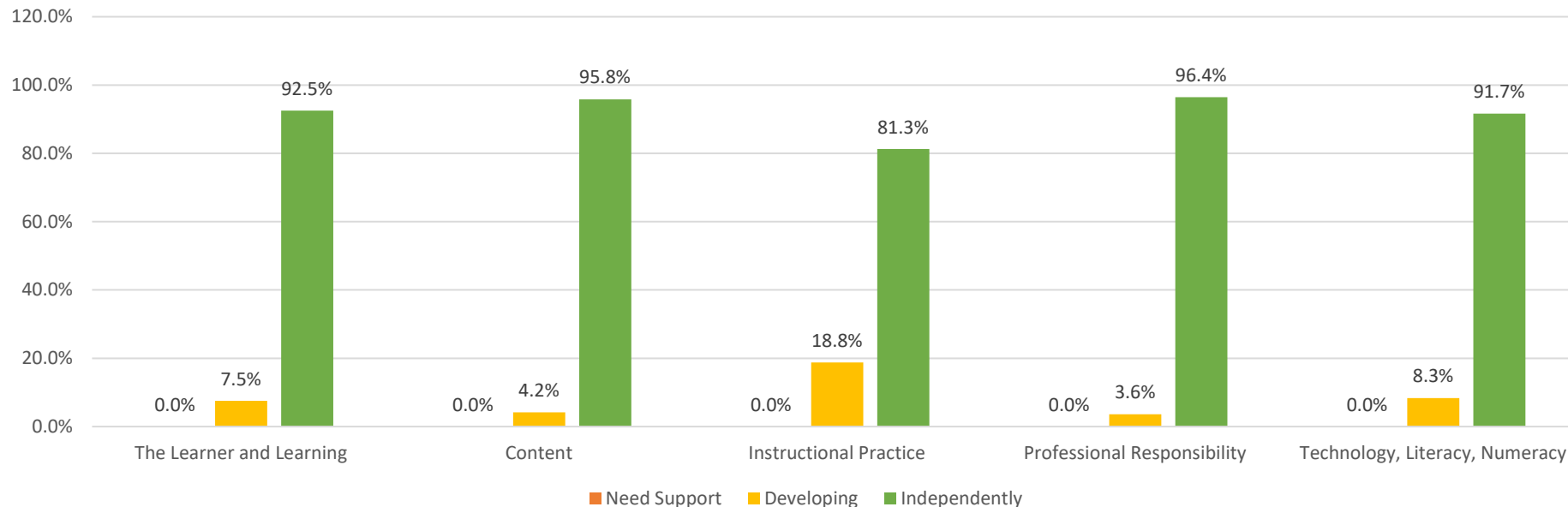


**EXIT SURVEY**  
**DEAF EDUCATION**  
 FALL 2018 - SPRING 2019  
 N=4



Category	Need Support	Developing	Independently	MEAN	RANGE
<b>The Learner and Learning</b>	0.0%	7.5%	92.5%	2.93	1
<b>Content</b>	0.0%	4.2%	95.8%	2.96	1
<b>Instructional Practice</b>	0.0%	18.8%	81.3%	2.81	1
<b>Professional Responsibility</b>	0.0%	3.6%	96.4%	2.96	1
<b>Technology, Literacy, Numeracy</b>	0.0%	8.3%	91.7%	2.92	1

**DEAF EDUCATION**  
(N=4)  
**FALL 2018 – SPRING 2019**

	Need Support	Developing	Independently	MEAN	RANGE
<b>THE LEARNER AND THE LEARNING</b>					
<i>To what degree are you able to:</i>					
Support and expand student's cognitive, language and literacy development.	0	2	2	2.5	1
Apply the knowledge of learner development to differentiated instruction.	0	0	4	3	0
Use knowledge of how children learn and develop to provide learning opportunities that support intellectual, social, and personal development.	0	0	4	3	0
<i>To what degree are you able to:</i>					
Design and implement developmentally appropriate learning experiences for all learners.	0	1	3	2.75	1
Use knowledge about individual differences to plan, deliver, and assess instructions.	0	0	4	3	0
Ensure an inclusive learning environment for all learners.	0	0	4	3	0
Guide learning through interaction with learners and creates an effective learning environment.	0	0	4	3	0
<i>To what degree are you able to:</i>					
Create an effective, accessible learning environment.	0	0	4	3	0
Develop and maintain a learning environment that engages all learners.	0	0	4	3	0
Implement classroom facilitation strategies.	0	0	4	3	0
<b>CONTENT</b>					
<i>To what degree are you able to:</i>					
Demonstrate understanding of content area by using central concepts, tools of inquiry, and structures of the discipline.	0	0	4	3	0
Integrate and apply new and innovative teaching techniques.	0	0	4	3	0
Use theoretical perspectives and research to guide instructional decision-making.	0	0	4	3	0
<i>To what degree are you able to:</i>					
Make subject matter accessible and meaningful for learners.	0	0	4	3	0
Plan meaningful learning experiences that promote student achievement in the content area.	0	0	4	3	0
Integrate cross-disciplinary skills (e.g. critical thinking, problem solving, creativity, communication) to help learners use content.	0	1	3	2.75	1
<b>INSTRUCTIONAL PRACTICE</b>					
<i>To what degree are you able to:</i>					

Apply concepts related to assessments to design tools that measure learner achievement (reliability, validity, biases, etc.).	0	2	2	2.5	1
Apply equitable practices in the use and interpretation of assessment results.	0	0	4	3	0
Use multiple methods of assessment to assess learner achievement.	0	0	4	3	0
<b>To what degree are you able to</b>					
Plan instruction based on knowledge of students, their families, and the community.	0	2	2	2.5	1
Plan instruction to address diverse cultural and community constituencies reflecting knowledge of local, national and global diverse practices.	0	1	3	2.75	1
<b>To what degree are you able to:</b>					
For bilingual programs: Seek and apply bilingual methodology and teaching strategies.	0	0	4	3	0
Use a variety of instructional strategies to promote student achievement.	0	1	3	2.75	1
Design instruction to facilitate active engagement in learning.	0	0	4	3	0
<b>PROFESSIONAL RESPONSIBILITY</b>					
<b>To what degree are you able to:</b>					
Display a professional attitude and work ethics.	0	0	4	3	0
Respond well to constructive feedback.	0	0	4	3	0
Use reflection to identify areas for continued knowledge and development and finds ways to enhance these areas for the purpose of improving practice.	0	0	4	3	0
Use theoretical perspectives and research to guide instructional decision-making and reflection on practice.	0	0	4	3	0
Demonstrate flexibility with the complexities of the profession.	0	0	4	3	0
<b>To what degree are you able to:</b>					
Seek collaborative relationships with professionals, families and community to support learners.	0	1	3	2.75	1
Work with diverse cultural and community constituencies reflecting knowledge of evidence-based practices.	0	0	4	3	0
<b>TECHNOLOGY, LITERACY, NUMERACY</b>					
<b>To what degree are you able to:</b>					
Use a variety of technology effectively in the planning, delivery and assessment of learning and instruction.	0	0	4	3	0
<b>To what degree are you able to:</b>					
Support and expand learner's cognitive, language, literacy and numeracy development.	0	0	4	3	0
Apply a variety of strategies focusing on numeracy and literacy.	0	1	3	2.75	1

The survey was revised prior to the 2018-2019 academic year.

## DEAF EDUCATION

(N = 3)

FALL 2017 - SPRING 2018

	Incompetent	Barely Competent	Sufficiently Competent	Competent	Very Competent	Mean	Range
<b>Please rate yourself on your professional knowledge and skills.</b>							
<b>1. Design and implement developmentally appropriate learning experiences for all learners.</b>	0	0	0	1	2	4.67	1
<b>2. Ensure an inclusive learning environment for all learners</b>	0	0	0	1	2	4.67	1
<b>3. Develop and maintain a positive learning environment that engages all learners.</b>	0	0	0	1	2	4.67	1
<b>4. Demonstrate understanding of content area by using central concepts, tools of inquiry, and structures of your discipline.</b>	0	0	0	0	3	5	0
<b>5. Make your discipline accessible and meaningful for learners.</b>	0	0	0	1	2	4.67	1
<b>6. Integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content.</b>	0	0	0	1	2	4.67	1
<b>7. Develop and use multiple methods of assessment.</b>	0	0	0	1	2	4.67	1
<b>8. Plan for instruction aligned to instructional strategies appropriately.</b>	0	0	0	0	3	5	0
<b>9. Use a variety of instructional strategies appropriately.</b>	0	0	0	1	2	4.67	1
<b>10. Differentiate instruction for all learners.</b>	0	0	0	2	1	4.33	1
<b>10a. For students with disabilities.</b>	0	0	1	2	0	3.67	1
<b>10b. For English language learners.</b>	0	0	0	2	1	4.33	1
<b>11. Use technology in the classroom appropriate to support instruction.</b>	0	0	0	0	3	5	0
<b>12. Engage in ongoing professional learning to provide all learners with engaging learning experiences.</b>	0	0	0	1	2	4.67	1
<b>13. Evaluate outcomes of teaching using a variety of data (e.g., systematic observation, information about learners, research) to adapt planning and practice.</b>	0	0	0	0	3	5	0
<b>14. Reflect on teaching practice to improve instruction.</b>	0	0	0	0	3	5	0
<b>15. Work collaboratively with colleagues to meet the needs of all learners.</b>	0	0	0	1	2	4.67	1
<b>16. Create an effective visual learning environment</b>	0	0	0	1	2	4.67	1
<b>17. Support and expanding student literacy skills</b>	0	0	0	0	3	5	0
<b>18. Model effective visual communication</b>	0	0	0	1	2	4.67	1
<b>19. Affiliate with the Deaf community.</b>	0	0	0	1	2	4.67	1

<b>20. Seek collaboration relationships with colleagues in support of student learning.</b>	0	0	0	1	2	4.67	1
<b>21. Understand how children learn and develop, as well as provides learning opportunities that support intellectual, social, and personal development.</b>	0	0	0	1	2	4.67	1
<b>22. Foster family/school partnerships.</b>	0	0	1	1	1	4	2
<b>23. Assess student achievement</b>	0	0	0	1	2	4.67	1
<b>24. Tolerate ambiguity in teaching and learning.</b>	0	0	1	0	2	4.33	2
<b>25. Integrate media and technologies into teaching and learning.</b>	0	0	0	1	2	4.67	1
<b>How would you rate your competency levels across the following Gallaudet University Conceptual Framework goals?</b>	Incompetent	Barely Competent	Sufficiently Competent	Competent	Very Competent	Mean	Range
<b>1. Promotes interaction among deaf, hard of hearing, and hearing people</b>	0	0	0	1	2	4.67	1
<b>2. Working with diverse cultural and community constituencies reflecting knowledge of local, national and global best practices</b>	0	0	0	1	2	4.67	1
<b>3. Integrating and applying traditional approaches, while being open to newer and more innovative techniques</b>	0	0	0	0	3	5	0
<b>4. Utilizing and applying theoretical approaches to your everyday work</b>	0	0	0	1	2	4.67	1
<b>5. Using reflection to identify areas for continued knowledge and skill development and find ways to enhance these areas for the purpose of improving practice</b>	0	0	0	0	3	5	0
<b>6. Successfully impacting student achievement</b>	0	0	0	1	2	4.67	1

The survey was revised prior to the 2017-2018 academic year.

**DEAF EDUCATION**

(N=8)

FALL 2016 - SPRING 2017

Survey Questions	Incompetent	Barely Competent	Sufficiently Competent	Competent	Very Competent	MEAN	RANGE
1. Understanding the central concepts and tools of the subject matter taught	0	0	0	4	1	4.2	1
2. Creating learning experiences that make subject matter meaningful to students	0	0	1	4	0	3.8	1
3. Use alternative theoretical perspectives and research to guide instructional decision-making and reflection on practice	0	0	2	3	0	3.6	1
4. Use knowledge about individual differences to plan, deliver and analyze instructions	0	0	1	4	0	3.8	1
5. Plan meaningful learning experiences that promote student achievement and active engagement in learning	0	0	0	4	1	4.2	1
6. Use a variety of instructional strategies to promote student achievement and active engagement in learning	0	0	1	4	0	3.8	1
7. Create an effective visual learning environment	0	0	1	3	1	4	2
8. Using technology in the planning, delivery and analysis of learning and instruction	0	0	0	3	2	4.4	1
9. Supporting and expanding student literacy skills	0	0	1	3	1	4	2
10. Modeling effective visual communication	0	0	0	2	3	4.6	1
11. Affiliating with the Deaf community	0	0	1	2	2	4.2	2
12. Seeking collaboration relationships with colleagues in support of student learning	0	0	1	1	3	4.4	1
13. Understanding how children learn and develop, as well as providing learning opportunities that support intellectual, social, and personal development	0	0	3	1	1	3.6	2
14. Fostering family/school partnerships	0	0	0	3	2	4.4	1
15. Assessing student achievement	0	0	1	4	0	3.8	1
16. Tolerating ambiguity in teaching and learning	0	0	1	2	2	4.2	2
17. Integrating media and technologies into teaching and learning	0	0	0	3	2	4.4	1
18. Interacting with children to guide their learning and create a positive learning environment	0	0	0	2	3	4.6	1
19. Promotes interactions among deaf, hard of hearing, and hearing people	0	0	2	2	1	3.8	2

<b>20. Working with diverse cultural and community constituencies reflecting knowledge of local, national and global best practices</b>	0	0	0	5	0	4	0
<b>21. Utilizing and applying theoretical approaches to your everyday work</b>	0	0	1	4	0	3.8	1
<b>22. Using reflection to identify areas for continued knowledge and skill development and find ways to enhance these areas for the purpose of improving practice</b>	0	0	1	4	0	3.8	1
<b>23. Successfully impacting student learning</b>	0	0	2	3	0	3.6	1
<b>How would you rate your competency levels across the following Gallaudet University conceptual frame goals? (added 4/2012)</b>	Incompetent	Barely Competent	Sufficiently Competent	Competent	Very Competent	MEAN	RANGE
<b>1. Promotes interaction among deaf, hard of hearing, and hearing people</b>	0	0	1	2	2	4.2	2
<b>2. Working with diverse cultural and community constituencies reflecting knowledge of local, national and global best practices</b>	0	0	1	3	1	4.4	2
<b>3. Integrating and applying traditional approaches, while being open to newer and more innovative techniques</b>	0	0	0	3	2	4.4	1
<b>4. Utilizing and applying theoretical approaches to your everyday work</b>	0	0	2	3	0	3.6	1
<b>5. Using reflection to identify areas for continued knowledge and skill development and find ways to enhance these areas for the purpose of improving practice</b>	0	0	0	3	2	4.4	1
<b>6. Successfully impacting student achievement</b>	0	0	1	2	2	4.2	2