

Graduate Focus Group Data

Fall 2019

The purpose of the Graduate Focus Group was to have 1-year, 2-year, and 3-year graduates answer the following questions:

- *What are your "go-to" teaching strategies that you use on a regular basis? (with follow up about their use of technology)*
- *Did you feel prepared when you stepped into the classroom? How did we do in helping you get ready for that? (with additional question for Single-Subjects and Art/Music/PE graduates about their content area preparation vs. their Education Department preparation)*
- *How do you know your students are learning, thinking about both formative and summative assessments? (with follow up about differentiated student needs)*

The Fall 2019 Focus Group participants use a wide range of effective instructional strategies, including technology, on a regular basis in their classrooms. Primary findings indicate the use of in-class strategies such as scaffolding and peer collaboration by several participants, while additional findings show other engaging strategies, such as project-based learning and learning stations, were used by 1 or 2 participants. The data show that common technology strategies include the use of context-related apps, use of Chromebooks, and the use of Google classroom, while less common technology strategies include use of an interactive smartboard and clicker cards in PE.

The data also reveals that the Fall 2019 Focus Group participants felt prepared overall and in several specific areas. 4 participants cited feeling well prepared in their content area, and 4 participants noted that they felt Education faculty and college supervisors were effective models. In the additional findings, participants cited a range of areas in which they felt well prepared, from curriculum mapping to pedagogy. Primary findings indicate that 3 participants wanted more instruction on how to work with other adults as professionals, and 3 participants desired more preparation in teaching in dual language classrooms and/or working with Students with Interrupted Formal Education (SIFE). Participants also cited some general areas in which they felt unprepared, such as classroom management and getting resources, and there were also content-related areas for improvement, including how to use district math curricula and wanting better inclusion of “specials” like Art, Music, and PE in the Teacher Education Program while at Linfield.

The data reveals that the Fall 2019 Focus Group participants use a wide range of formative and summative assessment strategies. Primary findings include exit slips, work on data teams, and frequent feedback to students. Additional findings include strategies such as quizzes or summative unit exams, moving around the room and assisting, and project-based assessments. Participants cite that they regularly use individualized strategies for ELLs (6), school wide programs/supports (4), and differentiating instruction based on formative assessments (4). Two graduates also stated that they use small groups in order to differentiate based on assessment.