

2016 Fall Foundations of Teacher Education Student SLO Assessment Survey

Fall 2016 - Foundation for Teacher Education

August 28th 2017, 10:20 am MDT

Q3 - What did you like about this program?

What did you like about this program?

I loved the fact that I had the opportunity to do work out in the field of education, through the practicum classes. I also liked how we got more in-depth into behaviors, special education, etc.

I loved the practicum experience and field experience at Hamilton. The program overall was very interesting and engaging. I think that Xxx and Xxx are excellent instructors. I noticed that they often considered the suggestions of past students to make improvements to an already great program.

I liked that this program offered great hands on experience. I love all of my instructors and they are great. They are all so supporting and are able to get on our level. I enjoy that this program helped me improve my confidence.

I loved the number of hands-on experiences we had during the program. Much of our learning was based on actually duplicating projects that we will undertake in the field. I enjoyed the class discussions and lecture as it all pertained specifically to our positions in the schools. I am very thankful that we spent so much time on the discussion of students with special needs. Having worked for two different companies that support adults with disabilities, I know that proper training isn't always afforded to those required to work with someone with a physical or mental disability. Having this stretch of education and training on the subject has made me much more comfortable in approaching the job of working with children with disabilities.

I liked how welcoming this program was when I first entered the program. I liked how all the instructors in the program were very involved, enthusiastic, and cared for my success in this program and gave me individual . I enjoyed the closeness I had in the classroom with my classmates. All the courses that I took in this program, were very informational and necessary for my learning and success when I go out into the classrooms. I've learned so much since I've started this program.

The fact that the practicum experience started withing the first two months of the program.

I enjoyed the teachers. Being able to have this connection with them made class fun. I did enjoy most of the classes that were taught. I thought the information about how to handle students with disabilities and learning about the different disabilities was very helpful.

Q4 - What would you change about this program?

What would you change about this program?

Having this program get more in-depth about different strategies in math and reading.

Since there were 11 credits of program classes during the final semester, I added a general to maintain full-time. I would not have taken the general course during the last semester if I knew in advance the work load. I thought that the program work ought to stand alone as full time. Please consider dismissing students before the 5pm hour. It is very challenging for mothers who have young children or children in school to find child care that extends beyond 6pm.

I would like to have a graduation ceremony in December, so I can walk across the stage. I would change the summer classes to a different term. It was hard coming to class in the Summer.

The only think I can think of to change is the timing and depth of the Mac Operating Systems class. So many of the schools are using iMac computers and iPads! We don't get any training on the Apple system until our last semester, and then, it's only a one credit course. I feel this class should be done during the first semester, alongside our initial practicum. I was asked on several occasions to perform a task on a Mac or iPad that I simply didn't know how to do, because of a lack of basic understanding of how they operate. It seems like such a small difference, but there really are some huge differences.

The late timings of class. Why schedule the classes so late if the profession itself doesn't run that late.

I know that the teachers have to follow what has to be taught but for how short of a time it is we learn a lot of information.

Q6 - As a result of this program: I have learned effective communication skills.

#	Answer	%	Count
1	Strongly Disagree	12.50%	1
2	Disagree	0.00%	0
3	Neither Agree nor Disagree	0.00%	0
4	Agree	12.50%	1
5	Strongly Agree	75.00%	6
	Total	100%	8

Q7 - Provide any comments you have on effective communication skills you learned.

With the use of communication you end up making interactions. These interactions are built up through a relationship, which is done by getting to know another person. In the classroom, we all become really close because we make those connections. Teamwork class helped make those connections.

In my Teamworks class I learned great confidence and effective communication skills.

During my time in the program, I learned a great deal about personal communication. We discussed how the majority of communication takes place without a word. We learned to take note of body language cues and to interpret them to help us be more effective in our communication. The Teamwork class is absolutely a necessary part of the program. I learned so much from that class on how the community comes to be, I can't imagine skipping that training and trying to work in this field. The beginning of a school year is a new beginning no matter how many times you may have worked with the same students. Knowing that it is natural for the community to evolve as the year goes on makes it much easier to accept the shifts when they do happen. Learning to work with all of the different people we had in our classes impressed upon me the likelihood of working with people I may not particularly like or want to work with. The Teamwork class provided the tools required to take those situations and make them successful working relationships. I also learned, through the Teamwork class and discussions in other classes, how to handle touchy situations and how to communicate with people when there are disagreements or difficult situations.

Each subject area contains a certain type of language that comes with it. In this program, each course has taught me terms, words, and strategies to use to with students and ways to communicate with the students and staff.

n/a

Q8 - As a result of this program:

Q8_1 - I am able to apply mathematical concepts.

#	Answer	%	Count
1	Strongly Disagree	12.50%	1
2	Disagree	0.00%	0
3	Neither Agree nor Disagree	0.00%	0
4	Agree	37.50%	3
5	Strongly Agree	50.00%	4
	Total	100%	8

Q9 - Provide any comments you have on mathematical concepts you learned.

We didn't go much into math concepts it was more about different strategies to help students with different math concepts. We did have the opportunity to make lesson plans out of five different categories: numbers and operations, measurement, algebra, geometry, and probability.

I'm glad to know to have experience in the new ways that math is being taught.

I learned different ways to teach math at all different levels in education. I learned all students can learn at their own pace.

There is definitely room to learn more about the concepts that children are learning about in mathematics. We did a great deal of work on the standards and the basic concepts, but we could use more training and classwork on the common core techniques for math.

The math courses in this program has taught me that my attitude towards math can greatly impact my students. Math doesn't have to be boring and through a text book. There are many ways to make math fun and meaningful such as teaching math through literature and providing hands on activities. We can also incorporate technology into the lesson as well.

n/a

Q10 - As a result of this program: I learned how to transfer social and natural science theories into practical applications.

#	Answer	%	Count
1	Strongly Disagree	12.50%	1
2	Disagree	0.00%	0
3	Neither Agree nor Disagree	0.00%	0
4	Agree	12.50%	1
5	Strongly Agree	75.00%	6
	Total	100%	8

Q11 - Provide any comments you have on transferring social and natural science theories into practical applications.

We learned many different theories that were related to the education field. One such assignment included: finding a theorist and make a brochure out of the information that we found. That was a great learning experience.

I was able to apply what I learned about the theorists and apply that to my practicum experience. I was able to understand students better in the field.

We spent quite a bit of time learning about the prominent childhood/education theorists and their theories. I felt that learning these things was very much worthwhile, and I have found several times that these theories have come into play, or at the very least they have set off bells in my head to explain why a situation is going the way it is. Understanding the stages of child development has allowed me to connect with the children in my charge in a way I may not have been able to if I had not known where they should be, developmentally. I understand that different children develop at different rates, and that they learn at different rates and levels

We had a whole unit on theories and theorists and learning about all the types: behavior, cognitive, social/emotional, etc.

n/a

Q12 - As a result of this program: I learned critical thinking skills.

#	Answer	%	Count
1	Strongly Disagree	12.50%	1
2	Disagree	0.00%	0
3	Neither Agree nor Disagree	0.00%	0
4	Agree	0.00%	0
5	Strongly Agree	87.50%	7
	Total	100%	8

Q13 - Provide any comments you have on critical thinking skills you learned.

We learned critical thinking skills through the practicum experience and through different assignments. Most assignments we had the opportunity to choose how we were going to present the information. Whether that was through a PowerPoint, essay, brochure, poster, etc.

Xxxx, Xxxx, Xxxx taught me how to critical think when I'm in my practicum experience. They taught me different ways to critical think under pressure.

There have been a number of times during our program when I have been presented with a situation that required me to think critically. Our Teamwork class required us to consider difficult situations where we had to use critical thinking skills as well as communication to work together toward a solution. Our reading classes required critical thinking when discussing the ways in which children learn to read, and helped us to learn how to encourage the children to use critical thinking themselves. Our development classes also touched on theories and ideas such as Bloom's Taxonomy, which encourages critical thinking as well as building over previous knowledge. We learned to lead discussions which would allow students to hear the learning of their peers, evaluate that information, then add their own understanding.

I learned about strategies and different ways to help students think critically by asking open ended questions, using bloom's taxonomy method, and asking higher order thinking questions.

n/a

Q14 - As a result of this program: I have learned to use technology effectively.

#	Answer	%	Count
1	Strongly Disagree	12.50%	1
2	Disagree	0.00%	0
3	Neither Agree nor Disagree	0.00%	0
4	Agree	12.50%	1
5	Strongly Agree	75.00%	6
	Total	100%	8

Q15 - Provide any comments you have on what you learned about using technology effectively.

Throughout the program we had the opportunity to take a couple of technology classes. One such class helped us learn more about using MACs. Another classes helped us learn more about other technologies. These include: smart board, overhead projector, copy machine, digital camera, and document camera.

Xxxx is great and taught me how to use technology in education. She didn't just show me she guided me along.

Using technology in the classroom is a balancing act. We learned to create lessons that incorporate technology with activities and interactive displays. We learned that bringing technology into a classroom can help us to reach children we may not have with a simple lecture or activity. Technology can be a crutch if used incorrectly, or overabundantly, but in the right balance, technology can be a precious addition to the curriculum.

Through this program, I took a Mac OS class and had a technology course which covered powerpoint, infographic, prezi, and etc.

n/a

Q16 - As a result of this program: I have learned to value myself and work ethically with others in a diverse population.

#	Answer	%	Count
1	Strongly Disagree	12.50%	1
2	Disagree	0.00%	0
3	Neither Agree nor Disagree	0.00%	0
4	Agree	12.50%	1
5	Strongly Agree	75.00%	6
	Total	100%	8

Q17 - Provide any comments you have on what you learned about valuing yourself and working ethically with others in a diverse population.

We all learn at a different pace and we all have different ideas. I believe this program has helped me to be open minded to the fact that other people can show you different ideas to help you succeed.

Xxxx and Xxxx are both great. I feel that great teachers really help improve my confidence in education. Having practicum experience demonstrated me that I'm a great paraprofessional.

Many of our classroom activities led us to discussions or projects that encouraged us to consider the perspective of people with a different point of view than our own, whether it was from a financial, ethnic, or personal standpoint.

I am comfortable with my classmates and I can ask them for help whenever I need it and they are more than willing to help me. When I go out into my practicums, I am professional and respectful and vice versa.

n/a

Q18 - As a result of this program: I am able to make decisions that incorporate the importance of sustainability.

#	Answer	%	Count
1	Strongly Disagree	12.50%	1
2	Disagree	0.00%	0
3	Neither Agree nor Disagree	12.50%	1
4	Agree	25.00%	2
5	Strongly Agree	50.00%	4
	Total	100%	8

Q19 - Provide any comments you have on what you learned about incorporating the importance of sustainability in decisions you make.

I believe the program has helped me make a decision on what I want to do with the rest of my life. With learning and seeing the school setting, it has helped me to decided to further on in my education and become a teacher. It was helpful that instructors often accepted emailed assignments rather than print-outs. We were encouraged to turn off computers and reuse construction paper scraps when possible.

My cooperating teachers taught me about how to effectively communicate positively and make clear decisions.

We actively engaged in recycling and conserving materials used in the program through recycling waste paper and conserving scrap papers to use in future projects.

n/a

Q21 - As a result of this program, I learned to: support all learning based on knowledge of subject matter.

#	Answer	%	Count
1	Strongly Disagree	12.50%	1
2	Disagree	0.00%	0
3	Neither Agree nor Disagree	0.00%	0
4	Agree	0.00%	0
5	Strongly Agree	87.50%	7
	Total	100%	8

Q22 - Provide any comments you have about learning this program outcome.

Teachers/paraprofessionals need the proper knowledge in order to teach any student properly. Understanding the importance of different techniques and useful strategies is key to teaching students based on your own knowledge. These techniques and strategies will strengthen vocabulary, concepts, curriculum standards/expectations, etc. The knowledge obtained can be for any subject: reading, math, science, etc. As a student in the Foundations of Teacher Education program, I have taken courses to help me with understanding the standards in each subject area. I have learned important skills and information to be used while teaching students.

I learned many strategies to support all learning. We learned techniques for math, science, reading, and special education.

I learned how to best support students with disabilities in education.

Building a supportive environment is imperative to help children develop a love of learning. This idea holds true for all subjects, but particularly in math and science. Throughout history, we have gone from rote memorization to using a variety of methods to help children not just remember, but understand what they are learning. One class, Techniques for Teaching Mathematics, stressed the changes that have taken place in math instruction. The supportive math environment project is a description of the basic concepts of mathematics, and an illustration of how math education has changed in recent history. Through all of this change, we have learned that no two children learn information in exactly the same way. Some are more creative left-brain thinkers, and some are very logical right-brain thinkers. Some require the ability to touch and feel an idea to understand it. The use of tools like manipulatives in the math classroom, globes in the history room, and physical books in the literature classroom allow these children to apply some sort of hands-on experience to their learning. For still others, no amount of reading the information will help them understand until it is verbally conveyed to them in a way they can comprehend. During my practicum sessions, I had the opportunity to witness many students and to observe their different learning styles, as well as how their teachers and paraeducators worked with them to their benefit. During our "Child and Adolescent Development" course, we were able to set up learning centers, focused on a

specific lesson. My group chose to use hermit crabs to illustrate different types of habitats and how these interesting creatures evolve and grow throughout their lives. We provided activities that asked the students to stretch their minds in three different ways, kinesthetic, visual, and aurally. Examples • Supportive Math Environment • Learning Centers: Hermit Crabs

To assist our students to achieve high outcomes, it is important that educators need a variety of different skills and attitudes. This includes knowledge base necessary to support learning in reading, science, math, and writing. In the Instructional Assistant program, the following courses have taught me standard based education in each subject area. • Techniques for Math: a) The use of literature to introduce math lessons b) The importance of using manipulatives such as blocks and shapes c) Creating a supportive math environment d) Strategies: reteach, cross-curricular, scaffold model, breaking it down, and make the learning meaningful • Techniques for Science: a) The benefits of demonstration in science: hands on, develops higher level thinking, cooperative learning, and reinforces sequencing b) The inquiry process in science: the 5 E's learning cycle model c) Assessment in science: diagnostic, formative, summative, and questioning strategies • Techniques in Reading: a) Terms: fluency, emergent literacy, independent reading, etc. b) Three reading levels: independent, instructional, and frustrated c) Importance of read alouds: what to do before, during, and after d) Using scaffolding

n/a

Q23 - As a result of this program, I learned to: identify developmentally appropriate child/adolescent physical, social/emotional, intellectual, and language characteristics and their developmental impact on learning.

#	Answer	%	Count
1	Strongly Disagree	12.50%	1
2	Disagree	0.00%	0
3	Neither Agree nor Disagree	0.00%	0
4	Agree	0.00%	0
5	Strongly Agree	87.50%	7
	Total	100%	8

Q24 - Provide any comments you have about learning this program outcome.

Getting to know the students and knowing where their prior knowledge level is at, is key when teaching in a classroom. Getting to know the students helps in recognizing what their “red flags” are in their developmental domain. “Red flags” are triggers that the student feels. These feelings can include: having a bad day, changes upon the environment, changes in routine, endangerment, etc. If these “red flags” are observed by a paraprofessional, the best thing to do is voice your concern with the teacher and formulate a plan to best help the student succeed. Helping the student succeed can be done through making adaptations around what the child needs. Another important factor in the classroom is behavior. Modeling appropriate behavior shows students how they should act in the classroom. Modeling behaviors give students the chance to learn how to be appropriate by showing respect, honesty, etc. with their peers and other adults. Sometimes students need more assistance in learning than information.

Understanding stages of development can help to recognize what students are ready to learn, and it helps to recognize red flags in order to address learning disabilities. Environmental influences can impact many habits and mannerisms. Through exploring environmental influences, it helps to recognize that a child may have other factors beyond what meets the eye that may be influencing behavior. Understanding environmental influences can equip the paraprofessional with awareness of triggers that may distract students from learning. At times the paraprofessional may need to redirect behavior, advocate for a student's needs, or simply listen and encourage.

I learned about how to meet the needs of the whole students.

We learned by observing students during their normal days, what to watch for and pay attention to as far as developmental milestones. I was given the opportunity to work with or observe children from the ages of 2 years to 12 or 13 years old. During these periods, I got to watch the children as they progressed through multiple developmental domains. Though there are 5 domains we were specifically watching for, (cognitive, language, social, physical, and gross motor development) there was always one that stood out for me. No matter where the

child was socially, physically, or even with language development, I was always astounded by their ability to take in new information. Even the child with severe disabilities can learn something new. What fascinates me about this particular domain is how hungry the children seem to be for knowledge. They crave belonging, they feel the need to communicate, they work to function physically on par with their peers, but the cognitive development is supremely different for each child. I personally live for what I call “Light bulb moments”. That moment when a child “gets it”, is one of the most gratifying moments for me. The challenge for us as paraeducators or as teachers is to find what switch is needed to flip on that light bulb. It brings me great joy to hunt through a child’s imagination and knowledge to find the one or two things that will make clear to them the subject I am presenting. In our classes, specifically Child and Adolescent Development, we learned about Vygotsky’s theory on Zones of Proximal Development, and how children benefit from working in these zones. The zone of proximal development is identified by some sources as the difference between what is known and what is not known, or the area where children are familiar with a subject that is too difficult for them to master on their own, but that they may master with guidance from someone who is more knowledgeable about the subject. This theory feeds directly into my fascination with cognitive development. Recently, I heard a quote that spoke to me so loudly that I had to immediately write it down, find the author, and commit it to memory. “I cannot teach anybody anything. I can only make them think.” Socrates is one of the most well-known teachers in the history of the world, and his insight in this quote spoke to me as directly as if he had spoken it to me personally. My greatest joy is learning how the mind works, and presenting a challenge that forces the child to think through a problem, but better yet, makes the child want to think it through. To help children through these challenging zones of knowing, but not understanding, the ideas presented by Benjamin Bloom and his colleagues allow types of questioning that will build or scaffold onto their prior learning. Bloom’s Taxonomy questions begin with easier questions about what is known (knowledge), then build to what is understood (comprehension), then upward through the application of ideas (application), analyzing the presented information (analysis), and creating new projects, ideas or work based on the understanding obtained (synthesis). One of my favorite ways to teach a group is using the Socratic Method, in which students are actively involved in teaching the lesson. By asking questions that require them to explain their answers, I help to facilitate more complex thinking and peer to peer teaching. I try to involve each student in the conversation, so that each has his or her say on the topic being discussed. One such example is the morning meeting I put together for our class. During our meeting, we discussed some current events that will have an effect on all of us. I asked questions that required the students to think about their answers rather than simply firing off a simple yes or no. Examples: • Morning meeting • Read Aloud lesson plan: Sir Toby Jingle’s Beastly Journey by Wallace Tripp

As teachers, we can help the students grow in all the developmental pathways: physical, social/emotional, intellectual, and language characteristics. Once we understand and recognize this, we will be able to find different kinds of opportunities to help students grow and develop. To understand and support the development and learning of the students, paraprofessionals must recognize the variation of abilities in each student, notice red flags, and be ready to report any concerns to the teacher to best support and accommodate to the student. • Physical: encourages learning about diet and nutrition, it recognizes the need for regular physical activity a) Exercise b) Healthy diet c) Good amount of sleep • Intellectual: recognizes one’s creative ideas, stimulates mental activities a) Capacity to question and think critically b) Reaches own decision c) Lifelong learning through formal education and informal life experiences • Emotional: recognizes awareness and acceptance of one’s feelings a) Be aware of and accept our feeling rather than deny them b) Adjust to change • Social: recognizes the needs and wants to feel safe a) Should be as important as academics b) Discussions and verbal interactions • Environment: a place where children can feel safe, thrive, and promote learning and make healthy choices a) Modeling b) Positive reinforcements c) Proactive approach • All of these domains of development have influence on one another to complete the whole child.

n/a

Q25 - As a result of this program, I learned to: adapt instruction to meet the diverse needs of all learners.

#	Answer	%	Count
1	Strongly Disagree	12.50%	1
2	Disagree	0.00%	0
3	Neither Agree nor Disagree	0.00%	0
4	Agree	0.00%	0
5	Strongly Agree	87.50%	7
	Total	100%	8

Q26 - Provide any comments you have about learning this program outcome.

Adapt instruction means not every student learns the same way as other students. What this means is the way I was taught growing up in school, may not be the way other students learn the same information. Adapting instruction also meets diverse and individual learning styles of each student through brain-based learning. These styles can include: allowing for more time, allowing for other forms of instruction, giving extra assistance when needed, creating individual goals/expectations, etc. The best way to learn if a child needs adaptations to their learning, is through observing their difficulties first. Once noticed, slightly start making modifications to their learning. These modifications would be incorporated through “on the spot” instructional adaptations and accommodations based on individual needs.

It was helpful to become acquainted with disabilities, and ways that can support learning. It is good to understand that a paraprofessional may not modify learning, but adaptations may be applied to support the student. Accommodations that a paraprofessional can provide include assistive technology, altered delivery of instruction, and altered ways that the student can demonstrate their learning. Modifications can be implemented by a paraprofessional only as directed by the teacher or I.E.P. Modifications alter learning content, amount, or level of instruction.

We must know all students in the classroom. It may be hard to do though. The Supporting Students with Disabilities Class and the Overview of Special Education Class taught me about different disabilities a student may have.

Brain-based learning was introduced in our Intro to Education class. We learned how the brain works and how the body’s feedback works into the learning process. There are several techniques for keeping students engaged and increasing their retention of information, including brain breaks, hands on activities, and addressing multiple intelligences in lessons. I’ve found a few tips for incorporating brain-based learning into the classroom. CREATE A SAFE CLIMATE FOR LEARNING ENCOURAGE A GROWTH MIND-SET EMPHASIZE FEEDBACK GET BODIES AND BRAINS IN GEAR START EARLY EMBRACE THE POWER OF NOVELTY When presenting information to students, incorporating stimulus for visual, kinesthetic, and auditory learners allows children to experience the information in different ways and builds the neural pathways that help them retain that information.

A classroom consists of a diverse group of learners. Some may be auditory learners, kinesthetic learners, or others may be visual learners. Therefore, it is very important to provide different ways of instruction to meet the diverse needs of all learners.

- Visual adaptations: a) Highlighted materials b) Larger font on worksheets or books c) Use visual aids during instructions
- Auditory adaptations: a) Audio books b) Have students give answers orally c) Record lessons for students
- Apply brain based learning: teaching methods and strategies based on how the brain learns a) Structure learning around experiences b) Encourage students to learn in settings inside and outside of the classroom c) Allows students to understand learning styles and preferences
- Apply multiple intelligences theories and practices: every human being possesses eight intelligences a) Logical: use and appreciate abstract relations i. Sequence ii. Numbers b) Linguistic: communicate and make sense of the world through language i. Summarizing ii. Sign language c) Musical: create, communicate, and understand meaning made out of sound i. Instruments d) Spatial: perceive visual or spatial information i. "webbing" ideas ii. Graphs and charts e) Kinesthetic: use all parts of one's body to create products or solve problems i. Hands on activities f) Interpersonal: recognize and make distinctions about others' feelings and intentions i. Teach someone ii. Compare notes with someone g) Intrapersonal: distinguish one's own feelings i. Make your own decisions h) Naturalist: distinguish, classify, use features of the environment

n/a

Q27 - As a result of this program, I learned to: utilize a variety of instructional strategies, media, and technology to foster the development of critical thinking and problem solving.

#	Answer	%	Count
1	Strongly Disagree	12.50%	1
2	Disagree	0.00%	0
3	Neither Agree nor Disagree	0.00%	0
4	Agree	0.00%	0
5	Strongly Agree	87.50%	7
	Total	100%	8

Q28 - Provide any comments you have about learning this program outcome.

Utilizing a variety of instructional strategies, such as metacognition, self-monitoring, modeling, think aloud, scaffolding, and technology are helpful ways to engage students in the learning process. These strategies also help to pull students attention in through extension activities which include: reading, writing, listening, visualization, and speaking. Extension activities engage students by having students use their creativity and imagination while getting plenty of hands-on coordination.

Learning centers can incorporate visual, auditory, and kinesthetic experiences. Technology can engage students, and offer relevant experiences. It was helpful to explore literature genres that can be incorporated into learning, and provide relatable experiences for students. Experiments can offer student driven learning through inquiry and hands on experience.

Technology can be used in many different ways in the classroom.

Support individual, small group and large group learning activities. Techniques for Mathematics: Shapes all around: This assignment asked us to find shapes in our environment and illustrate them in a creative piece. When presenting the piece, we had the opportunity to teach each other about the shapes we found, ask questions about where else those shapes might be found, and how they can be used or important for us. We also taught geometry related concepts including the number of sides of a shape, symmetry, and angles. We made these presentations in a large group setting, allowing us to practice strategies for keeping students involved in the lesson. We were encouraged to ask questions as we presented, and even create a game of the finished piece for further practice and learning. Support student learning using a variety of media and technology. Through our Media and Technology class and the Introduction to Mac Operating Systems, I learned a great deal about how different types of technology can help teachers better engage students and bridge gaps in the learning process. The project on assistive and adaptive technology illustrates how different types of technology can assist special needs students to meet school challenges Model and encourage problem-solving and critical thinking (metacognitive thinking, think aloud, scaffolding, questioning). Using mathematical diagnostic assessment

techniques, students are encouraged to use critical thinking to justify their solutions, and allows teachers to identify problem areas that exist. Our project on assessment illustrates different types of assessments and how they assist students and teachers. Engage students in a variety of hands-on learning opportunities I was given the opportunity to create hands on learning centers for science and math, as well as creating lesson plans for using literature across the curriculum. Each of these lessons was presented with a hands on component to help impress the concepts being learned. Examples • Assistive and adaptive technology • Environmental shapes • Assessment piece

In our schools today, the use of media and technology has increased and has enhanced students' development of critical thinking and problem solving. With media and technology, educators have the opportunity to utilize a variety of instructional strategies to help their students succeed in and out of the classrooms. Technology engages students in a variety of ways and allows them to have that hands on learning experience. There are many sites on the web that teachers can incorporate in their lessons to help further educate students on a topic.

- Instructional strategies: a) Model and encourage problem solving and critical thinking b) Metacognitive thinking: reflecting upon yourself, your experiences, and things that you've learned c) Thinking alouds: helps students, as well as teachers, learn to monitor their thinking as they're thinking out loud d) Scaffolding: break up the learning into chunks and provide small guidance or tools with each chunk e) Questioning: ask open ended questions to encourage further thinking from students and ask higher order thinking questions
- Technologies: a) Calculator b) Computers c) iPad/tablets d) Audio tapes e) Projectors f) Videos and DVDs g) Television h) Cameras

n/a

Q29 - As a result of this program, I learned to: use proactive classroom management techniques to promote a positive class climate, intrinsic motivation, and optimal learning.

#	Answer	%	Count
1	Strongly Disagree	12.50%	1
2	Disagree	0.00%	0
3	Neither Agree nor Disagree	0.00%	0
4	Agree	0.00%	0
5	Strongly Agree	87.50%	7
	Total	100%	8

Q30 - Provide any comments you have about learning this program outcome.

Proactive management is handling a classroom using different strategies to address student’s difficulties in subjects/behaviors before they affect the classroom climate. Proactive management is also building a community in the classroom starting on the first day of school. One thing that builds a community into a classroom is setting rules for the classroom. Rules help to reduce unwanted behavior through the modeling of a teacher. The rules need to be followed in order to have an easier year making the community blossom to help build an optimal learning environment. All in all, classroom management can make or break the classroom dynamic.

Proactive management is taking action to prevent misbehavior before it happens. Reactive Behavior Management: is responding to misbehavior once it happens. I leaned on the spot intervention, and factors of a healthy classroom environment. Positive reinforcement is more effective than negative reinforcement to inspiring intrinsic motivation.

I learned how to effectively manage a class and what a paraprofessional can do to support the teacher.

Creating a healthy classroom environment is more than just a good idea. It is an absolute necessity for the education of young minds. Children are heavily influenced by the world around them. Coming to school, for many, is a mini-vacation from some chaotic or unpleasant world. Even for those with a nearly perfect home-life, the consistency and comfort of a nurturing classroom can be the difference between growth and stagnation or failure. Protecting and supporting the psychosocial, mental, and physical health of their students is a labor of love for teachers and para-educators, alike. Responsibilities of the teacher in a healthy classroom include: • Fostering an environment where it is alright to make mistakes, and teaches children to learn from those mistakes. • Using positive energy, motivation and humor to keep the class engaged. • Continuing education to learn new techniques, views, and ideas. Responsibilities of the para-educator in a healthy classroom include: • Assisting struggling students with understanding classwork. • Supporting the teacher in the rules of the classroom. • Modeling good citizenship • Working with the teacher to create a safe place to learn through discovery, formal lessons, peer interactions, discussions, and individual study. Behavioral Models Responsive Classroom Kounin

Love & Logic Character Education Ginott Logical consequences Implementing a social culture Creating a standard of behavioral expectation throughout the entire school instills a culture of respect in the students and staff alike. Programs like PBIS help to establish guidelines that are well-drawn so that both students and staff know what to expect of each other, and what is expected of them. Examples • Theories and theorists • Pro/Reactive Behavior Models

Even in the best classrooms with the best students, and the best teachers, problems and issues will always occur. As paraprofessionals, we want to help the teacher eliminate the misbehavior from happening again instead of “punishing” the students after they misbehave. Some possible causes of misbehavior include: • Mistaken goals (mistaken ways to feel they belong): power, attention, inadequacy, revenge • The behaviors must be observable and objective The following techniques are strategies I have learned to help manage a positive and successful classroom: • Proactive approach a) Proactive teachers make a commitment to long-term behavioral change. They accept responsibility for classroom control instead of blaming others. We model the behaviors we want our students to have. • Positive reinforcements • Set expectations, routines, and procedures beforehand • Focus on physical environment a) Seating arrangement b) Provide personal space c) Room is organized, functional, and comfortable • Use clear communication

n/a

Q31 - As a result of this program, I learned to: demonstrate effective written and verbal communication in working collaboratively within the school setting and interactions with students and families.

#	Answer	%	Count
1	Strongly Disagree	12.50%	1
2	Disagree	0.00%	0
3	Neither Agree nor Disagree	0.00%	0
4	Agree	0.00%	0
5	Strongly Agree	87.50%	7
	Total	100%	8

Q32 - Provide any comments you have about learning this program outcome.

Communication is a key factor in the school setting. You will need to communicate through: faculty, parents, and even students. Communicating to any of these people is important because it shows them that their feedback and input is important to you. With the use of communication you end up making interactions. These interactions are built up through a relationship, which is done by getting to know another person. In the classroom, communication can be done through modeling. Modeling attitude, emotions, and positivity shows students a sense of trust, creating a safe place in the classroom to learn.

People first language, active listening, confidentiality, proper vocabulary, objective documentation are examples of this learning category.

We must communicate effectively with students and parents in the classroom. We should always sound positive when giving feedback. Give them a behavior sandwich.

Communication is the art of sharing your thoughts in a way that others understand. As an educator, a very large part of my job will be to communicate effectively with parents, teachers, students, and administrators. In each of the classes for our program, communication has been practiced in every assignment. We have learned to communicate objective observations through journaling. We practiced professional communication with correspondence with our cooperating teachers, future employers, and throughout creating projects which required us to discuss details with community members. In working through my practicum placement, I am beginning to understand how to project my own excitement for a subject or lesson onto my students. I have been given the privilege to work with students and present my own lessons, with relatively little guidance. This has allowed me to discover my own personal style for bringing the information to the students. I also created a morning meeting agenda that I presented in class for communicating current events to the class. This activity gave me an opportunity to practice communicating with classmates and my instructor, as well as giving me a chance to “pretend” to lead a morning meeting in a real classroom setting. In the various courses relating to special needs,

we learned to correctly address those with disabilities through using people first language, which always values the person before the disability. I am very confident in my ability to address and communicate with and about people with disabilities because of these classes. In writing this very document, we have practiced using our writing skills, as well as our ability to communicate details and ideas. Many times throughout the writing of this document, I was able to discuss questions with the instructors to clarify parts of the instructions that did not make sense to me. Examples • Benchmarks • Morning Meeting

Walking in a school with hundreds of students and staff walking around, we have to be aware of who's listening, what we're saying, and our behaviors. The things we say and the behavior we display, sets the tone for our students and classroom. It is important to model effective written and verbal communication because this is what the students will reflect to themselves, the people around them, and to us. • Strategies: a) Use "person first" language: putting the person first before his/her disability b) Listen and follow directions accurately: ask questions to clarify instructions c) Collaborate with others d) Model and show enthusiasm in carrying out assigned duties: students will recognize and pick up on this

n/a

Q33 - As a result of this program, I learned to: assist in planning and implementing instructional strategies that reflect the learning cycle.

#	Answer	%	Count
1	Strongly Disagree	12.50%	1
2	Disagree	0.00%	0
3	Neither Agree nor Disagree	0.00%	0
4	Agree	0.00%	0
5	Strongly Agree	87.50%	7
	Total	100%	8

Q34 - Provide any comments you have about learning this program outcome.

Communicating with the teacher and understanding what is happening during the day is key when working in the classroom. Knowing what you need to do and revising the lesson given that day is very important. Set aside time to review the lesson plan and organize yourself before the students show up. Whether you need to make a project example or simply gather up materials, you will not only be helping yourself but you'll be helping out your cooperating teacher as well. All the preparation beforehand allows for questions or concerns to be answered before students arrive, which bypasses interruptions during learning time. Throughout the day students will need to be supported as well. Give them the proper tools to help them succeed throughout the day. These tools can include: the proper wait time, space to reflect, positive feedback, etc. Help students but don't "overdo it". What this means is don't help them with every single struggle they come to, allow students to self-advocate for themselves. However, let them know you are there for guidance and support whenever needed.

A paraprofessional can support the teacher through gathering materials, contributing ideas, preparing learning centers, organize the environment, assist students one-on-one or in lead group settings

I learned how to plan instruction and activities for my students.

As part of our classwork in Techniques for Reading and Language Arts, Techniques for Science, Techniques for Math, and Advanced Reading and Language Arts, we were given opportunities to create our own lesson plans based on the subject of our classes. In preparing to present those lessons, we needed to familiarize ourselves with the information in the lesson, as well as the requirements of completing the lesson. In my second practicum placement, I have actually been given the responsibility of delivering a lesson for a program called "Study Island". The Study Island program includes packets for the students to use to learn the information for their specific lessons, but I was asked to take it on and make it my own. The packets leave quite a bit of the information to the teacher to fill in, with only a bare-bones type of format. While students could probably discover the information on their own, I truly don't think they would pass the quizzes at the end of these units with only the information given. I have had the opportunity to develop my own lesson plans, which the teacher has been very pleased with, even to the point of asking me to leave copies of my supplements with the packets for next year's students. The practice in my classes has been such an enormous help in developing my supplements! I don't know if I would

have been able to produce such professional results without these activities. My newest responsibility is a program called "Project Lead the Way". PLTW is an engineering/design program which uses STEM influences to solve problems and understand theories. This curriculum is more in-depth, and while I will be able to make the lessons my own to some extent, the most important thing is the ability to pre-read the information and make sure that I understand what is expected. Again, practicing in those four technique classes made this a much easier task for me. Examples: • Greek Mythology thematic unit • Study Island Supplements

As a paraprofessional, we play a significant role in a classroom assisting and supporting our supervising teacher and students. We must be prepared to assist in implementing teacher-planned instruction by looking over the instructional plane before students arrive. If there are materials needed, prepare those materials prior to instruction. A paraprofessional may also assist with student learning by working one on one with students or a small group. However, we also need to encourage student independence and allow time for students to learn and reflect. Other strategies to assist in instruction includes, providing positive reinforcements, feedback, and redirect students when needed.

n/a

Q35 - As a result of this program, I learned to: utilize informal assessment strategies to collect data for the support of student learning.

#	Answer	%	Count
1	Strongly Disagree	12.50%	1
2	Disagree	0.00%	0
3	Neither Agree nor Disagree	0.00%	0
4	Agree	0.00%	0
5	Strongly Agree	87.50%	7
	Total	100%	8

Q36 - Provide any comments you have about learning this program outcome.

Informal assessment is a way to observe children’s learning through behaviors and student performance in their academics. An example includes: asking students questions pertaining to the data collected. This is a great tool to use when gauging where students are within a lesson. Some types of informal assessment include: questioning techniques, observation, records, work samples, portfolios, and interviews. Objective feedback falls under informal assessment. Objective feedback is observing students using measureable facts. Objective feedback looks at the students academics not the qualities of a student. An example includes: giving feedback to students only based on their work not by their behavior that day.

Observation is a key contribution that a paraprofessional can contribute to assessment. Resourceful documentation would include objective information. Antecedent, Behavioral, Consequence are forms of data.

Assessment can be done in many different ways. Informal, formal, and before the reading.

During our class, Positive Classroom Management, we were given the opportunity to observe students in the WTC/YWCA childcare center and provide objective notes on our observations. In learning to write objectively, I have been able to provide a much clearer picture of what I see when observing students or classrooms. I use these skills when working with students to track what I feel may be strengths or weaknesses that need extra attention. I keep a small notebook with miscellaneous notes when I notice something in a pattern or that really stands out, then at the end of the day, I can communicate these things with my cooperating teacher effectively because of the training in objective observation. One such example is that of a girl in our class who enjoys reading, but when reading aloud, skips words very frequently. She illustrates strong comprehension skills by answering questions about what was read, but the skipping of words sets off a flag for me because of other things I have learned about her. She has difficulty spelling certain words, and she tends to switch words around or pronounce words incorrectly, sometimes dropping letters or switching them. She wears glasses, so this could be a visual tracking issue, or it could be a warning sign for dyslexia. By making these notes, I can talk with the teacher and workout ways to help strengthen her reading skills. Examples: • TSA • Benchmarks • Assessment piece

Assessment plays a critical part in a lesson or unit plan. It drives instruction and provides teachers and paras with information on what students already know and what still needs to be learned. From there, we can adapt, create lessons, and use strategies to support the students. Informal assessment is a great way to collect data for the support of student learning. Having discussions, asking questions, observing, and utilizing K.W.L.s are excellent informal approaches. With assessment, we need to provide objective feedback related to student performance and behavior and practice ethical guidelines in carrying out assigned assessments.

n/a

Q37 - As a result of this program, I learned to: incorporate the reflective process to promote student learning and professional growth.

#	Answer	%	Count
1	Strongly Disagree	12.50%	1
2	Disagree	0.00%	0
3	Neither Agree nor Disagree	0.00%	0
4	Agree	0.00%	0
5	Strongly Agree	87.50%	7
	Total	100%	8

Q38 - Provide any comments you have about learning this program outcome.

Students need to reflect on their work, this also includes yourself as well. Reflecting on what was learned gives everyone an opportunity to grow and individually improve on one’s own weaknesses. Improving your weaknesses strengthens your skills and broadens your learning. One such skill can include setting goals for yourself. Setting goals enhances personal and professional growth. Setting goals for yourself is a hard thing to do so getting help is perfectly fine. Some resources include: cooperating teachers, journal articles, websites, and conferences.

Reflection helps to revisit and apply learning. Reflection is a form of assessment because it provides insight to what has been learned, and if there is progress yet to be made. Reflection helps to determine strengths and weakness, and provides a platform to consider ways to improve.

Students all need to reflect on their learning. How did that make them feel? What can the teacher and paraprofessional do to make the learn more beneficial?

Nearly every assignment within the program had some sort of reflection requirement. Completing these reflections each time made the next one a bit easier. The ability to reflect on what I learned through an assignment or an activity helped to drive home the lessons that may have been fleeting in some cases, otherwise. The most extensive reflection we have undertaken is most definitely this document, the TSA. While this has been a difficult document for me to write, it has illustrated to me just how much I have actually learned. I am able to cite resources we used in classes, as well as those I found outside, and apply the information therein. In writing the journals for our various classes, I have learned to be concise in my reflections and to stay objective in noting anything to do with student or teacher interactions. I enjoy reading the comments and responses on my journals, discussion boards, and reflections, and I take the suggestions to heart. I try to incorporate the advice and feedback given into my own practice as a paraeducator. Examples: • TSA • Practicum Journals • Discussion boards

Reflective practices can be a beneficial process in student learning and professional growth. Reflective thinking and practices allows students to assess what they know and learned, what they need to know, and ways to build new information. • Different ways to incorporate the reflective process: a) Demonstrate reflective self-assessment: i. Have students edit their own work or grade their own projects (through a rubric) ii. Students are able to reflect about strong points, weak points, and things that went well with the assignment b) Use goal setting

to enhance professional growth: i. Students can sometimes be easily distracted and lose track of what they're aiming for. By setting goals, it will be easier for students to clearly visualize what they need to focus on and aim for. If the finish line looks too far away, have students set smaller goals first. c) Use resources to enhance professional growth: i. Journals are an excellent way for students to reflect on what they have learned and to view their growth throughout the year ii. Benchmarks are another great practice for students to reflect about what they've learned from the start of the school year to the end d) Demonstrate the ability to receive and incorporate feedback: i. Feedback is focused on helping someone to understand something more fully and to perform more effectively. When students are able to act on that feedback, their learning improves. Students are just not receiving feedback for themselves, but they can also incorporate the feedback towards their peers.

n/a

Q39 - As a result of this program, I learned to: assume professional responsibility for ethical, moral, and legal policies and procedures.

#	Answer	%	Count
1	Strongly Disagree	12.50%	1
2	Disagree	0.00%	0
3	Neither Agree nor Disagree	0.00%	0
4	Agree	0.00%	0
5	Strongly Agree	87.50%	7
	Total	100%	8

Q40 - Provide any comments you have about learning this program outcome.

My personal code of ethics is to be responsible, honest, accountable, respectful, and compassionate. I believe that developing these qualities within myself will show students a positive example on who to become. In the school setting it is significant to possess all these qualities as well as professionalism. It is important to follow all the school rules. It's also important to remember to read over all the school policies and procedures in the handbook before you begin working, this allows for time to ask possible questions you might have to another colleague/professional. Another important issue to remember is to keep all student information confidential.

I understand the importance of becoming familiar with a school's policies and procedures. Examples of laws that paraprofessionals should understand in the school setting are: Under ADA Section 504 Americans with Disabilities Act, children with disabilities have equal right to all services offered by all schools that are open to the public. A paraprofessional should be prepared to assist the student with disabilities in all activities that the other students participate in, unless otherwise outlined in an I.E.P. It is important that the paraprofessional follow what is established in a student's I.E.P. because P.L. 94-142 IDEA ensures the right for all children with disabilities to have Free Appropriate Public Education and the services to accommodate each child's needs. Confidentiality is required in the school setting. Examples of what should be treated with confidentiality are: names, records, health, socio economic status, student's family matters and lives outside of school, performance and behavior. These matters should be discussed only on a need to know basis, and never shared through gossip or outside of the school setting. Examples of need-to-know parties would refer to the student's teacher, the school guidance counselor or social worker, health paraprofessional or school nurse, and/ or principal. Under F.E.R.P.A. it's against the law to give school records containing personally identifiable information to an unauthorized party. Such documents should be handled with care.

Paraprofessional must follow the school guidelines that are created. We all must be ethically and morally sounds.

Being involved in the education system means having access to a great deal of sensitive personal information that could potentially place a child in an embarrassing or even dangerous situation; therefore, it is of the utmost importance to guard this information. Guarding confidential information is in the best interest of the students, but is also the law that personal information not be discussed or shared with anyone not having a direct need to know such information. FERPA guarantees students and their families the right to privacy and confidentiality. On occasion, we will be asked to do something that we haven't been trained in, for instance, performing a medical procedure like tube feeding. It is our professional responsibility to inform the teacher or staff who have assigned this task that we are not qualified to take on the task without additional training. Professional responsibility goes

above and beyond the simple tasks of being on time and dressing professionally. It involves respecting other staff members, respecting school policies, and following laws and procedures. Many schools in Wisconsin are incorporating the PBIS process for managing student behavior, and it is our responsibility to help further the implementation of the process. PBIS will help to level the playing field of behavior management, by marking a standard for how to handle situations. It will incorporate individual behavioral plans into the management policies to allow the system to work for even those students who may have behavioral difficulties. In displaying responsibility and adhering to these systems and procedures, we demonstrate our own competence and trustworthiness to our administrators and colleagues. Yet another aspect of professionalism is the ability to anticipate student and teacher needs in a working classroom. One example of this ability involves a recent experience I had in practicum. My cooperating teacher was involved with a parent during our end of the day cleanup. Many of the children are on a busing schedule and must leave at a certain time, unfortunately, the teacher was unavailable to help the children check out of class by checking their planners. After realizing this was a problem, I asked one of the students to help me learn to check the planners and picked up the responsibility until the teacher came back. After class, I spoke with her about my actions, and apologized if I had overstepped. She let me know that the situation was exactly the opposite. I had seen the problem, anticipated her delay, and took steps to solve the problem. She was very pleased to know that I will do such things when the need arises.

Examples: • Behavior Management Binder • ADA Laws

As educators, we must recognize that our behaviors and what we say, not only on the job but off the job as well, can greatly impact our professional image and our students. To ensure that I, as an educator, am held responsible for ethical, moral, and legal policies and procedures, it is crucial that I follow confidentiality guidelines and refrain from assuming duties beyond level of training. It is imperative that I demonstrate a high level of professionalism, which includes the appropriate attire, empathy, respect, honesty, and values self and others. I must follow school staff policies and procedures and demonstrate initiative in responding to student and teacher needs.

n/a

Q41 - As a result of this program, I learned to: provide for health and safety needs of students.

#	Answer	%	Count
1	Strongly Disagree	12.50%	1
2	Disagree	0.00%	0
3	Neither Agree nor Disagree	0.00%	0
4	Agree	0.00%	0
5	Strongly Agree	87.50%	7
	Total	100%	8

Q42 - Provide any comments you have about learning this program outcome.

As an adult, you are responsible for the safety of all students. It is important to know safety policies at the school and areas you need to be at during different procedures. These procedures include: fire drills, lockdowns, severe weather, etc. It is also important to note that your top priority should be to provide for the health and safety needs of all students. Report any concerns to the proper person for the student's safety.

Safety Initiatives that a paraprofessional should take before an emergency include: knowing the school's emergency procedures, knowing where first aid kits and fire extinguishers and exits are located, and how to contact the school nurse and other personnel to contact in an emergency, and procedures to follow when breaking up a fight. In common area supervision, a paraprofessional should stay alert, aware and watchful of the whole group. Supervision addresses inappropriate or hazardous behavior, conflict resolution, and injuries. Bullying should be intervened, discussed with the student, and reported to the teacher or school counselor. A paraprofessional may be delegated and trained by the school nurse to perform duties such as: first aid, administer medication, catheterization, tube feeding, tracheostomy care, diabetic maintenance, hygienic care, assessments, and screenings. Documentation is important for tracking the care given to the student and protects the liability of the school and paraprofessional as well. An IEP, Individualized Education Program, outlines the services that school must provide to the student. In Supporting Students with Special Healthcare Needs course we reviewed many health conditions, I studied allergies. I reviewed that allergies can be common and have severe effects including death. Common allergies are environmental and food related. A paraprofessional can help by discouraging food trading and warding off foods that contain known allergens within a classroom. In the event of symptoms such as hives, rash, tingling mouth, or difficulty breathing, the school nurse should be notified immediately. If an Epi Pen is needed, only a school nurse can administer unless a student is prescribed to carry and self-administer. Parents should be contacted immediately after responding to the student's need.

In the Supporting students with disability class I learned about many students in the field.

To protect the students in my care, it is imperative that I am aware of and understand the health and safety procedures for the school or institution I work in. Only by understanding these procedures can I be sure to know when I should report something which I may not have found to be a problem without such policies in place, for instance, if a child falls and scrapes his knee on the playground, depending on how the school handles injuries where there is broken skin, I may or may not need to report this incident. In our current times, the threat of an

intruder in our schools is all too real. Due to this fact, many districts have instituted lock-down procedures and training programs like the ALICE training program. I feel it is extremely important to know the rules and actions associated with such a situation. Even if the probability is not particularly high that we will experience an active shooter scenario, I would be better able to protect my students and myself by knowing the procedure and plans in advance. Examples: • TBI Information flyer • Supporting Students w/ Special Needs Resource Binder

To provide for health and safety of students, we must communicate safety policies and procedures to students, parents, and staff. It is important that we model and teach students safety practices and provide the students with a safe environment. This kind of environment includes sinks, first aid kits, fire extinguisher, hand sanitizer, and appropriate supervision. It also includes safety plans such as, fire drills and tornado drills that are practiced and modeled. If there are any health and safety issues (physical health, social/emotional health), it is important that we report it to our supervisors.

n/a

Q43 - CONCLUSION Please use this space to share any other feedback, comments, or suggestions about your experience at Western Technical College.

This was a great place to be for my learning experience. I went to a different Technical College before Western Technical College and Western Technical College helped me tremendously. I would recommend Western Technical College because everyone was helpful, understanding, and cooperating. Western Technical College also gives the opportunity to learn from different outside experiences.

I had excellent instructors. I feel equipped to enter the workforce with experience and knowledge. I enjoyed The Foundations of Teacher Education program.

I love this program. I'm glad I graduated from this program. I love all of my instructor and they are great.

I truly admire the instructors in my program. I feel confident in what I've learned and in the abilities and skills I have developed under their instruction. Several of my general education instructors were instrumental in the building of my confidence here, as well!

n/a

Western Technical College and The Foundations of Teacher Education has been a very good experience. I'm proud of how far I have improved since the first day I have been here.