## CANDIDATE EXIT SURVEY - DEAF EDUCATION

### AY 2013-2014

| Survey Questions | Incompetent | | Barely Competent | | Sufficiently Competent | | Competent | | Very Competent | | Not Applicable | | No Response | | Total Response |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2. Creating learning experiences that make the subject matter meaningful to students | 0 | 0% | 0 | 0% | 2 | 16.67% | 5 | 41.67% | 5 | 41.67% | 0 | 0% | 0 | 0% | 12 |
| 3. Using alternative theoretical perspectives and research to guide instructional decision-making and reflection on practice. | 0 | 0% | 0 | 0% | 5 | 41.67% | 6 | 50% | 1 | 8.33% | 0 | 0% | 0 | 0% | 12 |
| 4. Using knowledge about individual differences to plan, deliver, and analyze instructions | 0 | 0% | 0 | 0% | 4 | 33.33% | 5 | 41.67% | 3 | 25% | 0 | 0% | 0 | 0% | 12 |
| 5. Planning instruction based upon knowledge of subject matter, students, the community, and curriculum goals | 0 | 0% | 0 | 0% | 2 | 16.67% | 3 | 25% | 7 | 58.33% | 0 | 0% | 0 | 0% | 12 |
| 6. Using a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills | 0 | 0% | 0 | 0% | 3 | 25% | 6 | 50% | 3 | 25% | 0 | 0% | 0 | 0% | 12 |

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| 7. Creating an effective visual learning environment | 0 | 0% | 0 | 0% | 2 | 16.67% | 3 | 25% | 6 | 50% | 1 | 8.33% | 0 | 0% | 12 |
| 8. Using technology in the planning, delivery and analysis of learning and instruction | 0 | 0% | 0 | 0% | 2 | 16.67% | 4 | 33.33% | 5 | 41.67% | 1 | 8.33% | 0 | 0% | 12 |
| 9. Supporting and expanding student literacy skills | 0 | 0% | 0 | 0% | 4 | 33.33% | 4 | 33.33% | 4 | 33.33% | 0 | 0% | 0 | 0% | 12 |
| 10. Modeling effective visual communication | 0 | 0% | 0 | 0% | 1 | 8.33% | 6 | 50% | 5 | 41.67% | 0 | 0% | 0 | 0% | 12 |
| 11. Affiliating with the Deaf community | 0 | 0% | 0 | 0% | 3 | 25% | 2 | 16.67% | 5 | 41.67% | 2 | 16.67% | 0 | 0% | 12 |
| 12. Seeking collaboration relationships with colleagues in support of student learning | 0 | 0% | 0 | 0% | 1 | 8.33% | 5 | 41.67% | 6 | 50% | 0 | 0% | 0 | 0% | 12 |
| 13. Fostering family/school partnerships | 0 | 0% | 0 | 0% | 4 | 33.33% | 4 | 33.33% | 2 | 16.67% | 2 | 16.67% | 0 | 0% | 12 |
| 14. Understanding how children learn and develop, as well as provides learning opportunities that support intellectual, social, and personal development | 0 | 0% | 1 | 8.33% | 3 | 25% | 4 | 33.33% | 4 | 33.33% | 0 | 0% | 0 | 0% | 12 |
| 15. Assessing student achievement | 0 | 0% | 1 | 8.33% | 3 | 25% | 5 | 41.67% | 3 | 25% | 0 | 0% | 0 | 0% | 12 |
| 16. Integrating media and technologies into teaching and learning | 0 | 0% | 0 | 0% | 1 | 8.33% | 5 | 41.67% | 5 | 41.67% | 1 | 8.33% | 0 | 0% | 12 |

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| 17. Interacting with children to guide their learning and create a positive learning environment | 0 | 0% | 0 | 0% | 2 | 16.67% | 6 | 50% | 4 | 33.33% | 0 | 0% | 0 | 0% | 12 |
| 18. Promotes interaction among deaf, hard of hearing, and hearing people | 0 | 0% | 0 | 0% | 1 | 8.33% | 6 | 50% | 5 | 41.67% | 0 | 0% | 0 | 0% | 12 |
| 19. Working with diverse cultural and community constituencies reflecting knowledge of local, national and global best practices | 0 | 0% | 1 | 8.33% | 2 | 16.67% | 5 | 41.67% | 4 | 33.33% | 0 | 0% | 0 | 0% | 12 |
| 20. Integrating and applying traditional approaches, while being open to newer and more innovative techniques | 0 | 0% | 0 | 0% | 4 | 33.33% | 4 | 33.33% | 4 | 33.33% | 0 | 0% | 0 | 0% | 12 |
| 21. Utilizing and applying theoretical approaches to your everyday work | 0 | 0% | 1 | 8.33% | 4 | 33.33% | 6 | 50% | 1 | 8.33% | 0 | 0% | 0 | 0% | 12 |
| 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 | 0 | 0% | 0 | 0% | 3 | 27.27% | 5 | 45.45% | 3 | 27.27% | 0 | 0% | 1 | 8.33% | 11 |
| 23. Successfully impacting student | 0 | 0% | 0 | 0% | 4 | 36.36% | 4 | 36.36% | 3 | 27.27% | 0 | 0% | 1 | 8.33% | 11 |

| achievement | | | | | | | | | | | | | | | |
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| How would you reate your comopetency levels across the following Gallaudet University conceptual framework goals? (added 4/2012) | # 1 - Incompetent | | # 2 - Barely Competent | | # 3 - Sufficiently Competent | | # 4 - Competent | | # 5 - Very Competent | | # 6 - NA - Not Applicable | | # No Response | | Total Response |
| 1. Promotes interaction among deaf, hard of hearing, and hearing people | 0 | 0% | 0 | 0% | 2 | 16.67% | 5 | 41.67% | 4 | 33.33% | 1 | 8.33% | 0 | 0% | 12 |
| 2. Working with diverse cultural and community constituencies reflecting knowledge of local, national and global best practices | 0 | 0% | 0 | 0% | 4 | 33.33% | 5 | 41.67% | 3 | 25% | 0 | 0% | 0 | 0% | 12 |
| 3. Integrating and applying traditional approaches, while being open to newer and more innovative techniques | 0 | 0% | 0 | 0% | 3 | 25% | 5 | 41.67% | 4 | 33.33% | 0 | 0% | 0 | 0% | 12 |
| 4. Utilizing and applying theoretical approaches to your everyday work | 0 | 0% | 1 | 8.33% | 5 | 41.67% | 5 | 41.67% | 1 | 8.33% | 0 | 0% | 0 | 0% | 12 |
| 5. Using reflection to identify areas for continued knowledge and skill development and find ways to | 0 | 0% | 0 | 0% | 2 | 16.67% | 7 | 58.33% | 3 | 25% | 0 | 0% | 0 | 0% | 12 |

| Survey Questions | Incompetent | | Barely Competent | | Sufficiently Competent | | Competent | | Very Competent | | Not Applicable | | No Response | | Total Response |
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| enhance these areas for the purpose of improving practice | | | | | | | | | | | | | | | |
| 6. Successfully impacting student achievement | 0 | 0% | 0 | 0% | 3 | 25% | 6 | 50% | 3 | 25% | 0 | 0% | 0 | 0% | 12 |

## FALL 2012, SPRING 2013, SUMMER 2013

| Survey Questions | Incompetent | | Barely Competent | | Sufficiently Competent | | Competent | | Very Competent | | Not Applicable | | No Response | | Total Response |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Understanding the central concepts and tools of the subject matter taught | 0 | 0% | 0 | 0% | 1 | 12.5% | 6 | 75% | 1 | 12.5% | 0 | 0% | 0 | 0% | 8 |
| 2. Creating learning experiences that make subject matter meaningful to students | 0 | 0% | 0 | 0% | 1 | 12.5% | 4 | 50% | 3 | 37.5% | 0 | 0% | 0 | 0% | 8 |
| 3. Use alternative theoretical perspectives and research to guide instructional decision-making and reflection on practice | 0 | 0% | 0 | 0% | 5 | 62.5% | 1 | 12.5% | 2 | 25% | 0 | 0% | 0 | 0% | 8 |
| 4. Use knowledge about individual differences to plan, deliver and analyze instructions | 0 | 0% | 0 | 0% | 3 | 37.5% | 3 | 37.5% | 2 | 25% | 0 | 0% | 0 | 0% | 8 |
| 5. Plan meaningful learning experiences that promote student achievement | 0 | 0% | 0 | 0% | 3 | 37.5% | 1 | 12.5% | 4 | 50% | 0 | 0% | 0 | 0% | 8 |

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| and active engagement in learning | | | | | | | | | | | | | | |
| 6.  Use a variety of instructional strategies to promote student achievement and active engagement in learning | 0 | 0% | 0 | 0% | 3 | 37.5% | 4 | 50% | 1 | 12.5% | 0 | 0% | 0 | 0% | 8 |
| 7.  Create an effective visual learning environment | 0 | 0% | 0 | 0% | 0 | 0% | 6 | 75% | 2 | 25% | 0 | 0% | 0 | 0% | 8 |
| 8.  Using technology in the planning, delivery and analysis of learning and instruction | 0 | 0% | 0 | 0% | 3 | 37.5% | 4 | 50% | 1 | 12.5% | 0 | 0% | 0 | 0% | 8 |
| 9.  Supporting and expanding student literacy skills | 0 | 0% | 0 | 0% | 4 | 50% | 4 | 50% | 0 | 0% | 0 | 0% | 0 | 0% | 8 |
| 10.  Modeling effective visual communication | 0 | 0% | 0 | 0% | 1 | 14.29% | 6 | 85.71% | 0 | 0% | 0 | 0% | 1 | 12.5% | 7 |
| 11.  Affiliating with the Deaf community | 0 | 0% | 0 | 0% | 1 | 12.5% | 5 | 62.5% | 1 | 12.5% | 1 | 12.5% | 0 | 0% | 7 |
| 12.  Seeking collaboration relationships with colleagues in support of student learning | 0 | 0% | 0 | 0% | 0 | 0% | 7 | 87.5% | 1 | 12.5% | 0 | 0% | 0 | 0% | 8 |
| 13. Understanding how children learn and develop, as well as providing learning opportunities that support intellectual, social, and personal development | 0 | 0% | 1 | 12.5% | 1 | 12.5% | 5 | 62.5% | 1 | 12.5% | 0 | 0% | 0 | 0% | 8 |

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| 14. Fostering family/school partnerships | 0 | 0% | 2 | 25% | 3 | 37.5% | 3 | 37.5% | 0 | 0% | 0 | 0% | 0 | 0% | 8 |
| 15. Assessing student achievement | 0 | 0% | 1 | 12.5% | 4 | 50% | 3 | 37.5% | 0 | 0% | 0 | 0% | 0 | 0% | 8 |
| 16. Tolerating ambiguity in teaching and learning | 0 | 0% | 0 | 0% | 3 | 37.5% | 5 | 62.5% | 0 | 0% | 0 | 0% | 0 | 0% | 8 |
| 17. Integrating media and technologies into teaching and learning | 0 | 0% | 0 | 0% | 3 | 37.5% | 4 | 50% | 1 | 12.5% | 0 | 0% | 0 | 0% | 8 |
| 18. Interacting with children to guide their learning and create a positive learning environment | 0 | 0% | 0 | 0% | 1 | 12.5% | 3 | 37.5% | 4 | 50% | 0 | 0% | 0 | 0% | 8 |
| 19. Promotes interactions among deaf, hard of hearing, and hearing people | 0 | 0% | 0 | 0% | 1 | 12.5% | 4 | 50% | 3 | 37.5% | 0 | 0% | 0 | 0% | 8 |
| 20. Working with diverse cultural and community constituencies reflecting knowledge of local, national and global best practices | 0 | 0% | 0 | 0% | 3 | 37.5% | 3 | 37.5% | 2 | 25% | 0 | 0% | 0 | 0% | 8 |
| 21. Utilizing and applying theoretical approaches to your everyday work | 0 | 0% | 1 | 12.5% | 3 | 37.5% | 3 | 37.5% | 1 | 12.5% | 0 | 0% | 0 | 0% | 8 |
| 22. Using reflection to identify areas for continued knowledge and skill development and find ways to enhance these | 0 | 0% | 0 | 0% | 3 | 37.5% | 4 | 50% | 1 | 12.5% | 0 | 0% | 0 | 0% | 8 |

| | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| areas for the purpose of improving practice | | | | | | | | | | | | | | | |
| 23. Successfully impacting student learning | 0 | 0% | 0 | 0% | 3 | 37.5% | 2 | 25% | 3 | 37.5% | 0 | 0% | 0 | 0% | 8 |
| How would you rate your competency levels across the following Gallaudet University conceptual frame goals? (added 4/2012) | | | | | | | | | | | | | | | |
| 1. Promotes interaction among deaf, hard of hearing, and hearing people | 0 | 0% | 0 | 0% | 1 | 12.5% | 4 | 50% | 3 | 37.5% | 0 | 0% | 0 | 0% | 8 |
| 2. Working with diverse cultural and community constituencies reflecting knowledge of local, national and global best practices | 0 | 0% | 0 | 0% | 2 | 25% | 4 | 50% | 2 | 25% | 0 | 0% | 0 | 0% | 8 |
| 3. Integrating and applying traditional approaches, while being open to newer and more innovative techniques | 0 | 0% | 0 | 0% | 1 | 12.5% | 5 | 62.5% | 2 | 25% | 0 | 0% | 0 | 0% | 8 |
| 4. Utilizing and applying theoretical approaches to your everyday work | 0 | 0% | 1 | 12.5% | 2 | 25% | 4 | 50% | 1 | 12.5% | 0 | 0% | 0 | 0% | 8 |
| 5. Using reflection to identify areas for continued knowledge and | 0 | 0% | 0 | 0% | 3 | 37.5% | 2 | 25% | 3 | 37.5% | 0 | 0% | 0 | 0% | 8 |

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| skill development and find ways to enhance these areas for the purpose of improving practice | | | | | | | | | | | | | | |
| 6. Successfully impacting student achievement | 0 | 0% | 0 | 0% | 1 | 12.5% | 5 | 62.5% | 2 | 25% | 0 | 0% | 0 | 0% | 8 |