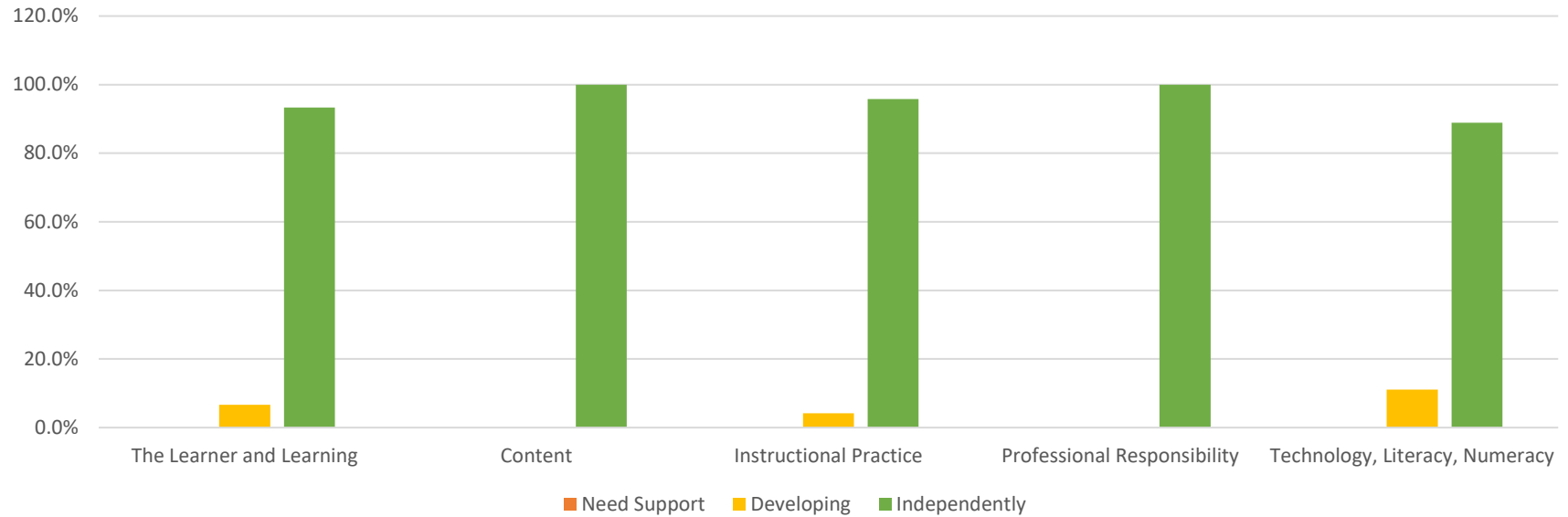


**EXIT SURVEY**  
**GENERAL EDUCATION**  
 FALL 2018 - SPRING 2019  
 N=3\*



\* 2 undergraduate, 1 graduate; 3 elementary

Category	Need Support	Developing	Independently	MEAN	RANGE
<b>The Learner and Learning</b>	0.0%	6.7%	93.3%	2.93	1
<b>Content</b>	0.0%	0.0%	100.0%	3.0	0
<b>Instructional Practice</b>	0.0%	4.2%	95.8%	2.96	1
<b>Professional Responsibility</b>	0.0%	0.0%	100.0%	3	0
<b>Technology, Literacy, Numeracy</b>	0.0%	11.1%	88.9%	2.89	1

**GENERAL EDUCATION**  
**FALL 2017 – SPRING 2019**

	FALL 2018 – SPRING 2019 (N = 3)		FALL 2017 – SPRING 2018 (N =9)	
	MEAN	RANGE	MEAN	RANGE
<b>THE LEARNER AND THE LEARNING</b>				
<b>To what degree are you able to:</b>				
Support and expand student's cognitive, language and literacy development.	2.67	1	2.6	1
Apply the knowledge of learner development to differentiated instruction.	3	0	2.6	2
Use knowledge of how children learn and develop to provide learning opportunities that support intellectual, social, and personal development.	2.67	1	3	0
<b>To what degree are you able to:</b>				
Design and implement developmentally appropriate learning experiences for all learners.	3	0	2.8	1
Use knowledge about individual differences to plan, deliver, and assess instructions.	3	0	3	0
Ensure an inclusive learning environment for all learners.	3	0	2.8	1
Guide learning through interaction with learners and creates an effective learning environment.	3	0	2.8	1
<b>To what degree are you able to:</b>				
Create an effective, accessible learning environment.	3	0	2.8	1
Develop and maintain a learning environment that engages all learners.	3	0	2.4	1
Implement classroom facilitation strategies.	3	0	2.8	1
<b>CONTENT</b>				
<b>To what degree are you able to:</b>				
Demonstrate understanding of content area by using central concepts, tools of inquiry, and structures of the discipline.	3	0	3	0
Integrate and apply new and innovative teaching techniques.	3	0	2.6	1
Use theoretical perspectives and research to guide instructional decision-making.	3	0	2.8	1
<b>To what degree are you able to:</b>				

<b>Make subject matter accessible and meaningful for learners.</b>	3	0	2.8	1
<b>Plan meaningful learning experiences that promote student achievement in the content area.</b>	3	0	2.8	1
<b>Integrate cross-disciplinary skills (e.g. critical thinking, problem solving, creativity, communication) to help learners use content.</b>	3	0	2.8	1
<b>INSTRUCTIONAL PRACTICE</b>				
<b>To what degree are you able to:</b>				
<b>Apply concepts related to assessments to design tools that measure learner achievement (reliability, validity, biases, etc.).</b>	2.67	1	2.2	1
<b>Apply equitable practices in the use and interpretation of assessment results.</b>	3	0	2.2	1
<b>Use multiple methods of assessment to assess learner achievement.</b>	3	0	2.2	2
<b>To what degree are you able to:</b>				
<b>Plan instruction based on knowledge of students, their families, and the community.</b>	3	0	2.8	1
<b>Plan instruction to address diverse cultural and community constituencies reflecting knowledge of local, national and global diverse practices.</b>	3	0	2.4	1
<b>To what degree are you able to:</b>				
<b>For bilingual programs: Seek and apply bilingual methodology and teaching strategies.</b>	3	0	2.8	1
<b>Use a variety of instructional strategies to promote student achievement.</b>	3	0	2.6	1
<b>Design instruction to facilitate active engagement in learning.</b>	3	0	2.8	1
<b>PROFESSIONAL RESPONSIBILITY</b>				
<b>To what degree are you able to:</b>				
<b>Display a professional attitude and work ethics.</b>	3	0	3	0
<b>Respond well to constructive feedback.</b>	3	0	3	0
<b>Use reflection to identify areas for continued knowledge and development and finds ways to enhance these areas for the purpose of improving practice.</b>	3	0	3	0
<b>Use theoretical perspectives and research to guide instructional decision-making and reflection on practice.</b>	3	0	3	0
<b>Demonstrate flexibility with the complexities of the profession.</b>	3	0	3	0
<b>To what degree are you able to:</b>				
<b>Seek collaborative relationships with professionals, families and community to support learners.</b>	3	0	2.8	1

<b>Work with diverse cultural and community constituencies reflecting knowledge of evidence-based practices.</b>	3	0	2.8	1
<b>TECHNOLOGY, LITERACY, NUMERACY</b>				
<b>To what degree are you able to:</b>				
<b>Use a variety of technology effectively in the planning, delivery and assessment of learning and instruction.</b>	3	0	2.6	1
<b>To what degree are you able to:</b>				
<b>Support and expand learner's cognitive, language, literacy and numeracy development.</b>	2.67	1	2.4	1
<b>Apply a variety of strategies focusing on numeracy and literacy.</b>	3	0	2.6	1

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

**GENERAL EDUCATION****(N=8)****FALL 2016 - SPRING 2017**

<b>Survey Questions</b>	<b>Incompetent</b>	<b>Barely Competent</b>	<b>Sufficiently Competent</b>	<b>Competent</b>	<b>Very Competent</b>	<b>MEAN</b>	<b>RANGE</b>
<b>1. Understanding the central concepts and tools of the subject matter taught</b>	0	0	0	2	6	4.8	1
<b>2. Creating learning experiences that make subject matter meaningful to students</b>	0	0	1	1	6	4.6	2
<b>3. Use alternative theoretical perspectives and research to guide instructional decision-making and reflection on practice</b>	0	0	1	2	5	4.5	2
<b>4. Use knowledge about individual differences to plan, deliver and analyze instructions</b>	0	0	0	4	4	4.5	1
<b>5. Plan meaningful learning experiences that promote student achievement and active engagement in learning</b>	0	0	1	2	5	4.5	2
<b>6. Use a variety of instructional strategies to promote student achievement and active engagement in learning</b>	0	0	1	3	3	4.3	2
<b>7. Create an effective visual learning environment</b>	0	0	0	1	7	4.9	1
<b>8. Using technology in the planning, delivery and analysis of learning and instruction</b>	0	1	2	2	2	3.7	3
<b>9. Supporting and expanding student literacy skills</b>	0	0	0	3	5	4.6	1
<b>10. Modeling effective visual communication</b>	0	0	0	2	6	4.8	1
<b>11. Affiliating with the Deaf community</b>	0	0	0	1	4	4.8	1
<b>12. Seeking collaboration relationships with colleagues in support of student learning</b>	0	0	0	2	6	4.8	1
<b>13. Understanding how children learn and develop, as well as providing learning opportunities that support intellectual, social, and personal development</b>	0	0	0	1	7	4.9	1
<b>14. Fostering family/school partnerships</b>	0	0	1	2	4	4.4	2
<b>15. Assessing student achievement</b>	0	0	0	3	4	4.4	1
<b>16. Tolerating ambiguity in teaching and learning</b>	0	0	0	3	5	4.6	1
<b>17. Integrating media and technologies into teaching and learning</b>	0	0	3	2	2	3.9	2

<b>18. Interacting with children to guide their learning and create a positive learning environment</b>	0	0	0	2	6	4.8	1
<b>19. Promotes interactions among deaf, hard of hearing, and hearing people</b>	0	0	1	0	4	4.6	2
<b>20. Working with diverse cultural and community constituencies reflecting knowledge of local, national and global best practices</b>	0	0	2	2	4	4.3	2
<b>21. Utilizing and applying theoretical approaches to your everyday work</b>	0	0	2	2	4	4.3	2
<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	0	4	4	4.5	1
<b>23. Successfully impacting student learning</b>	0	0	0	3	5	4.6	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	0	4	4.6	2
<b>2. Working with diverse cultural and community constituencies reflecting knowledge of local, national and global best practices</b>	0	0	2	2	4	4.3	2
<b>3. Integrating and applying traditional approaches, while being open to newer and more innovative techniques</b>	0	0	0	3	5	4.6	1
<b>4. Utilizing and applying theoretical approaches to your everyday work</b>	0	0	1	3	4	4.4	2
<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	2	6	4.8	1
<b>6. Successfully impacting student achievement</b>	0	0	0	3	5	4.6	1