



**University of the Virgin Islands
School of Education
Bachelor of Education
Spring 2017**

Exit Survey – Conceptual Framework

Program: Elementary 6 & Inclusive Early Childhood 1; STX 1 & STT 6

| Criteria <u>Directions:</u> Please indicate, as honestly as you can, how well the School of Education has prepared you in the following academic areas. | Extremely Well | Very Well | Not Well | Unsure |
|--|--------------------|--------------------|----------|--------------------|
| The Professional as Reflective (ACEI 5.1; CEC 9; NAEYC 5) | | | | |
| 1.1 To engage in opportunities for professional growth. (S) | 4 (57%) | 3 (43%) | | |
| 1.2 To use your strengths and weaknesses as learning tools in order to modify and make appropriate adjustments to instruction. (S) | 3 (43%) | 3 (43%) | | 1 (14%) |
| 1.3 To give and accept constructive criticism. (D) | 4 (57%) | 3 (43%) | | |
| 1.4 To evaluate the effects of your choices and decisions on others. (S) | 5 (71%) | 2 (29%) | | |
| The Professional as Enabler of Student Learning (ACEI 1, 2.1, 2.4, 2.7, 3, 3.2, 4; CEC 1-5, 7-9; NAEYC 1, 3) | | | | |
| 2.1 To show respect for all learners. (D) | 3 (43%) | 4 (57%) | | |
| 2.2 To integrate technology in the activities and experiences planned for all learners. (S) | 6 (86%) | 1 (14%) | | |
| 2.3 To use teaching strategies that respond to students' individual needs. (S) | 6 (86%) | 1 (14%) | | |
| 2.4 With an in depth understanding of subject matter content, pedagogical content knowledge, as well as professional knowledge and skills. (K) | 5 (71%) | 2 (29%) | | |
| 2.5 To construct learning environments that are learner-centered and that encourage positive social interaction, engagement, and self-motivation. (S) | 5 (71%) | 2 (29%) | | |



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|---|-------------------|-------------------|-------------------|-------------------|
| 2.6 To demonstrate sensitivity for diversity. (D) | 2 (29%) | 5 (71%) | | |
| 2.7 With an understanding of how children learn and develop. (K) | 6 (86%) | 1 (14%) | | |
| 2.8 To use knowledge of how children learn and develop to plan for instruction and assessment. (S) | 5 (71%) | 2 (29%) | | |
| 2.9 To select, develop and use formal and informal assessment strategies to evaluate student learning, strengthen instruction and inform decision making. (S) | 3 (43%) | 4 (57%) | | |
| The Professional as Active Learner (ACEI 3.3, 3.4; CEC 4, 9; NAEYC 4) | | | | |
| 3.1 To engage in critical thinking and problem solving opportunities. (S) | 3 (43%) | 3 (43%) | 1 (14%) | |
| 3.2 To use research-based best practices to inform instruction and adjust teaching to fit the needs of all children. (S) | 3 (43%) | 4 (57%) | | |
| 3.3 To show an appreciation for context and relevance of teaching and learning experiences. (D) | 2 (29%) | 4 (57%) | 1 (14%) | |
| 3.4 To use knowledge of effective verbal and non-verbal and media communication strategies that promote student learning. (K) | 3 (43%) | 3 (43%) | 1 (14%) | |
| The Professional as Leader (ACEI 5.2; CEC 2, 5, 9; NAEYC 2, 4) | | | | |
| 4.1 To show initiative and self-motivation in leadership. (D) | 5 (71%) | 1 (14%) | | 1 (14%) |
| 4.2 To establish cooperative partnerships with school colleagues, parents, and the community that support student learning. (S) | 5 (71%) | 2 (29%) | | |
| 4.3 To demonstrate caring dispositions towards all students. (D) | 5 (71%) | 2 (29%) | | |



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Key: S=Skills; K=Knowledge; D=Dispositions