tr>
<tr>
<td>Attended team meetings to discuss student progress/areas of concern each week</td>
</tr>
<tr>
<td>I was able to comfortably lead the class without my cooperating teacher present. The students responded aptly to my instruction without any influence from my cooperating teacher.</td>
</tr>
<tr>
<td>I learned a lot about Resiliency, and how to keep myself going when the going gets really tough. Working in an urban school is a whirlwind of ethical decision-making. I feel prepared knowing that even when things are difficult, I have the tools to prevail.</td>
</tr>
<tr>
<td>I was able to collaborate with other literacy tutors to develop effective strategies for teaching comprehension.</td>
</tr>
<tr>
<td>I learned how to interact with other colleagues and how to collaborate lessons and instruction with other teachers.</td>
</tr>
<tr>
<td>My cooperating teacher had to take a leave of absence for a few weeks during the semester so I was kind of on my own for a while. While this was an unconventional student teaching experience, I really had to learn how to function on my own and how to collaborate with other teachers in the building.</td>
</tr>
<tr>
<td>I was provided the opportunity to make professional decisions on grouping students and implement SRBI programs based on their individual needs.</td>
</tr>
<tr>
<td>I attended several PPT/Team Meetings to discuss the progress of several students.</td>
</tr>
<tr>
<td>I felt that I was seen as a classroom teacher and was respected for my opinions and ideas. The teacher often asked me to help come up with lesson plans or creative &quot;twists&quot; to current plans.</td>
</tr>
<tr>
<td>I definitely feel like I can take on more leadership roles in the classroom</td>
</tr>
<tr>
<td>I have communicated often with parents through an online grade book and addressing concerns over email and by phone.</td>
</tr>
</tbody>
</table>
It was great to have multiple clinic experiences between the two schools. I saw two very different school environments.

My participating teacher was a leader in the classroom in that she developed a very close rapport with her students. She maintained professionalism while, at the same time, treating each and every student as if they were her friend.

I think that by observing this past year, I have become well-prepared to teach students in the future by growing as a responsible educator.

Twice a week every week I met with the fifth grade team to discuss weekly lesson plans, as well as data. I also stayed after every Tuesday for staff development.

Ethics is something that has always been important to me, this semester I realized what a big responsibility it is to have a classroom of children. I have to take charge of their learning and their safety every day.

This whole internship year was about taking leadership in the school and making an impact not only inside the classroom but within the whole school as well. This was done through helping the literacy coach plan, implement, and assess Tier II intervention groups for the school.

When you realize that the children you teach look up to you as a role model, it's hard not to be as professional as possible. I grew as a leader and as a professional based on their attitudes toward me as the teacher/adult in the room.

Working to improve my weaknesses

I have been able to work closely with my clinic teacher this semester and feel that I have truly begun to understand how teachers effectively collaborate.

I had the opportunity to work with the other UConn interns in my placement, as well as collaborate with many teachers.

In my clinic placement I participated in a collaboration meeting almost every week. I was able to talk to other professionals about students that I worked with.

I progressed with the standard of "Demonstrating Professional Responsibility through Professional Ethical Practice, Leadership, and Collaboration" by working with multiple teachers and paraprofessionals during my placement at East Hartford High School. I often times took the place of the Special Education instructor I was supposed to observe, and would instead go in her place to various classrooms to work with students.

I was able to present a professional development.

I feel that through my student teaching experience, I have grown much more confident in myself as a teacher who can collaborate with teachers in a school system to benefit the students.

I saw how a teacher/school handles disruptive kids who get sent out of class.

I was able to collaborate with almost all of the teachers in the school, which wasn't true during my student teaching. This helped me to develop my
communication skills, and allowed me to understand more aspects of the school community.

I asked a lot more questions this semester about students and teachers asked for my input on ideas.

During both semesters, I discussed teaching with my cooperating teachers and they would tell me why they do certain things during instruction or how they will differentiate. I learned about how teachers collaborated with their teams to effectively serve their students.

I was able to attend a team meeting where the 7th grade teaching staff met to discuss student progress and other pertinent issues in the school. I was able to see how these teachers collaborate to solve problems in a sensible and sensitive matter.

I did a case study paper for my egen3110W class which allowed me to get close to this one young boy. I was able to get to know him, his strengths, and his weaknesses and look for his 504 plan.

I got to be a leader in the school by implementing a school wide reading program

I was able to collaborate with my supervisors and other teachers to enhance my understandings and professional practices regarding early literacy interventions.

I often asked other teachers for their opinions.

I collaborated with my internship supervisor and other interns to put the history day competition together at the school in which I intern.

The students on my caseload spent much of their time in regular education classrooms, allowing me the opportunity to collaborate with their regular ed. teachers. I have learned a lot from talking and collaborating with these veteran teachers and the information will be invaluable to me in the future.

I was responsible to come to school every day with a positive and professional attitude. I collaborated with other grade-level teachers, administrators, and support staff, as well as administrative staff.

I definitely feel like when I started I never wanted to collaborate because I wanted my class to be the best but through my experience I have seen how beneficial collaboration is. It also is so much easier when others help you.

I was given a lot of responsibility in my role. I worked with small groups of students and was in charge of teaching a lesson or reviewing material with them.

Since my clinic/cooperating teacher did not provide any opportunities for me to really take advantage of my time in the classrooms and work with the students, I went on to take initiative and asked for guidance on instructional techniques.

I know that I have grown in "Demonstrating..." through research at the West Side Middle School with 17 other colleagues and I have successfully completed a thesis paper addressing specific learning strategies while working closely with one team member.

I collaborated with other teachers and staff in the school, helped to plan field trips and dealt with a number of issues with children and their families.
I tried to provide a clear gap between being an educator and a friend with students. I also continually asked what I need to work on in terms of weaknesses.

I learned that no teacher is by themselves. The teacher I worked with collaborated with many other people at the school on her lesson plans and what she was going to be teaching the students. She always used collaboration to ensure that her lesson plans were the best that they could be.

I feel that I have grown the most in terms of collaboration. Mostly I collaborated with my cooperating teacher, but I have also worked with other teachers in our department to create assessments, have meaningful discussions about educational philosophy, and to plan instruction.

While working on my case study assignment, I had to demonstrate a lot of professional responsibility.

I participated in data teams, staff meetings and professional development throughout the year. This helped me get a feel for the type of professional atmosphere a teacher is involved in.

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I was able to talk with my cooperating teachers in a professional manner and was able to observe good examples of professional, ethical behaviors, and some non examples of what I do not want to be from other teacher within the school.

I collaborated with my first clinic teacher and the other three teachers on her team to come up with a creative bulletin board for the 4th graders.

In my first semester my teacher would allow me to go to their planning meetings for the grade every week and I got to experience those and witness the team’s collaborative efforts.

Arriving to clinic each week early, putting in extra hours, dressing professional and attending team meetings and PPTs

-used to be much more close-minded about collaboration (I always considered group work a nuisance and waste of time) but really grew to appreciate collaboration during the cohort-based program

I do feel I really grew as a professional this year. I interacted with many teachers, went to meetings, and made my own decisions. My supervisor wasn't all that involved, but that was okay. She was very busy and I liked having freedom within the school and not always having to check everything with her.

grew by developing more initiative in taking responsibilities in the classroom as time went on

I was able to take my students on a field trip into Hartford so I got to experience all the responsibility of keeping track of 20 tenth graders.

My clinic teacher afforded me the liberty to host reading groups and work stations in his class with the students--something he would have done on his own had I not been there. This was a good example of collaboration.

I have seen many examples of the opposite of these standards in my clinic placement amongst many teachers; this in itself has helped me grow in realizing what I do not want to be and what image I do not want to give off.
I attended an annual review PPT meeting within the clinical placement school.

In the beginning I had problems collaborating with one of my cooperating teachers and that improved in the end.

I was able to collaborate with each teacher on my core team. This was a great experience that helped me learn how to work with different teachers with many different teaching styles and philosophies. I attended team meetings where I was able to contribute information as to what was working with select students and what needs to change in order for those students to make progress and meet expectations.

I have had the best opportunity to collaborate with my cooperating teacher and other student teachers in my school. Putting our heads together, we had great ideas for lessons and units that stimulated student interest.

I attended several PBS meetings, faculty meetings, data team meetings, team teacher meetings, and PPT's. I was able to listen to teachers working together and give my own input.

I organized an event at a high school to encourage students to continue their education after high school. I believe that is an example of my responsibility and leadership.

During my first semester, my clinic teacher had an instructional assistant. Both teachers worked well together, and each knew what to expect from the other. I think it was important to see how each was honest about what they would accomplish during the day and then they accepted the responsibility for finishing their tasks. During the second semester, I attended a team meeting for a student where my special education placement teacher collaborated with other teachers to develop an IEP for a student. It was very helpful to watch teachers collaborate, and I think this helped me to understand how teachers work together.

This past year I was able to really get a feel of what it is like to be considered a member of a faculty.

Since I followed the students participating in special education more often than I did the teacher, I was entrusted with the responsibility of supporting them in classes in which he could not. I always tried to jump in and help them without prompting or guidance from the general classroom teacher because I felt it was what was best for everyone.

I was able to collaborate with a classroom teacher who invited me into her classroom to co-teach a book. That experience was especially meaningful to me because I was able to see how she instructed writing in her classroom. I was then able to adapt her methods, such as modeling the writing process to students through outlining and writing samples, in the writing center.

I learned more about how teachers and staff work together as leaders, especially during IEP and PPT processes.

I think by being placed in a middle school and high school setting I've been able to see how teachers work with one another in different settings. I've also been able to sit in on hours of meetings and conversations to see how teachers give each other feedback and help decide how to manage their own classes and put other teacher’s views and opinions into practice. Also, in my middle school setting I've been able to see how a team of teachers puts a plan into action across classes.
Team-teaching an inclusion class during my student teaching experience.

I was able to see behavior plans, and help keep them constant within the classroom.

case study

I was present for many team meetings and was able to gain exposure to the types of collaborations required within groups of teachers. I also attended parent-teacher conferences and a committee meeting which were also areas of collaboration and leadership in the school system and was exposed to different relationships teachers have with those around them.

During my clinic experience, I had the chance to work directly with students and assist them with their homework in the resource room. This enabled me to try and help teach within my content area.

I witnessed various practices of teaching during my clinic that was questionable. I brought these up to my teacher and he addressed them with me professionally.

I was able to learn what professional dresses like and interact like with other teachers and students. I was also able to see the preparation required for a professional teacher.

I would say collaboration. I was able to collaborate with my cooperating teacher, other teachers during my student teaching and inquiry project, my supervisors and my classmates; all well making this a very productive year.

As an intern, collaboration is key to having a successful year. I have had experiences with every grade level, the literacy coach, principal, and fellow interns. These experiences have exposed me to the type of school environment I hope to work in.

I attended team meetings during my weekly clinic placements. During these meetings, the team teachers discussed individual student progress and coordinated their schedules. While I was more of an observer in these meetings rather than an active participant, it was great to see their collaboration and professional discussion. The team I was on was a split 7th/8th grade team, so there were not any special education students on the team. The one thing that upset me about these team meetings was that the teachers would sometimes complain about special educators that they had worked with in the past.

I pride myself on my professionalism, but sometimes I can be "uptight." Learning to relax a little goes a long way toward showing confidence as a teacher.

Again, there needs to be differentiation for some students. Though it may take extra work, differentiation is the right and ethical thing to do so as to provide each student the best opportunity.

Learned to collaborate with multiple people on one lesson. Recognized how to respectfully disagree with actions of my cooperating teacher according to my professional ethical practices while maintaining respectful professional relationships.

I think that I am just learning what this looks like in a school setting. I think that I grew most from observing and reflecting on my observations.
My cooperating teacher and I came up with a discipline policy for students who needed behavior adjustments in the classroom.

Last semester I worked closely with a group of paraprofessionals to give our special education students the best care we could.

This was the first semester where my professionalism was tested. Last semester, I really didn't get a chance to learn about the students individually. I learned much more about what teaching was behind the scenes. This semester, I've learned about every child in the class and I know all their names. In my placement, many of the students hug the teachers, which is fine. However, some of the students have crossed the line with me in terms of comments. I have had to say, "You cannot say that. That is an inappropriate way to talk to a teacher." It has not been difficult to uphold my ethics at all, but this was the first time I have had to deal with it.

This year, I taught the problem solving lab, and helped students understand their geometry and algebra II material. I have emailed their teachers in order to find out more information on what they were working on, and created my own packets to help the students gather a better understanding.

I don't know

I have stayed after school every day after school to plan with my cooperating teacher, attending every faculty/staff/department meeting, taken advantage of professional development programs and attended events such as the 5th grade Spanish spelling bee where my teacher worked at.

As members of the Literacy Team, the other intern and I collaborated to coordinate a school wide reading initiative.

I worked very closely with the foreign language department in order to create unit plans, lesson plans, activities and assessments.

Working on a team, I was able to see the more administrative side to teaching and how to collaborate with other teachers.

Based on my experiences this past year, I have learned that it is beneficial to collaborate ideas not only with cooperating teachers, but with other peers. By doing this, you will be able to see other ideas and how they may be executed most effectively for students. In addition to this, I have found that it is also helpful to collaborate ideas with students. By giving them some power and having the opportunity to either choose ideas for activities or just have a class-wide brain storm activity, they feel more included and are more willing to actively participate in your lesson since you are asking for their feedback. In addition to this, I have found that it is necessary to maintain a balance between being professional and acting more as a mentor or friend towards the students. By developing this balance you are able to connect with students, but are also able to maintain an authoritative role when necessary, which the students will respect.

By working with a local school to conduct our research we were able to collaborate with teachers in a professional environment.

I have had the opportunity to work in groups in my classes as well as attend meetings in schools and see what these are like.

I think just being the teacher figure in the classroom helped me grow in this area. Being a student teacher requires you to be the responsible adult in the classroom and you need to be a leader to these students.
I collaborate with general education teachers along with special education teachers every day.

I have worked very closely with the other UConn student teacher in my cohort to plan our instruction so that our students come out with the same knowledge. I have also collaborated on data teams.

Worked with other teachers in the building to develop an assessment for a unit.

In my first placement, I felt as though I had more opportunity to be professional and act as a leader. In my second placement, I was closer in age to the students and my teacher saw me a solely an observer.

The inquiry project was a very rewarding experience.

I was able to attend faculty meetings and school meetings that dealt with working collaboratively.

I would not be at the point I am at today without collaboration. Weekly, the other three interns and myself would try to eat lunch together. We used this time to talk about what was going on, what we were doing with students, and how to improve our practice. Using each other's ideas gave us all insight. Additionally, taking these ideas back to our supervisors allowed us to improve on them more and create strong lesson plans, designed specifically for student engagement and progress.

I had two cooperating teachers, which was GREAT, because we could collaborate and I could bounce my ideas off two amazing teachers.
What do you perceive are some specific strengths of the clinical experience that you were offered?

I learned a lot about the mechanic of a classroom

Some strengths of this experience were the fact that this was nothing I had ever done before. I hadn't worked in a special education classroom before and learned a lot from this. Also, it gave me skills to work with students who need extra attention.

The ability to work at a whole school level to implement behavior interventions.

I had a wonderful cooperating teacher to work with who was so open to new ideas. I felt very comfortable getting to try new things, things she may have never tried either, but she believed in me, which was what I really needed out of this experience! I also really appreciated the school's flexibility. I now believe it was very necessary that I switch my placements before the full-time placement in the spring, as the cooperating teacher I had in the fall just wasn't a good match for me. I think a definite strength in the program was meeting my needs and finding me a new placement that would give me the best experience possible.

The district I was in seems to be a very positive district to work in. Everyone seems genuinely happy to work there and love their job. My clinic teacher was open to having me teach lessons, but since I was only there once a week it was hard to become comfortable enough with the material to actually teach a lesson.

I was able to immerse myself in teaching at my own pace. I was given the liberty to guide my own education. If there was an area that I wanted to concentrate on more than others, my teacher made it a priority to address that area in all aspects of the school day.

I think I was able to look more critical at the challenges that urban schools face. I see that things that are sensationalized in the media aren't always the whole truth. Having that critical eye has made me a better teacher.

Flexibility with grades to work with.

I now can create in depth and detailed lesson plans.

I loved that the entire focus of the semester was based on the student teaching experience. Despite the fact that we also had seminar and other course assignments to complete, I never felt overwhelmed by the amount of extra work I had to do on top of lesson planning etc. I think that the teachers of our seminars and other courses were extremely understanding that we were more focused on "teacher-mode" than on "student-mode" so we all got a much better experience as a real teacher.

The opportunity to make informed decisions based on assessment data.

The PPT/Team meetings, able to work with student’s one on one setting, able to teach a lesson.

Great amount of time required to be spent in the classroom. Just right.

Everyone is so extremely friendly and willing to help.
A specific strength is the amount of resources available at my clinical experience and the willingness to work with student teachers.

Overall gaining of teaching strategies and practical in-class methods

I was offered many more opportunities to work with students, particularly one-on-one, than I was in previous semester's experiences.

A fun time working with children at the elementary level and a good overall experience that has prepared me for teaching.

Once we were together for a little while, my current cooperating teacher and I communicated a lot. She actually talked to me, which was something that my fall semester cooperating teacher had not done.

I learned to have great classroom management skills; I think this is one of the most important skills a teacher has.

The school and staff are extremely welcoming and truly make you feel like a part of the team. I felt like everything I did this year was appreciated and needed and like I made a difference at my school.

Working in a bilingual education room was an outstanding experience. I was so inspired by the teacher and children in the room that I decided to take a master's bilingual education class next fall. I eventually want to look into getting another master's in bilingual education.

Autonomy

I loved that my clinic teacher pushed me to take an active role in the learning experience of his class. I was able to give spelling tests, teach lessons and do numerous other activities that have helped me to feel more comfortable working with students.

My internship allowed much flexibility in observing different teaching practices, including instruction and other teacher duties that one is not as exposed to during the other years.

My teacher was an amazing teacher who was very enthusiastic. She gave me great insight into her job and talked to me about a lot of information including certain students, applying for jobs, and projects that she uses every year.

In my experiences, I was able to work with a diverse population of students. I found this to be strength because I think it was a great experience as I was able to work with many different populations of students.

I was always busy with several different tasks, most of them I considered to be important. I was also afforded independence in decision making.

I felt very comfortable in my school and was offered many opportunities for professional growth in all areas of instruction, curriculum, and communication with families and the community.

To be able to see students learn about the Holocaust.

I was given a lot of tools and developed a stronger knowledge base of literacy that will help me in my future.
My teacher allowed me to teach all of the math lessons while I was there because she knew that is what my concentration is.

I really enjoy having to do both a suburban and urban. As someone who wants to teach in an urban setting, I think that all students should have that experience to see what the differences are like.

time to work on inquiry

In my placement, I was in a Unified Arts classroom so I was able to observe students from grades 4-8 every day. I got to see how lessons were structured differently across different age groups.

Being able to be incorporated into different classrooms and into different environments.

being a part of the school's literacy team, working with a wide range of grade levels

Working at multiple grade levels.

The opportunity to get hands on experience and make the classroom your own.

The department is extremely helpful and really loves when I help out. I feel included and like I am an important part of the school and department.

I got to work with students on the autism spectrum, and they all had strengths and weaknesses that were unique to the individual students. Being in such a placement gave me the opportunity to learn a lot about a growing population of students that I may have in my future classroom.

Resources available if initiative is taken. (activities, teachers, staff, etc)

I was allowed to "take the reins" very early on and ended up teaching for the full day for almost the entire semester. I enjoyed this freedom and trust in my teaching.

Practice. Support in Neag.

I had a lot of support and I felt as though I could ask questions whenever I was unsure of myself.

The appropriate setting to move forth with strengths of teaching in my subject area

I think working in a real middle school, that happened to be conveniently close to our campus was practical and very useful.

My cooperating teacher was outstanding. She is a great teacher and gave me all the opportunity in the world during my student teaching experience. She made sure I experienced everything!

While I enjoyed working with the kindergarteners as well as my cooperating teacher, this affirmed my feelings that I do not want to teach elementary students. Very challenging!

I was very involved in the planning of Family Math Night. I think this was a wonderful experience. I was able to see the collaboration process on a
school-wide event, work with many staff members, almost all of the students in the school, the parents of students, and even learned about how to address the diversity in the school when planning this event. It was a wonderful experience to have had.

My cooperating teacher had me teach brief lessons in the first semester. This helped me become more comfortable interacting with my students the second semester and it also familiarized myself with my students. When student-teaching started, I planned most of my lessons with my cooperating teaching for the first unit. Then the next unit I virtually planned all of my lessons myself. I think this helped me ease into the planning process. I liked the transition.

I enjoyed having experience within a school as a professional rather than a student.

My cooperating teacher was incredibly supportive.

I was able to see a lot the difference between the urban and suburban placements. I knew that these school systems were different, but I realized just how different they are. I also liked that my teachers were very open to letting me help throughout the day I observed. They wanted to know my opinion and respected my ideas.

My first clinic teacher was an amazing teacher.

I got to experience an urban and rural school, and it was interesting to observe and take note of the many differences.

I was lucky to have a cooperating teacher that really involved me in her classroom.

Being involved in SRBI was very helpful; I think that's something schools definitely want to see on your resume, even though it's not that exciting to do.

My cooperating teacher was not a good example of professionalism and it was a less than satisfactory experience. Next time, TCPCG should do a better job of screening cooperating teachers for professionalism.

this semester clinical experience was within my content area and was spread out over a variety of students, including honors level, college prep, repeaters, and students with disabilities/behavioral issues

The collaboration between the English teachers at the school is wonderful. They all work together, and I feel as though they made every effort to include me by sharing lesson plans, asking for my opinions, and simply striking up conversations with me.

My teacher was ABSOLUTELY PHENOMENAL! We had many discussions about teaching, reading, hot topics, etc. However, because I am secondary English and he is a 1st grade teacher and has only been a 1st grade teacher, I found him unable to offer advice on how to teach the students I WILL have in high school. It was a good semester for finding a solid grounding in the field of education as a whole and, because he was such a phenomenal teacher, for inspiring confidence in the outcomes of the teaching profession. Actually, it was such a good experience I wish it wasn't wasted on me. An elementary ed student would have loved every minute of this and gotten one on one advice on how to be an absolutely phenomenal teacher. I on the other hand, benefited, but found what I was seeing and doing hard to connect to my future plans and often boring. First graders don't excite me the
way secondary students do, no matter how good the teacher is.

This was the first time I've ever been in an urban teaching setting. Initially I was scared of how things might play out but it ended up being a wonderful experience and I'm actually hoping to do my student teaching at the school in which I did my second semester of clinic experience.

Seeing theories implemented or not implemented in an actual real life setting.

Everything was planned out with what was expected.

I was able to work in many different learning environments such as resource room, one-on-one support and general education classrooms. As a special education teacher candidate, this was the perfect student teaching placement. I saw each aspect of special education and was able to teach in each environment.

I loved working in my school, with my cooperating teacher and all of the staff. I have bonded with my teacher and she openly accepts any ideas and feedback I have. I love the open atmosphere we have together.

Great amount of experience Mentoring from Cooperating teacher Supervisor feedback

I thought my cooperating teacher can be attributed with all of my success; she was truly amazing to work with.

I learned a lot about the challenges of working in an Urban school system. I could see the differences that individual teachers made in the lives and in the abilities of their students. I also learned a lot about the challenges of managing an elementary school classroom. It is not an easy task to teach so many subject levels.

I believe the biggest strength is the welcoming nature of the faculty.

I was able to observe the teaching strategies of a variety of teachers (language arts, computers, social studies, art, and health) because I followed around students who participated in the special education program. Therefore, I was exposed to more teaching styles than other clinic experiences would have offered.

I was able to see how many different teachers structured their writing assignments depending on the class they were teaching and their students' ability levels. I was also able to observe and interview many of the teachers while gathering data for our inquiry project, which helped me, grow as an educator.

Very effective classroom management strategies and communication between teacher and students.

One positive aspect of my clinical experiences from this past year is the range of grades I was able to interact with, 6th grade students in the fall and high school students in the Spring

Master's Internship -- I think few other programs offer students the ability to go into schools and conduct their own research.

working with younger children
gave me experience with special education students

Just being able to have a professional role in a school system was a positive aspect of the clinical experiences.

I learned how to be effective in a classroom of students. It also allowed me to observe how students interact throughout the day instead of just at a certain time. I took away the experience of being able to adjust content or adjust myself for an appropriate situation.

I was able to see great classroom management.

Great program strength and a lack of behavioral problems.

Allowing me to see the characteristics of a true master teacher and how they provide different things in their classroom.

Experiences in every grade level, professional development, administering assessments, and leading intervention groups—everything has been positive.

In Spring 2011 I was able to get a real feel for the middle school atmosphere. My teacher sent me to observe different teachers, both general and special educators. I was able to shadow my case study student for the day, so I got a look at what it was like to be a middle schooled there. I really enjoyed the variety of experiences I had.

I asked for a more "baptism by fire" experience, and jumped right into teaching. This was, I feel, the best way to prepare me for my first teaching job.

My teacher was very helpful with getting me access and information that I needed for seminar assignments. I also built a good one-on-one relationship with her.

Learning to adjust to snow days and standardized test prep. Flexibility and patience.

I was given the chance to create my own lesson plans and teach the class.

I really liked having two cooperating teachers - I think that it's helpful to work with two teachers because I was able to see/experience two very different teaching styles.

I think that my teacher was very good at talking to me about all kinds of educational issues and really made me grow as an educator. She was also very willing to offer her opinion.

I was able to deal with very hard working students, and students who refused to work. Managing them in one class was a great experience to have during student teaching.

I think that all NEAG students should absolutely 100% be required to have an urban placement. I was not as weary of an urban placement as some other people are, but I did have some hesitancies and questions. However, my urban experience has been amazing. I wish that all teachers would have to opportunity to dispel some of their incorrect beliefs about urban schools.
The teacher was very cooperative. She encouraged me to come up with new ideas, and wants to keep a copy of everything I’ve created.

I've become amazing at researching lessons online. Furthermore I have learned to stay quiet when students talk.

I was offered an enriching experience with a seasoned cooperating teacher who gave me resources, advice, etc.

The teachers and school I was with welcomed me and clearly wanted me there, that’s important.

I gained much more knowledge about Tier 2/ Tier 3 literacy intervention, including the DRA tests, the LLI program, and administrative work that literacy specialists need to effectively implement interventions.

teacher knew basically everything there is to know about how to do what he does effectively

Real life situation; a school with room for improvement and a need for researchers.

Great and helpful staff and many opportunities to grow.

I was given a lot of freedom to create my own lessons and be independent.

I was in an environment that forced me to able to think on my feet and be very flexible, which helped me to feel prepared and confident in being able to succeed in most scenarios.

Although I think the main focus of the Inquiry Project is learning how to conduct research (e.g. the process), but I think the results (e.g. the product) was the strongest part of this experience.

I was placed with a great teacher who I learned strategies from.

My cooperating teacher was fantastic with all her help and she made transitioning very easy for me.

All of the teacher's in my placement were willing to help me and were always had a positive attitude about my placement in their school/classroom.

The school is very diverse, so I was able to experience teaching and honors calculus class while at the same time teaching 5th or 6th year seniors trying to pass algebra.

AMAZINGLY supportive environment. LOVED THE STUDENTS.

I loved the first placement. I thought that the teacher I worked with was very enthusiastic and excited to have me in her classroom both and a professional and as a learner. I really appreciate all of the knowledge and patience she offered me in my learning process on top of all the work and responsibilities she had.

Student teaching, numerous opportunities to reflect on our professional growth, time to work on our teacher/professional portfolio, and length of program.
Urban and suburban experience

The school! Being surrounded by supportive staff and a community that recognized our efforts was contagious and encouraging.

The whole school community at Windham High School is very accepting of student teachers, and aimed to help me in any way needed.
What suggestions do you have for improving the clinical experience?

Although working in a bilingual classroom was very interested, and I admit I learned a great deal, the language barrier makes it difficult to get a full teaching experience from the placement.

I believe everyone should be required to do a special education placement. Also, I don't think my teacher was given any sort of guidelines going into it, and I had heard from other students that their teachers were aware of things I didn't even know about, so I think we need more standard communication across the board.

More interns to complete the work.

The only suggestion I can think of is to have full-time teaching in the fall. That way, the student-teacher can experience all of the beginning of the year routine and really how that first six weeks of school goes! Where the placement stands, we observe/teach full-time in the middle of the year, a time that I've previously observed.

While this technically wasn't an "out of area" placement for me, I hope to find a job teaching K-4 in the future, so I didn't really learn a lot from this placement. If anything, it only served to confirm my belief that I do not want to teach in a middle school setting. However, I could have figured that out after probably two observations. I know the incoming class isn't placed out of area, and I completely agree with this change.

Making sure that supervisors are "on the same page" about deadlines and expectations. This is not to say that some supervisors were better than others, but that they all need to be uniform in their approach. Otherwise student teachers, I have noticed, are treated subjectively.

I think the second half (Spring semester) needs to be more focused on the inquiry project. I think a lot of people had trouble understanding exactly what is expected, and had issues with developing a timeline as to what should be done when. The clinic experience needs to be more nurturing to the inquiry project in that respect.

More structure as to what the specific responsibilities are. More time to teach.

Nothing- this is truly a wonderful internship experience and my supervisor was more than helpful!

The teachers to have more of an acknowledgement of clinic students as learners and not as an additional helping hand for them.

Better communication (email)

None.

Make the clinic teachers more receptive to helping us learn and grow.
I wish expectations were clearer. While I immensely enjoyed this clinical experience, I felt as if the expectations were not very clear for me or my cooperating teacher. I learned a lot and had a number of positive experiences but I am not sure if I accomplished what I was supposed to have done.

Talk with our clinic teachers to have them involved in more instruction in the classroom instead of having us just observes for the entire semester.

The placement I am in right now was not my original placement. Potential cooperating teachers should be screened more carefully before given student teachers. My first semester this year was not a good experience.

Student teaching was a great experience

It would have been nicer to have more time within placement to work on the inquiry project.

I was fortunate to be in a placement where the teacher allowed me to plan and teach lessons every week. I was a key leader/teacher in the classroom alongside the teacher. However, I know many other students did not get the same experience I did and did minor things like photocopying papers for the teacher and not much more. I think all Neag students should have to teach at least 3-4 lessons during this semester of clinic placement.

A friendlier supervisor.

Being inside your concentration from the beginning will allow you to fully participate in practice teaching lessons and understanding the process and how teaching is applied in your concentration area. For example, elementary is so broad by seeing the difference between 5th and kindergarten would be much more helpful than say being in a high school classroom because it is typically in an area you do not feel comfortable enough with the subject to teach a lesson.

This semester I felt that I had the perfect clinic experience. With respect to my last semester's experience, I think it was very hard for me to be engaged because being placed in a 12th grade math class (out of my placement) it was very hard for me to find ways to get involved.

More communication among UConn and the clinic placements could benefit the students.

N/A

I do not have any suggestions for improving clinical experience, as I found my placements to be extremely helpful.

My role was not very well defined throughout the first semester. Internships need to have better, more definitive descriptions.

I wish that I could have student taught for longer.
none

I am an elementary concentration and was lucky enough to have an elementary experience this fall. I really learned a lot and grew as a teacher. But in the spring I was in a high school setting and did not learn anything. I did not get the opportunity to interact with the students most of the time because there were not opportunities to do so. I think that having students work in their certification area is best to give us the experience we will need. For elementary, we will be certified from K-6, which is a huge range. I think having lower and upper elementary experiences would have been more beneficial for junior year so that we can learn which grades and subjects we work best in.

more direction

My placement was not exactly ideal for my major. While I was able to interact with a wide variety of students, I also found myself to be not as helpful as I had hoped. There was little instruction in this class, as it was mostly self directed learning, so I never really had the opportunity to teach a lesson. The only time I was really able to work one on one with students was during a math resource group my clinic teacher taught. If possible, it would be beneficial for students to be placed in the general education setting if possible.

It is a lot of hours each week for only 3 credits. 6 hours at the school and 1.5 in the egen class. Those 7.5 hours a week for only 3 credits, it makes completing work for other classes more difficult.

more communication (and at least one visit during the year) from the UConn seminar leader

Don't make the out of placement experience a whole semester. Also, make sure students aren't placed in art classes as was the case for some of my friends in the program.

Make sure that all those involved in the clinic experience (cooperating teacher/seminar leader/university supervisor) are all willing to put the time into working with the student teacher.

None.

As special education majors, we are only in our student teaching placements for half a year. Unlike elementary ed majors who are "observers" in their student teaching placements for the first half of the year. I think it would be beneficial for special ed majors to be in the same placement all year, as it is important to see student growth throughout the year.

Clinical teachers could be more useful in guiding interns on what activities they are able to take part in. Also, if there are prep periods, referrals to other teachers or help during planning activities would be better instead of letting interns do nothing during the down time.

Placing Special Education majors in a setting that is more realistic for what their position will look like so that they can continue to grow and learn about the many different settings that are possible for a Special Education teacher.

More formal reflective time. My clinic teacher was not very open in communicating either positive or negative reflections on my teaching. The
only time I received substantial feedback from her was during our midterm and final meeting so more of these formal meetings would have been helpful.

You should have each student teacher tell you about their previous teachers. Mine for instance should not be allowed to be a cooperating teacher ever again. I also was placed in fourth grade instead of kindergarten which I feel caused me to feel less prepared with the age group I actually want to teach in.

More experience to observe teachers.

I think the clinic teachers should prove prior to the experience that they are willing/excited to work with the clinic student and have the appropriate attitude to make them feel comfortable.

I would suggest a prolonged engagement for our research.

I would make sure there was a break other than just this week in April. There is only one week left of student teaching after this, and a break in the middle would have been nice...you get very worn out with no break!

I believe that students should not have work in classrooms outside of their placements. While there is some value within these placements, I feel it would be more beneficial for NEAG students to work within their field of interest.

I enjoyed everything about my experience and learned a lot. The only thing that would have been better would to have actually been put in my placement. I feel like I have a lot of experience in an elementary school when I would like more in secondary before I start teaching. However, I do think that being out of placement really helped me to learn a lot about why many students have the difficulties that they do when they get to high school.

Perhaps decrease the amount of Professional Practices we must fill out. It is hard to balance planning, assessing, and instructing with having to worry about meeting each criteria. It is also somewhat awkward to prompt your cooperating teacher to complete them. I have found that other student-teachers are also having a hard time getting their cooperating teachers to complete the Professional Practices document.

Letting the special education students stay in the same classroom the semester before student teaching. Also, giving these students the opportunity to work in alternative placements (like self-contained special education schools).

My clinic teacher this semester at Hall Memorial was amazing! Last semester, my clinic teacher was not an example of a good teacher.

The evaluation process was a little confusing, as in what to fill out, when and who handed in what. Try creating something very informing about what needs to get done.

I did like seeing an out of concentration placement during my fall semester. While I was technically placed in a special education clinical, I was still able to observe a teacher in my concentration which I did find extremely valuable.
Don't do out of placement.

Maybe screen the teachers better. One of my teachers never actually taught the class, they silently read every single class and occasionally had discussions. I did not get much out of the experience for the semester at all.

Make sure the cooperating teacher is efficient. I know of some experiences that went horrible because of poor and inconsistent cooperating teachers.

This year was fine. Overall I would say Neag should eliminate the Junior year out of placement experiences. Maybe just spend a few weeks at schools out of your area, but that's it. I'm certified to teach K-6, but somehow I have never been placed in a K, 1, 3, or 6 classrooms. I have sought out these experiences on my own, but I was never placed there by UConn.

Make sure cooperating teachers are not signing up for a student teacher to ease their own work load.

While I didn't have any problem with my clinic placements, several of my friends have where their cooperating teachers use them as an extra set of hands. Try and make sure the cooperating teacher students work with is actually interested in developing our experiences.

The Professional Practices were difficult for my supervisor and cooperating teachers to work out- I think some of the cooperating teachers and supervisors may take issue with the method in which these practices must be filled out.

I know y'all probably hear this constantly: I would rather be placed in my content area. Being out of my area makes it difficult to apply what I'm learning in class to the clinic experience and therefore de-motivates and frustrates me. But, since I do find a value in observing out of content classrooms, special ed rooms, and a variety of teachers, here's the solution: Place juniors in a variety of classrooms during the semester! Put them on a rotation schedule so that each student spends 4 weeks in 3 different classrooms per semester. This will allow us to see perhaps 1st grade, special ed, 5th grade, urban, suburban, science, math, language arts, and other subjects. It is good for us to get variety, but having two full semesters of less variety and more frustration is much worse than two semesters of more variety and (because of the frequent changes) less frustration. This would also give us more perspectives on learning from more teachers and more opportunities to make meaningful connections to teachers we may bond with, rather than trying for force a connection with a teacher we may not get along with or agree with for 12 weeks. This method may require more traveling on the part of the juniors, but shouldn't take much more work on the side of Neag because this would require the same number of clinic teachers we already have. Also, if teachers are worried that a 4-week junior may not be much help in the classroom, they may be right, but most of us spend most time merely observing (especially during the fall) anyway, or if we do have an active role in the class, it is a small and simple one.

Both of my experiences have left me with no complaints. The only thing I could think of would be to help students who do not have transportation to their clinic placements.

If at all possible, try to get the placements to us earlier so we have more time to communicate with our assigned clinic teachers and potentially
<table>
<thead>
<tr>
<th>make a stronger semester plan and general rapport.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waterbury cohort should be able to do spring internship at a school of their choice.</td>
</tr>
<tr>
<td>I think that extra projects, that may have good intentions, caused extra stress on the student teaching experience.</td>
</tr>
<tr>
<td>I suggest that the professional practices assignment be more clear and organized. It was difficult to understand if the cooperating teacher, supervisor, or myself were supposed to fill out certain areas or when this was due. I think that some of the practices were unrealistic for all student teachers in all settings.</td>
</tr>
<tr>
<td>I think our advisors should be our supervisors. I thought the evaluation process was unorganized and student teachers were not informed about the logistics of the whole semester and expectations.</td>
</tr>
<tr>
<td>I think there should be more screening for clinical teachers. My first semester teacher was absolutely amazing, but my second semester experience was lacking. Though my teacher had many years of teaching experience, I rarely saw examples of the &quot;promising practices&quot; that I reflected on in my clinic seminar class. I usually saw these best practices in her collaborating teachers.</td>
</tr>
<tr>
<td>My particular clinic experience was tough because I was following a special education teacher. More often than not, I was in the classroom with him supporting students as opposed to observing his teacher practices. He also had a lot of planning periods while I was there, which made it frustrating because I would have like to understand him more. I did not feel like we had that strong of a relationship.</td>
</tr>
<tr>
<td>I wished that somebody had been more in tune with what we were doing on a daily basis, either within the school or from UConn.</td>
</tr>
<tr>
<td>More communication between UConn and the clinic teachers, it sometimes seemed as though my teacher didn't know what level I was supposed to be at. However, it was somewhat unhelpful being placed in a third grade classroom as a secondary major.</td>
</tr>
<tr>
<td>I think as a special education major having us work in a special educational setting regardless of grade level would have been much more useful and we would have gotten much more of a meaningful experience from it. I got a lot from both my clinical experiences but the days I think were the most productive are the days when I was able to either work with special education students or shadow the special education teacher.</td>
</tr>
<tr>
<td>The principal was consistently unable to accommodate our limited requests. For instance, we had difficulty even setting up an initial meeting to get the project going. If the new principal is similarly unmotivated, then I would consider taking the project to a different school.</td>
</tr>
<tr>
<td>We need more experience within our own subject and grade area that relevant. I understand that this helps us see where students are going or coming from, but we do not need a whole year of it.</td>
</tr>
<tr>
<td>the university needs closer contact with the supervising teachers, so the supervising teachers understand what we should be doing at clink</td>
</tr>
<tr>
<td>I would suggest having more clinical experiences in the content area and grade level that the Neag student wishes to pursue. I think this would be</td>
</tr>
</tbody>
</table>
a better use of time.

I would recommend maybe trying to focus on the area that the student wishes to teach in. If anything for maybe one period of a day in order to try and begin to observe a classroom where it applies to the student.

I want to see more instruction and have the opportunity to jump and do lessons, not just observe.

Have a meeting at the beginning of the semester to talk about expectations and to establish a plan or routine for the rest of the semester, instead of improvising every class.

Make everything more concrete from the beginning, it was very back and forth and became confusing!

The only thing that has been difficult about the clinical experience is that most of the staff members do not realize we are grad students with a full load of classes. Sometimes we get comments about how we get to leave before the day is over. It can be frustrating, but other than that every aspect of the internship has been wonderful.

I know that the point of the out-of-placement experience was to give us a different look at education. However, I felt no connection to either my students or my teacher this semester. I learned a few things about teaching, but nothing stood out to me as something that will help me in my career. I really wish that if I was going to be in a general education classroom I could at least have been on a team that had special education students.

More communication of expectations with supervisors and coordinating teachers.

The clinical teacher's attitude is key. If the teacher is anti-their school, kids, and/or teaching in general, they may not be the best person to put someone with, regardless of how good their instruction is.

Make Master's Internship more meaningful in the whole school building. Require cooperating teacher to introduce interns to multiple teachers in the building so we feel more included and a part of a welcoming community.

My placement was informative because I learned about Special Education but I never got to do anything, most of the time I sat in the back while the general teacher and special ed teacher taught the classes; so I didn't get an opportunity to work with the kids much.

I really liked one of my cooperating teacher - she was great! I wasn't as impressed with my other cooperating teacher. She was not very helpful and provided me very little support. I would not recommend that student teachers be placed with her in the future.

I think that my teacher should have helped me grow more and talked to me more about my experience instead of making me grade papers all the time. I think that she also should have understood that I had never taught a lesson in a middle school before and not have expected my first time to be perfect.
I think our academic adviser should be the person to come evaluate at our mid-point review. It was a little weird when the person observing me was a complete stranger.

Suggestions I would have would be to refrain from placing elementary education majors in high school classrooms. I was placed in a high school math class this current semester, and I feel as though I did not get enough out of the experience because I am no equipped to help them with the material or answer questions that they have.

The class that we take along with our placement definitely needs to be re-vamped. There is certainly not enough time to talk about our experiences at the schools. Especially in this year’s W class, there are WAY too many activities to squeeze into each class. Something has to go to make more room for dialogue about our classrooms. I would suggest getting rid of the textbook because the readings truly were not that beneficial and I felt like the activities we did with it were juvenile and just used up time.

Check the students ahead of time. Although the students may have given me a clearer experience of how they can be, they were a REALLY tough group of kids.

1) Utilize key ring system. 2) Have students spend more time in a clinical experience teaching rather than observing before they take classes 3) Make students use what you teach in a classroom. I believed in the classes, but when I student taught I felt like I forgot everything I learned and worked of instinct. 4) Use Google docs for the professional practices

Clearly outline instructions as far as filling out information (form). Explaining to coop teachers/ supervisors the responsibilities

I was at a School -it took 50 minutes to get there! I hope no one would get placed there for internship/student teaching!

Provide all relevant information before performing tasks to ensure that interns, who are often learning as they go, can complete a task adequately the first time.

none, it was the best I could ask for

The project was highly unorganized, and the standards for the conduct of the inquiry project were not very high. Our research could not be presented in a place outside the realm of the program due to its lack of professionalism and accuracy. We went through the motions, but I don't believe our results are at all valid or trustworthy.

Either offering a K-12 certification or not having the student teacher teach grades K-6. It was a great deal of preparation for seven different classes.

The expectations of cooperating teachers could be made clearer to cooperating teachers.

Begin student teaching earlier - have more time to transition in and out of the experience.
In the beginning of the project was very unorganized on both sides (the middle school and UConn). I think more planning needs to be conducted between both sides further in advance.

I do think that the cooperating teachers should have a more active role even when the student teachers have fully taken over. I have talked to many of my friends and it is true for me as well that the students do not take student teachers completely seriously. I think that if we had more support throughout the whole semester and not just in the beginning a lot of our experiences would be more positive and the students would respect us more even though we were coming in the middle of the year.

I don't have any suggestions.

Make sure you take specific feedback on the cooperating teachers. One of mine was awesome, but the other was not at all helpful. Many other fellow students would be more than happy to tell you specifics. I think that these should noted and addressed prior to choosing them. Also, get rid of the professional practices. The feedback is not helpful and it is agreed to be a waste of time by me, my supervisor and my cooperating teacher

MORE SUPPORT IN MATH PRIOR TO STUDENT TEACHING

Choose cooperating teachers who have more experience with classroom management along with teaching.

I would suggest that teachers are encouraged to educate and involve their student observers. I know our responsibilities do not require this but I benefitted more when my teacher offered opportunities for me to step up and participate as a "leader" or "teacher."

Stay within our desired area

Make some of the professional practices and reflection guidelines less wordy. It sounds like we're trying to impress people by throwing out all these words, when what can really be said can be summed up in half the space. Sometimes it felt like I was just going through the motions with the UConn end of things, while the day to day at Windham and informal reflection with my cooperating teachers was where I really saw growth.