

End of the Academic Year 2012-2013 – End of This Cycle

Results & Improvement Plan for Next Year

The template has 9 pages. Please return this completed form with the dean signatures or their E-mail approval(s) copied & pasted in at the end. by **May 10, 2013** to Jessica King in the Valencia Institutional Assessment (VIA) Office (jking84@valenciacollege.edu.) Please see the VIA website for this form, your plans, and related materials: www.valenciacollege.edu/via --> left tab LOA)

If you are working on several programs please submit a template for each one; each labeled for the specific program.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area- EDUCATION				
Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Note from Planning Team Fall 2011: Please note, with respect to the designation of Planning Team Leaders: The Planning Team came to a consensus that Planning Team Leaders should include representation from each of the three major campuses (East, Osceola, and West). Those selected, or volunteering, for the role of Planning Team Leader are to be a non-tenure track full time faculty members (tenured or four-month). It was the determination of the Planning Team that tenure-track faculty should be encouraged to concentrate on the completion of their ILP.				
Rhonda Atkinson	West	Ratkinson3@valenciacollege.edu	1220	4-32
Yasmeen Qadri	East	yquadri@valenciacollege.edu		
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
The Planning Team came to the consensus that all tenured, tenure-track, and full-time four-month faculty are considered members of the planning team. As the work being conducted for these Assessment Plans impacts all tenured and tenure-track faculty, they all should play an active role in the work being conducted.				

¹ Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans.

² Planning Team membership, whenever possible, should reflect the ***Principles for selection of members for assessment plan work teams***. For faculty teams the principles include: College-wide representation where possible; Full-time faculty from the respective program / discipline (tenured, tenure track, and non-tenure earning 4 / 8 / 10 month faculty); Adjunct faculty when an adequate number of full-time faculty do not teach in the program / discipline; Faculty from both disciplines or programs when an outcome is assessed in two programs or a program other than the primary discipline. For plans developed in Student Affairs planning teams should include the following: College-wide representation where possible; Staff from the targeted program area; Part-time Student Affairs professionals when an adequate number of full-time staff do not work in the targeted program area; Faculty / staff from other program / discipline areas working on the same or similar outcomes; Students representation when possible.

Six Items Documenting Results

Please fill in the blue shaded areas with brief sentences. A second page is provided for longer comments.

Documenting the Assessment Process

1. In a sentence or two, what did you do and who was responsible for coordinating the collection of student artifacts / data? **Rhonda Atkinson created a Qualtrics student survey for the EDF 2005 observation/field experience component which was reviewed by other education faculty and revised accordingly during the fall term.**
2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed? **At the end of the Fall 2012 term, faculty who taught the EDF 2005 requested to submit a copy of the EDF 2005 syllabus and 2 sample portfolios/papers for the observation field experience component. In the first week of February 2013, the Qualtrics survey was sent via email to every student (approximately 340) who had been enrolled in a Fall 2012 section of EDF. Because of low numbers of respondents, the survey was resent in March.**

Improvement Plan and Use of the Assessment Results – Next Year’s Cycle

3. What were your results? (Please e-mail the data and copies of instruments when you submit this form if possible, for example rubric scores in an Excel sheet.) How did this compare with any predictions that you made in the Fall? **See following for survey prompts and overall results. We predicted that due to the variation in faculty guidelines and assignments for this component, that results on how the field experience impacted a decision to continue as an education major. This was not supported. Rather we found that regardless of how the hours were structured, students indicated that it reinforced or clarified their career choice to be a teacher.**
4. What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity over the next year? (Please use the following page if you need more space for your response.)
We are going to revise the EDF 2005 common course outline to include a general learning outcome for the 15 hour field experience component; however, we are not going to specify how the 15 hours will be divided into different school level experiences
5. What changes, if any, will be made to the common course outlines, the catalog, etc. **See above**

Next Steps – Planning for Next Year’s Cycle— Academic Year 2013-2014 (see below for detailed planning)

6. What are your next steps – acting on the results? (These steps will guide others in the next cycle... moving the process forward.) If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here. **Dr. Qadri’s Spring 2013 sabbatical focused on peace and international education. We would like to explore our students’ current understanding of globalization of teaching and learning and peace education.**

Please include the name of the person completing this page and your program: **Rhonda Atkinson, Education; Yasmeen Qadri, Education**

See next page...

Additional Space for Comments Reporting on Prior Year (if needed)

3) *If you have additional comments for the following question, please share them here:* What were your results? **We were disappointed with the quantity of results for both the student survey and faculty submissions of portfolios. We had approximately 10% rate of student survey completion, even after reopening the survey. Out of the 10 faculty who taught sections of the courses in the Fall 2012 term, only 5 submitted portfolio examples or other requested information. The biggest challenges students faced was in scheduling and not knowing where to find information about the field experience.**

4) *If you have additional comments for the following question, please share them here:* What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student over the next year? **To overcome scheduling issues, we plan to create a list of schools with contacts for students to consult about field experience opportunities and put that information on the Education website where students and faculty from all the campuses can access it. Additionally, we plan to place the Education Student Handbook and the common course outline on the website as well. This will provide a consistent place for students to look in getting information about the field experience.**

6) *If you have additional comments for the following question, please share them here:* What are your next steps – acting on the results? If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.

See next page....

Planning for AY 2013-2014 Learning Outcomes and Performance Indicators

Complete only the sections that apply to your work.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: Education			
Targeted Program Learning Outcome(s) (How many will you be assessing this coming year?): NA	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: EDF 2085 Introduction to Diversity for Educators		
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: <table border="1" style="width: 100%;"> <tr> <td> 1_ Students will examine and describe how one's personal value system, attitudes, stereotypes, and prejudices can shape the teaching and learning process (Internationalism) </td> </tr> <tr> <td> . </td> </tr> <tr> <td> 2_ Students will research and analyze the effects of discrimination, bullying, alienation, and violent acts of students and the learning environment. (Peace Studies) </td> </tr> </table>	1_ Students will examine and describe how one's personal value system, attitudes, stereotypes, and prejudices can shape the teaching and learning process (Internationalism)	.
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2_ Students will research and analyze the effects of discrimination, bullying, alienation, and violent acts of students and the learning environment. (Peace Studies)			
Performance Indicators for the Program Learning Outcome(s) selected:	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:		
External Standard(s) in the field or discipline (please contact Laura Blasi lblasi@valenciacollege.edu with any questions about this):	1. Internationalism: Student will be able to Discuss and use reflective practices to determine how one's personal value system, attitudes, stereotypes, and prejudices may influence the teaching and learning environment for both teachers and students 2. Peace Studies: Student will be able to Identify and discuss the effects of discrimination, bullying, alienation, and violence on students and the learning environment and determine how to help counteract the effects.		
Common Assessment (What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected): Survey of end-of course knowledge			
Description of the Proposed Common Assessment (Common assessments should be designed to ensure a balance between (1) the need for a consistency within			

the program in order to ensure comparable student artifacts and (2) the need for reasonable flexibility in order to encourage faculty judgment in the design and delivery of learning activities): **We are going to create a survey assessment to determine what students learn about internationalism in terms of personal value system, attitudes, and prejudices and peace education in terms of how students can identify and discuss the effects of discrimination, bullying, alienation, and violence on students and the learning environment and determine how to help counteract the effects at the completion of the course.**

Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):
Survey of end-of course knowledge

Implementation Process

Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?
Request that faculty distribute a qualtrics survey link at the end of the course.

How will student artifacts or data associated with student performance be collected?
Survey data; Sample assignments from faculty that address those learning indicators.

If student artifacts are to be collected based on a random sample of students registered for the course or participating in the program / activity, what characteristics should the sample include? **Not a random sample; ask for representative assignments from faculty**

How will information about faculty / staff participation in the assessment project be communicated? E-mail
Who will be responsible for coordinating the collection of student artifacts? Rhonda Atkinson
At what point in the academic year / semester will the student artifacts be collected? End of Fall 2013 semester

Program Level Assessment / Evaluation of Student Artifacts and Analysis of Results

When will student artifacts be assessed / evaluated? Spring 2014
Which faculty or staff from the program/discipline will evaluate student artifacts? All faculty who teach EDF 2085 will be invited to participate
What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? No training

When will the results / data associated with the assessment plan be analyzed? **Spring 2014**

What are your predictions regarding student performance? (What do you expect to see when you analyze your results?) **We predict that students will be unaware of information related to Internationalization of the Curriculum or Peace Studies.**

What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan? **none**

What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan? **Results from Dr. Qadri's sabbatical research as well as other research from institutions will be shared so that faculty can compare Valencia students with students elsewhere.**

In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., faculty from related discipline areas in General Education)? **Peace and Justice Initiative; SAGE**

How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)? **We will ask for a meeting with interested Peace and Justice Initiative and SAGE faculty and representatives to share information and results.**

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Approval Process

Activities Associated with the Approval of Assessment Plans	Completion Date	Person Responsible	Results
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline (including Deans / Directors responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan)	July 2013	R. Atkinson	
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	NA	NA	
Draft assessment plan is revised to reflect input	August 2013	Y. Qadri	
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum (http://valenciacollege.edu/faculty/forms/voterlists/)	NA	NA	

Dean / Director Support

The Dean(s) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan. Please copy and paste in E-mail approval (as applies) at the end of the document and then send the form complete to us or obtain, scan, and send handwritten signatures and then send.

Dean / Director East / Winter Park Campus	Signature
Dean / Director Osceola / Lake Nona Campus	Signature
Dean / Director West Campus	Signature

Sign In Sheet for Assessment Day


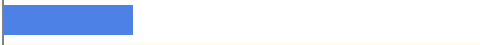

Name	Dept.	Date	Event
Rhonda Atkinson	Education	5/8/2013	
Yasmeen Qadri	Education	5/8/2013	

1. Who was your EDF 2005 instructor for the Fall 2012 Term?

#	Answer	Response	%
1	Benjamin	4	11%
2	Bosley	3	8%
3	Bugden	1	3%
4	Domres	3	8%
5	Farmer	2	5%
6	Foster	6	16%
7	Hilton	12	32%
8	Standberry	2	5%
9	S. Qadri	0	0%
10	Y. Qadri	4	11%
	Total	37	100%

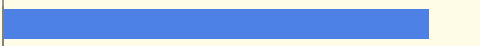

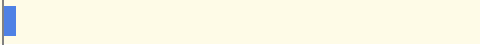

Statistic	Value
Min Value	1
Max Value	10
Mean	5.70
Variance	6.99
Standard Deviation	2.64
Total Responses	37

2. What was the course format?

#	Answer		Response	%
1	on-site		16	43%
2	hybrid		10	27%
3	online		11	30%
	Total		37	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.86
Variance	0.73
Standard Deviation	0.86
Total Responses	37

3. When the the course take place?

#	Answer		Response	%
1	Full-Term		33	89%
2	Delayed Start		3	8%
3	H1		1	3%
4	H2		0	0%
	Total		37	100%




Statistic	Value
Min Value	1
Max Value	3
Mean	1.14
Variance	0.18
Standard Deviation	0.42
Total Responses	37

4. In what county did you complete your field experience?

#	Answer	Response	%
1	Orange County	29	78%
2	Osceola County	7	19%
3	Seminole County	0	0%
4	Other	1	3%
	Total	37	100%





Statistic	Value
Min Value	1
Max Value	4
Mean	1.27
Variance	0.37
Standard Deviation	0.61
Total Responses	37

5. In what type school did you complete your field experience?

#	Answer		Response	%
1	Public School Only		29	78%
2	Private School Only		2	5%
3	Both Public and Private Schools		6	16%
	Total		37	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.38
Variance	0.58
Standard Deviation	0.76
Total Responses	37

6. How many teachers did you observe?

#	Answer		Response	%
1	1		7	19%
2	2		8	22%
3	3		7	19%
4	4 or more		15	41%
	Total		37	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.81
Variance	1.38
Standard Deviation	1.17
Total Responses	37

7. What grades did you observe? (CHECK ALL that apply)

#	Answer	Response	%
1	K-2	20	54%
2	3-5	21	57%
3	6-8	12	32%
4	9-12	16	43%
5	Other	1	3%

Statistic	Value
Min Value	1
Max Value	5
Total Responses	37

8. During what part of the semester did you schedule your field observations?

#	Answer		Response	%
1	First month of the semester		18	49%
2	Middle of the semester		13	35%
3	Right before the assignment was due		6	16%
	Total		37	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.68
Variance	0.56
Standard Deviation	0.75
Total Responses	37

9. How many visits did you make to complete the 15 observation hours?

#	Answer		Response	%
1	15		3	8%
2	11-14		4	11%
3	6-10		16	43%
4	3-5		12	32%
5	2		2	5%
	Total		37	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	3.16
Variance	0.97
Standard Deviation	0.99
Total Responses	37

10. Were you ever told that you needed to be fingerprinted in order to participate in the field experience?

#	Answer	Response	%
1	YES	7	19%
2	NO	30	81%
	Total	37	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.81
Variance	0.16
Standard Deviation	0.40
Total Responses	37

11. What was your greatest challenge or obstacle in scheduling the EDF 2005 Field Experience Requirement? (Please explain)

Text Response

My only challenge was being a stay-at-home mom and finding someone to watch my baby while I did the observation.

GREAT EXPERIENCE.

I didn't have any trouble scheduling my observation hours. I just went after my classes were done.

Nothing

The greatest obstacle was getting the schools to response back to emails and phone calls. Osceola county was very hard to get a hold of someone. I was fortunate to call a school in Orange county that responded right away and worked with my schedule.

I did not experience any challenges. It was very easy to complete. Just filled out the volunteer application online, and that was it.

Finding a good school in a timely fashion

The biggest challenge I faced was scheduling my hours around my class schedules.

getting in touch with and getting a response from the school in a timely manner. being able to schedule hours around other classes

Mostly just problems with the elementary school that I attended. I had to talk to several people to find out if I was allowed to do my experience there, and then I went to a different teacher to observe each time that I went to the school.

I don't drive so it was hard to find a way to get to the observations

That I work full-time and my schedule is the same as of a teacher.

When it came to the public school they would take forever to call you back . I had to go in person to get my hours set.

I did not have any problems scheduling with my school

Getting them to get back to me to set up a schedule. But my biggest challenge was when I finished all my work and papers and received a D. I sent an email to Professor Domres telling her of my disappointment and she never answered me. Now I cannot take courses this semester due to probation. I did all the work to the best of my ability and she is aware of my learning disability and she still gave me a D. I feel I deserved at least a C. I will not take this course again.

Didn't have one

The greatest obstacle was getting my background check sent to the school.

My schedule last semester was pretty much 8 am- 1pm every single day for my college classes, so that did not leave me any time to go and observe. I had to miss some of my classes to make time to go and observe.

I didn't really have any issues. Once I got into the schools, the teachers that I started observing were very helpful in getting me in touch with other teachers to observe.

Balancing my schedule and the teacher's so that I would be observing at the best times for both of us.

Be approved by the Principal of the school.

I am a Bridges students, so I not only had to do my field experience, but also community service hours. It was a challenge to schedule my hours because I had a deadline for a certain amount of community service hours each part of the semester. So it was hard working around that schedule for me.

I work a lot and I am a full time student. It was difficult to arrange time off of work to go do the hours. Especially when the money I make from my job pays my bills. It was stressful. I enjoyed the field experience but I lost valuable work time.

The greatest challenge in scheduling the EDF 2005 field experience requirement was having to return to the two schools a few times. It took time for the schools to schedule the class observations. I purposely went to schools that were near the college, that made it easier when it came to traveling time.

Just finding a school to let me observe the classroom. I was fortunate enough to know another teacher willing to allow me to observe his class.

Scheduling it around my school and work schedule.

Requesting the time off of work, as I work at a daycare Mon-Fri so it was difficult since schools aren't opened on the weekends.

portfolio

It was difficult at first for the teacher's and i's schedules to coincide - amidst school and work it was hard.

Finding when the teacher was not testing.

I did not recieve adequate instruction on how to register as a volunteer. I was told that I had to go to the Board of Education office to get the information I needed in order to register. Another student from another class gave me the web address for the ADDitions voluteer registration site. So I didn't get started until late in the semester.

I personally did not have any obstacles.

Getting a hold of the correct individual that coordinates such a thing

Scheduling.

none

I did not have any problem because I am volunteering in my childrens' school for 3 years. I know the school and some members of the school, so I think it help me to do my Field Experience more pleasant.

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Statistic	Value
Total Responses	37

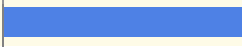
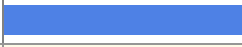
12. What learning environments did you experience in your field experience? (Check all that apply)

#	Answer	Response	%
1	Morning Announcements	21	57%
2	Cooperative Learning/Group Work	27	73%
3	Teacher Lecture	35	95%
4	Reading Groups (elementary)	18	49%
5	Student Presentations	11	30%
6	Discussion	16	43%
7	Lab/Investigative Activity	6	16%
8	Debate	5	14%
9	Academic Centers	9	24%
10	Guided Instruction	28	76%
11	Discipline	29	78%
12	Circle Time/Morning Meeting	12	32%
13	Student Independent Work	29	78%
14	Other	3	8%
15	Other	1	3%
16	Other	1	3%

Other	Other	Other
Students with disabilities		
Test		
Thanksgiving show (K2)	Lunch time	Time in the computer lab

Statistic	Value
Min Value	1
Max Value	16
Total Responses	37

13. During your observation hours, did the instructor include you in any class activities? If YES, please describe

#	Answer		Response	%
1	NO		18	50%
2	YES		18	50%
	Total		36	100%

YES

She asked me to help the students if they needed help on their work.

In ever activity group work and etc

In the high school level I was aloud to take a quiz with the students because the teacher had extra copies.

assisted with a lab

helped some students with work and grading papers

I helped the 5th graders with a class assignment, and i put in grades for my high school pre calculus teacher

they had me help out with taking care of the infants

I helped the students with math and reading at the elementary level

During Centers in a 3rd grade class I helped the students put a puzzle together; I also observed an ESE class and played with the students and helped read a play aloud with the class.

I helped the kids who needed help in English and science.

Helped children with class project which was interesting and enjoyable.

I was able to assist student with reading and answering questions about the reading.

In K2 counting/letters; in 4th grade we created snowflakes and learned about them; in 9th grade we discussed a novel

During a discussion on diversity, the instructor asked for my personal insight on the subject matter.

reading a book during circle time, count off during excercise, and helping the children cut-out lines and shapes on dotted line paper, watching during recess, letting the students read books to me.

I explained the parts of the aplee to the students.

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Statistic	Value
Min Value	1
Max Value	2
Mean	1.50
Variance	0.26
Standard Deviation	0.51
Total Responses	36

14. Other than scheduling, what challenges, if any, did you face in your field experience observations?

#	Answer	Response	%
1	No challenges	30	81%
2	Challenges	7	19%
	Total	37	100%

Challenges

The students never act natural when they know they are being watched, and I found that troubling.

There wasn't a lot of teaching going on at the school I attended. The students were out of control and most of the days consisted of disciplining.

some of the teacher didnt want to give you a teacher plan or they didnt have time to answer question everything felt rush.

Be pro-active all the time.

It was difficult at first to discover what I needed to do in order to get in the class rooms & also to hear back from schools

when I saw a girl that she could not write any letter or number, and she did not have any idea how to write. To be honest, I cry at home. I asked my self , Where is her mom?

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Statistic	Value
Min Value	1
Max Value	2
Mean	1.19
Variance	0.16
Standard Deviation	0.40
Total Responses	37

15. What, if anything, would have improved your observation field experience? (Please describe)

Text Response

I enjoy when the teacher I was observing spoke to me.

Everything weny smooth

More teachers happy to receive students who wanted to observe

If I could have seen the children working when they first got to the classroom and how the teachers handled the hectic mornings. Also, if somehow I could watch without the students being aware of me. I feel that way I could see more of a natural setting, opposed to a somewhat fixed setting because of my presence.

I think it would be better if they gave you a list of schools and teachers that already agreed to observing would be better. It seemed to me that she assumed that everyone knew teachers already that would help them out, but I did not go to school in orange county so I didn't know anyone to call on to help me.

I would like to participate in the class room.

I feel like I learned most of what was necessary in one day. 15 full hours was excessive, took away from my work hours, and didn't teach me more than the first 8 hours.

Scheduling would have improved my field experience. I had to return to the two schools a few times to begin my observations.

Nothing, it was a great experience.

make it optional

Maybe if we filled out the form in class together it would have been easier to get involved. Also, it would have been helpful if there had been an assignment where we needed to bring in the names of the schools/teachers/grades half way through the semester to make sure we are on track.

I would lessen the hours. I think observing for 3 school days would be a better way to break up the hours. That way we can see the teacher's job in its entirety, not selected hours.

Nothing, I really enjoyed it, I learned alot about me and it helped me decide that being an educator inside the classroom is not for me.

Designated observation schools/teachers for field of study, instead of independent scheduling.

The interaction with many children at the same time. I learned how to interact and lead.

Statistic	Value
Total Responses	15

16. What guidance were you given for completing the field experience?

Text Response

The guidance was to experience the classroom.

We were given the rubric to follow.

We were given questions to answer while observing, to guide us. They were very helpful questions and I was able to notice things like, classroom management,, during my observations.

Professor Foster made the expectations quite clear and easy.

A PowerPoint and video from my professor

The teacher used examples from the book to give us things to specifically look for.

None

Just the Professors instruction on what I need to do to complete it.

Not much!

Not a lot. Pretty much we were on our own.

Mrs. Domres provided observation reports that were to be done during each observation. I think these really helped me observe a few keys things. The papers encouraged me to take good notes and observe certain things. Without this assignment I don't think I would have thought to take notes during my observations.

Professor Foster explained what was expected very clearly.

Observe a specific teacher behavior and performance.

My professor told our class how to contact a school of our choice and that we should follow up on that school if we do not have an immediate response.

Professor Hilton was great and have lots of advice, it was just difficult to schedule that much time.

The instructor was very helpful with instructions.

Take note of teaching techniques, classroom displays, and disciplinary actions.

15 hours of observation

What webstie to fill out, be persistent in calling the schools, go in often, spread out the time, choose diversified schools/teachers/grades, be open minded, take notes, ask questions, etc.

Observe then ask the teacher questions after.

we were given instructions on the field observation at the beginning of the semester and a handout, basically the school, grade, and hours was based on us.

Professor Hilton told us what to do, what questions to ask, and also what to wear.

Professor Hilton told us what to do, what questions to ask, and also what to wear.

Statistic	Value
Total Responses	23

17. How were you graded on the field experience component of the course?

Text Response

It was included in our portfolio and a powerpoint.

completing a detailed essay following a rubric given by the Professor.

We had an observation log and a reflection paper on our observations to submit.

Yes, we were required to turn in a DFE log, and paper on observations.

PowerPoint essay and quiz

We were graded on how well we knew how to apply the material to the observational studies.

I got an A on the final grade for the experience. I had to turn in proof of doing 15 hours as well as a paper discussing my time at the school, what the school was like, what I learned, and my career choice

Yes

i dont remember

I made an A.

Not well enough considering the amount of time I gave and the gas spent going to all these classes.

Our portfolio, resumes, a two page paper for each level of schooling, 3 pictures of the classrooms and 3 of different things in the classroom, interview questions with the teacher, and observation teacher signed paper to prove we completed the hours.

I got an A on field experience

We were graded on the observation reports that we were to complete during our observations

Teacher signed off on observed hours

I believe it was good.

At the almost end of the semester my class wrote a reflection paper on our experience and about what we have learned based on our observations. We also got a grade for turning in our observation time log.

We did a paper discussing what we saw and could apply from the semester course.

15 Hours Direct Field Experience Log received an A grade.

Our observations

im not sure.

We were graded via a paper on what we learned/how it applied to the FEAPS and also on the form we turned in with the hours/schools/teacher signatures for our 15 hour observation.

Yes.

I was to write a reflection paper describing my experience and my thoughts on what I had observed.

I really don't remember.

for completion of the 15 hours and a reflection page that proved to the professor that you attended your required hours and made good use of your time.

Presenting a PowerPoint of experience, writing a paper and completion of observation form.

I think that I did very weel.

I think that I did very weel.

Statistic	Value
Total Responses	29

18. What type of assignment did you complete?

#	Answer	Response	%
1	Ongoing multi-entry Journal	1	3%
2	End of experience paper	19	51%
3	Portfolio	13	35%
4	Other (explain)	4	11%
	Total	37	100%

Other (explain)
Power Point
All three... We kept a portfolio, did an end of field experience paper and did multiple papers throughout.
I journaled throughout the experience to write an end of experience paper
Actually we did all of the above! I kept notes of my time there, wrote an experience paper, and ended with a porfolio!

Statistic	Value
Min Value	1
Max Value	4
Mean	2.54
Variance	0.53
Standard Deviation	0.73
Total Responses	37

19. How did your field experience impact your decision to continue as an education major?

Text Response

It gave me an idea of what I would like to teach and I hope to further explore with other observations.

BY giving me a hands on experience on what the duties of teachers consist and also seeing it from the teacher's point of view.

It made me realize that I am making the right decision.

My field experience verified that I want to become a teacher. Also, it widened my decision to become an Elementary teacher and expand my education to a Masters in Special Education. I believe every major should have a field experience, because it would help students to make sure the major they picked is what they want to do.

It encouraged me, not discouraged me. I was sure that Secondary Education was my future path, but after observing 1st graders for my DFE... I AM POSITIVE that Elementary Education is not where I belong.

It made me realize I am in the right field it gave me reassurance :)

It gave me a greater desire to teach.

The school that I went to was very different from an elementary school that I had ever been to. It was a bit alarming and made me think more about my decision.

It concerns me that more and more educators are teaching to a test!

Going to the middle school pretty much changed my mind. the teachers i watched didnt care in teaching the student, one teacher just take bad about her students. the students would have no respect to each other and the teacher.

Well, I have volunteered in different school for different things such as classroom help and office work. So I already put in my time in the field. When doing this field experience for this class it really did not make any new impact on continueing my education major.

It changed my mind.

I've wanted to be a teacher since kindergarden and the field expierence just made the class more fun and exciting!

It made me realize I really love working with kids and I want to continue that

I did not change my mind, I knew I wanted to teach elementary and I still do

It aloud me to see some of the difficulties teachers deal with and also helped me to realize that I want to teach a different grade level than originally decided.

It opened my eyes to another side of teaching that I hadn't considered. I'm now making sure this is

really what I want to pursue.

I believe be a teacher is a profession that requires responsibility, professionalism and passion.

Through my experience, I have learned a lot about the unique situations all students have at home and that it is very important that young children have someone to guide them. I am also very passionate about ASD students because the school I have went too has a classroom just for autism students. Through my observations there, I want to lean more about the disorder and hopefully in the future also have a degree in that.

It didn't really impact it one way or another. I felt like it was insightful but I didn't really learn anything unexpected.

My field experience impact was very positive. I want to continue in education.

It influence me from teaching high school to elementary.

Seeing children struggle definitely made me want to help them even more.

it made me want to become a teacher even more.

Subsequently, i have decided to pursue social work since last fall. By no means was it due to Professor Hilton - he is an excellent teacher and truly cares about his students! Yet through the course and other reasons in my life I have realized that social work is a much better fit for my giftings, passions, and calling. Although I have decided to do social work I still love the teaching profession and can see myself teaching or even subbing in the future because I love children and believe in the importance of cultivating fresh, free thinkers!

It made me not want to pursue the teaching career. Teachers don' t get paid enough for what they do.

I was asked many times if the direction I am aiming is the way I really want to go. They wanted to know if I really want to be a teacher. Nothing was unpleasant about the experience, so my mind had no reason to change.

the impact was very helpful.

Slightly encouraged.

I meet many children in the Field Experience, and I love what i did. I am continuing helping the teacher in the school. Teaching is something that I like to do, and meet special children in the school reinforce my decision to teach and guide.

I meet many children in the Field Experience, and I love what i did. I am continuing helping the teacher in the school. Teaching is something that I like to do, and meet special children in the school reinforce my decision to teach and guide.

Statistic	Value
Total Responses	31