**Pre-Teaching Quiz**

**Averages of Student Responses (76 students polled)**

**(to be taken after the students teach their lessons to their peers)**

On a scale of 1-5 (5 being the strongest), how confident are you in writing lesson plans? 3

On a scale from 1-5, how confident do you feel about your lesson delivery skills?  (how confident are you that you can teach a lesson and know what to do) 3

On a scale of 1-5, how confident do you feel that you can maintain strong classroom management?  (keep the students on-task, explain and enforce procedures, discipline as needed, build relationships) 3

On a scale of 1-5, after having taught your lesson to peers, how confident are you in your ability to write and teach a full 50 minute lesson? 3.5

**Post-Teaching Quiz**

**Averages of Student Responses (76 students polled)**

**(to be administered after the students teach and run the K-5th grade Kids Camp for a week)**

On a scale of 1-5 (5 being the strongest) how confident are you in writing lesson plans? 3.5

On a scale from 1-5 how confident do you feel about your lesson delivery skills? How confident are you that you can teach a lesson and successfully implement a lesson plan to a group of children now that you have taught in the Kids Camp? 4

On a scale of 1-5 how confident do you feel that you can maintain strong classroom management while teaching a lesson now that you have had the opportunity to try it during the Kids Camp? 4

On a scale of 1-5, after having taught your lesson or lessons to children in the Kids Camp, how confident are you in your ability to write and successfully teach a full 50 minute lesson? 4

What the results suggest:

The results of this CATS assessment suggest that overall students are more confident in all of the three areas assessed after having completed the authentic learning experience with the Kids’ Camp: planning, instruction, and classroom management. What was surprising about this whole experiment is that after holding the Adventures in Learning Kids’ Camp in which we hosted over 40 Kinder-5th graders for one week M-Friday 8am-11:30am, the EMCC EDU students had a reality check. The pre-teaching scores show what I believe was overconfidence in their skills, and once they had the chance to really dive in and teach children on a daily basis, they quickly realized that it is much harder that they may have initially believed. All of a sudden the EDU students were no longer just teaching to one another. Now they were face-to-face with a room full of little ones that were energetic, hungry, tired, impatient, eager, loud, crying, hiding under a table, etc. and they had to figure out how to teach these children while also managing behavior, noise, learning differences, and more.

The post-teaching scores increased only slightly, yet in our whole-class reflection and analysis of the camp, the EDU students overwhelming stated that this was a tremendously important learning experience for them and that they learned more in this one week than they had in their other semesters combined. Students stated:

*I was so scared going in, and it was every bit as hard as I thought it was gonna be..even harder. By the end of the week, I felt comfortable and really knew what I was doing. It was awesome once I got the hang of it.*

*We definitely have to do this again in the Spring! I learned SO much!*

*I didn’t know what to do with the little boy who cried and hid under the table everyday. At first, I was ready to give up. Then I tried some of the strategies we talked about in class, and it worked!*

Overall, this Kids’ Camp and our trip to St. John Vianney to perform our Art of Storytelling skits provided the EDU students the chance to find out for themselves just how challenging yet worthwhile teaching is. I feel strongly that this experience is much more valuable than simply having them teach their lesson plans to each other, and I do hope to continue this type of authentic learning experience in semesters to come.