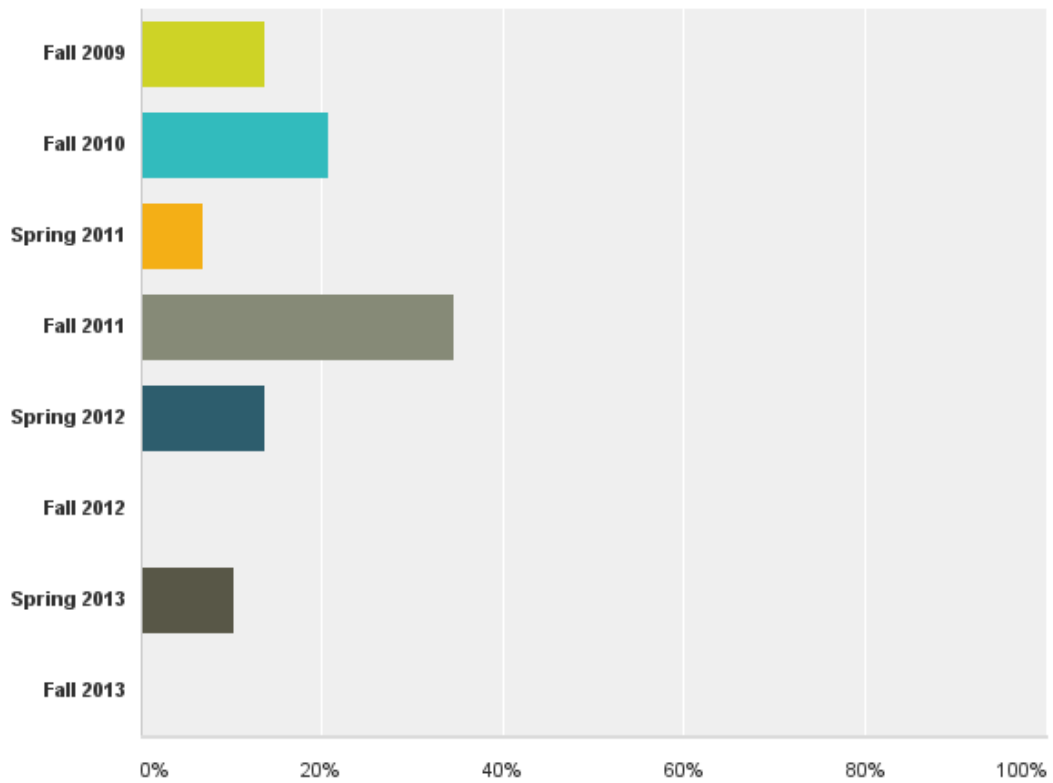


Appendix H
Employee Survey, Fall 2013
n = 29 60% Response Rate

1. When did you earn your B.Ed. from UHWO?

Semester	Response Percent	Response Count
Fall 2009	13.8%	4
Fall 2010	20.7%	6
Spring 2011	6.9%	2
Fall 2011	34.5%	10
Spring 2012	13.8%	4
Fall 2012	0.0%	0
Spring 2013	10.3%	3
Fall 2013	0.0%	0

When did you earn your B.Ed. from UHWO?

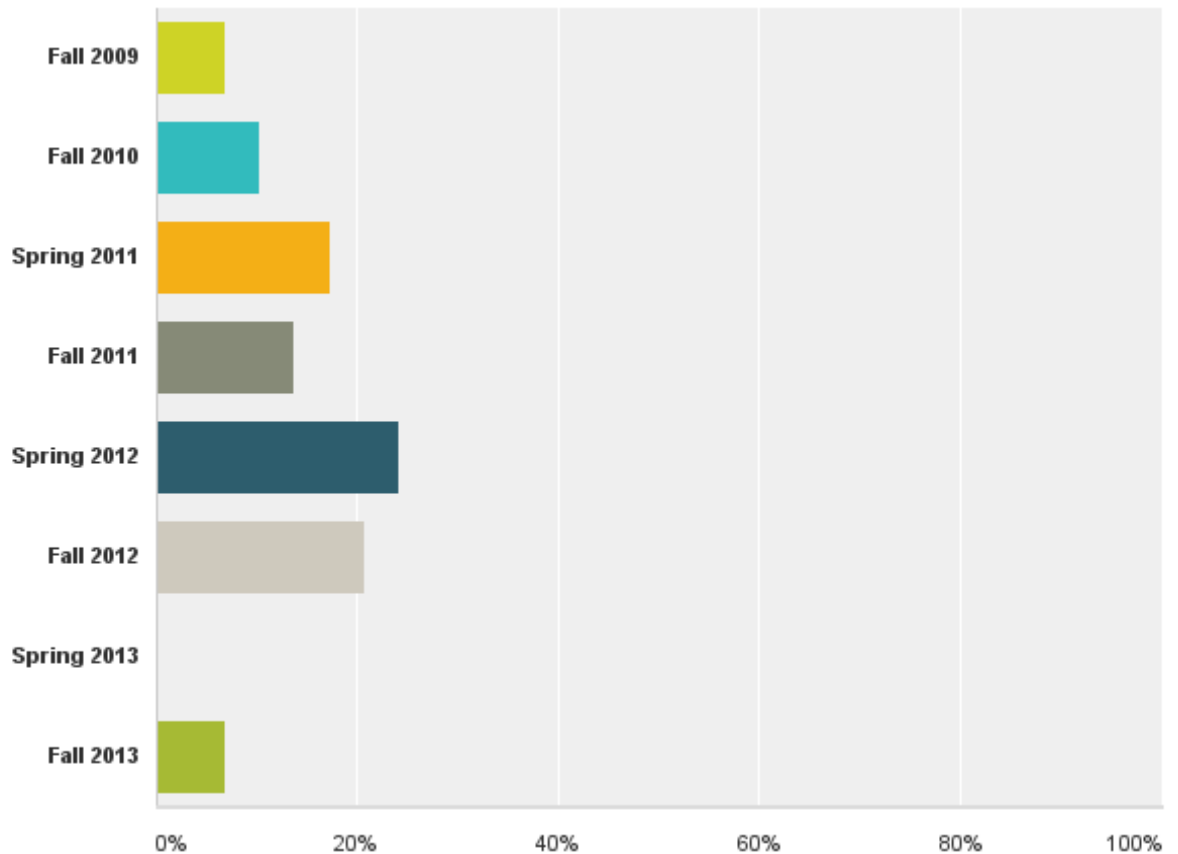


2. Upon graduation from UHWO, when did you begin your teaching career?

Semester	Response Percent	Response Count
Fall 2009	6.9%	2

Fall 2010	10.3%	3
Spring 2011	17.2%	5
Fall 2011	13.8%	4
Spring 2012	24.1%	7
Fall 2012	20.7%	6
Spring 2013	0.0%	0
Fall 2013	6.9%	2

Upon graduation from UHWO, when did you begin your teaching career?



3. How long have you been teaching?

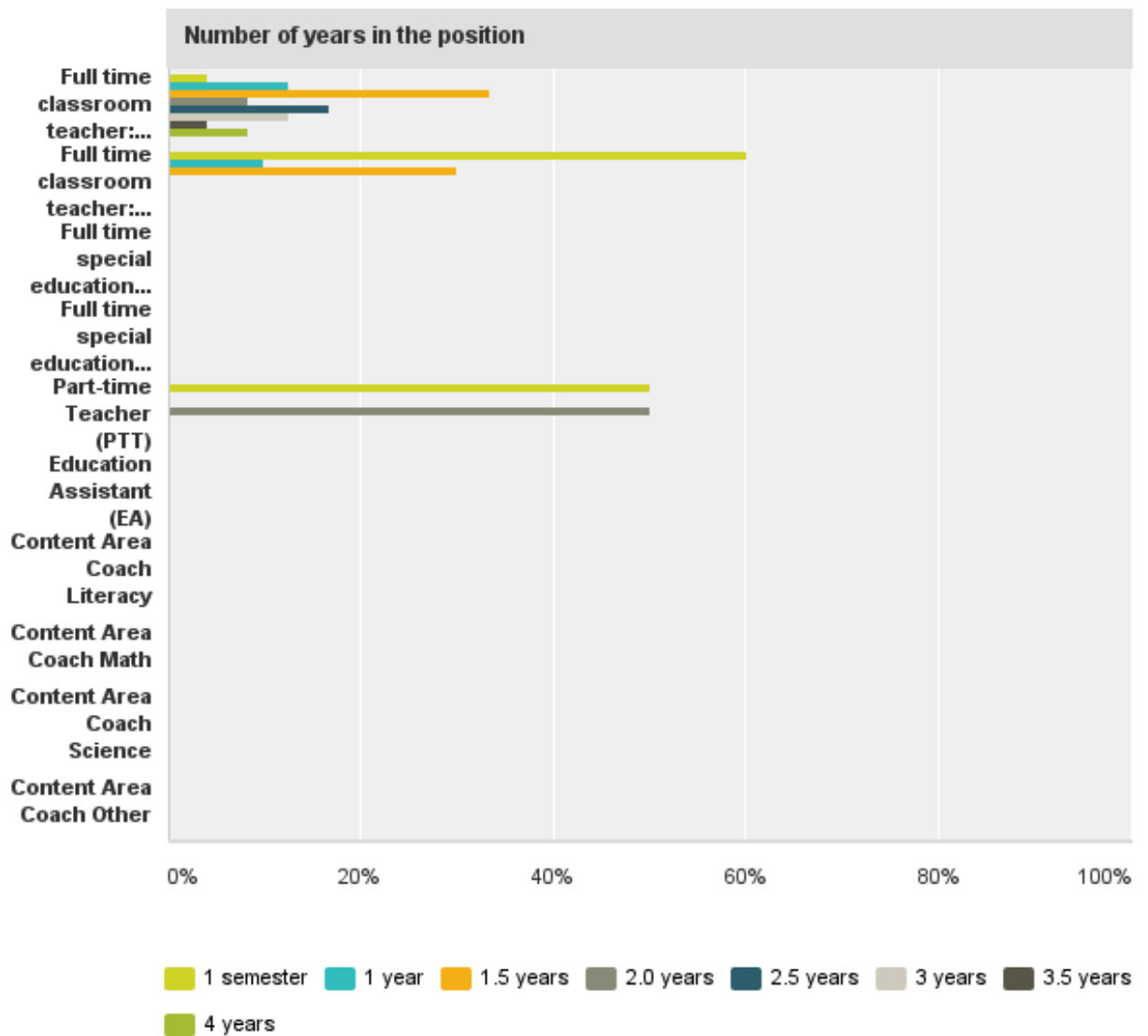
Length	Response Percent	Response Count
1 semester	10.34%	3
1 year	0%	0
1.5 years	31.03%	9
2.0 years	20.69%	6
2.5 years	17.24%	5
3.0 years	6.90%	2
3.5 years	3.45%	1
4.0 years	10.34%	3

Content Area Coach- Other	0	0	0	0	0	0	0	0	0
Other Response: 1) Half-time teacher									

5. How long have you held your current position?

Length	Response Percent	Response Count
1 semester	10.34%	3
1 year	3.45%	1
1.5 years	37.93%	11
2 years	17.24%	5
2.5 years	13.79%	4
3.0 years	3.45%	1
3.5 years	3.45%	1
4.0 years	10.34%	3

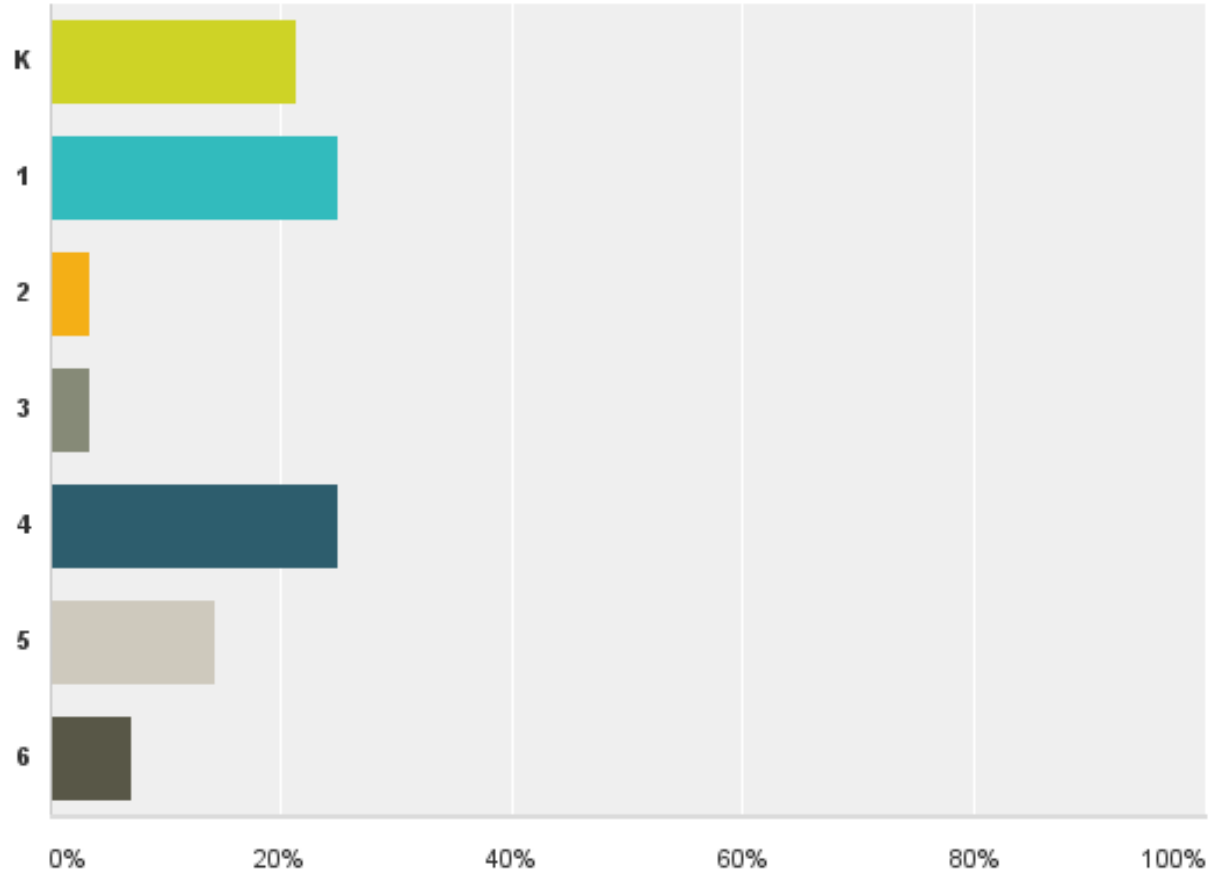
How long have you held your current position?



6. What grade level(s) do you presently teach? (check all that apply)

Grade	Response Percent	Response Count
K	21.43%	6
1	25%	7
2	3.57%	1
3	3.57%	1
4	25%	7
5	14.29%	4
6	7.14%	2

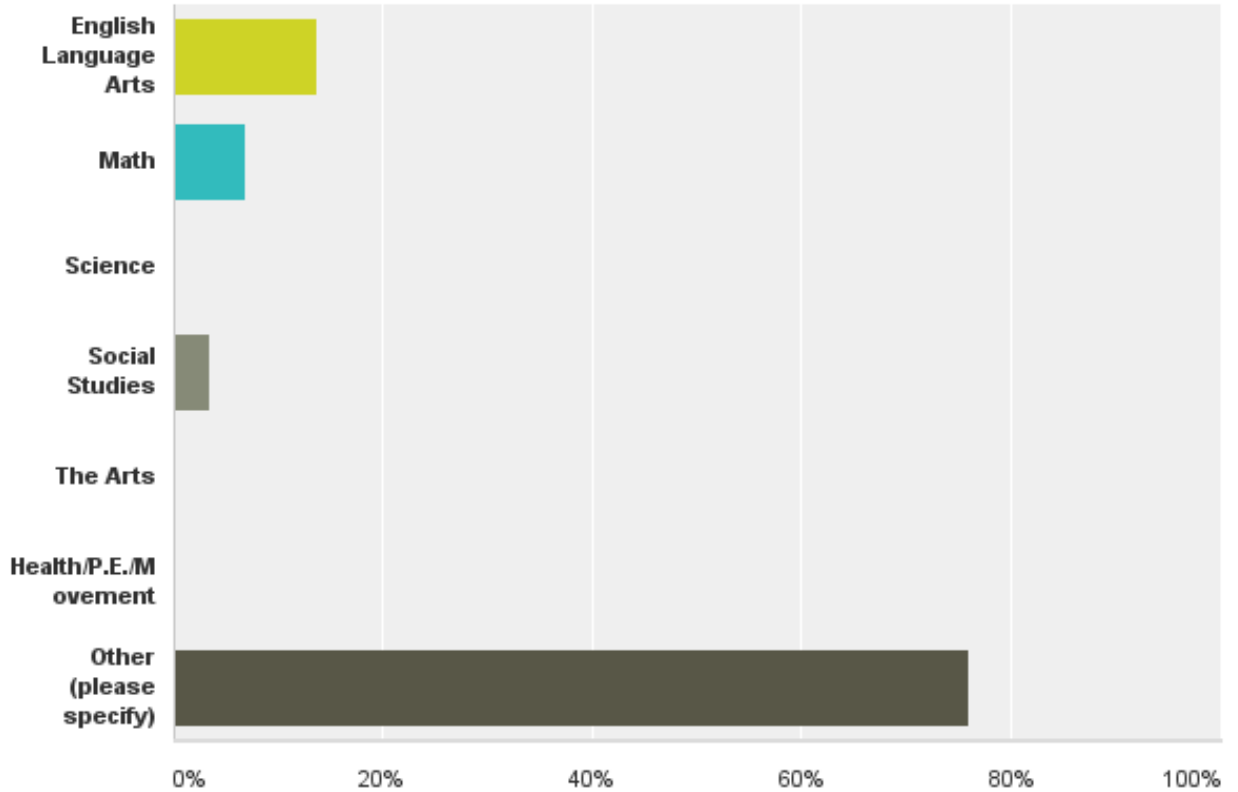
What grade level(s) do you presently teach? (check all that apply)



7. What subject areas do you presently teach? (check all that apply)

Subject	Response Percent	Response Count
English Language Arts	13.79%	4
Math	6.90%	2
Science	0%	0
Social Studies	3.45%	1
The Arts	0%	0
Health/P.E./Movement	0%	0
All	75.86%	22

What subject areas do you presently teach? (Check all that apply)



8. Describe any teaching position(s) that you held after graduation and prior to your current position. Position; grade level; length of service

Open-ended Responses:
- High school biology and human physiology- emergency hire
- Pearl City Highlands Elementary Summer School 2013, Teacher, Grade 2
- Article 5 teacher (special title one funding) to teach 5th and 6th grade science and remedial math.
- I have been a ELL part-time teacher at Leilehua High School.
- 2nd grade - 1 semester 4th grade - 1 school year 5 grade - 1 school year 4th grade - currently teaching
- I have been teaching grade 1 at the same school since I graduated from UHWO.
- First grade, general education
- 5th grade full time teacher 2.5 years
- Part time teacher; a semester
- Educational Assistant (Lower Resource; 1 semester) and Part-Time Teacher (Kindergarten/summer camp, 2 weeks)
- Positions at current school since December 2011: Second Semester - Jr. Kindergarten First and Second Semester - First Grade Inclusion

- This has been my only position so far.
- none- however I have taught summer school at: Mililani Mauka (1 summer) Mililani Uka (2 summers) Mililani Ike (1 summer)
- I've only been a K teacher at my current school so far.
- Full time regular teacher; 3rd grade; 1 year
- My first year I taught First grade 2012-1013.
- K and 1st grade part time teacher at Red Hill for one semester. 1st grade full time teacher at Lanakila for the last year in a half
- Para Professional Tutor, 3rd grade, 6 months Private Tutoring with Ace Tutoring, 7 months 6th grade Reading & Writing, 1 year
- None (10)

9. Describe any other work related responsibilities to which you have been assigned, such as administration, coordination, coaching, etc.

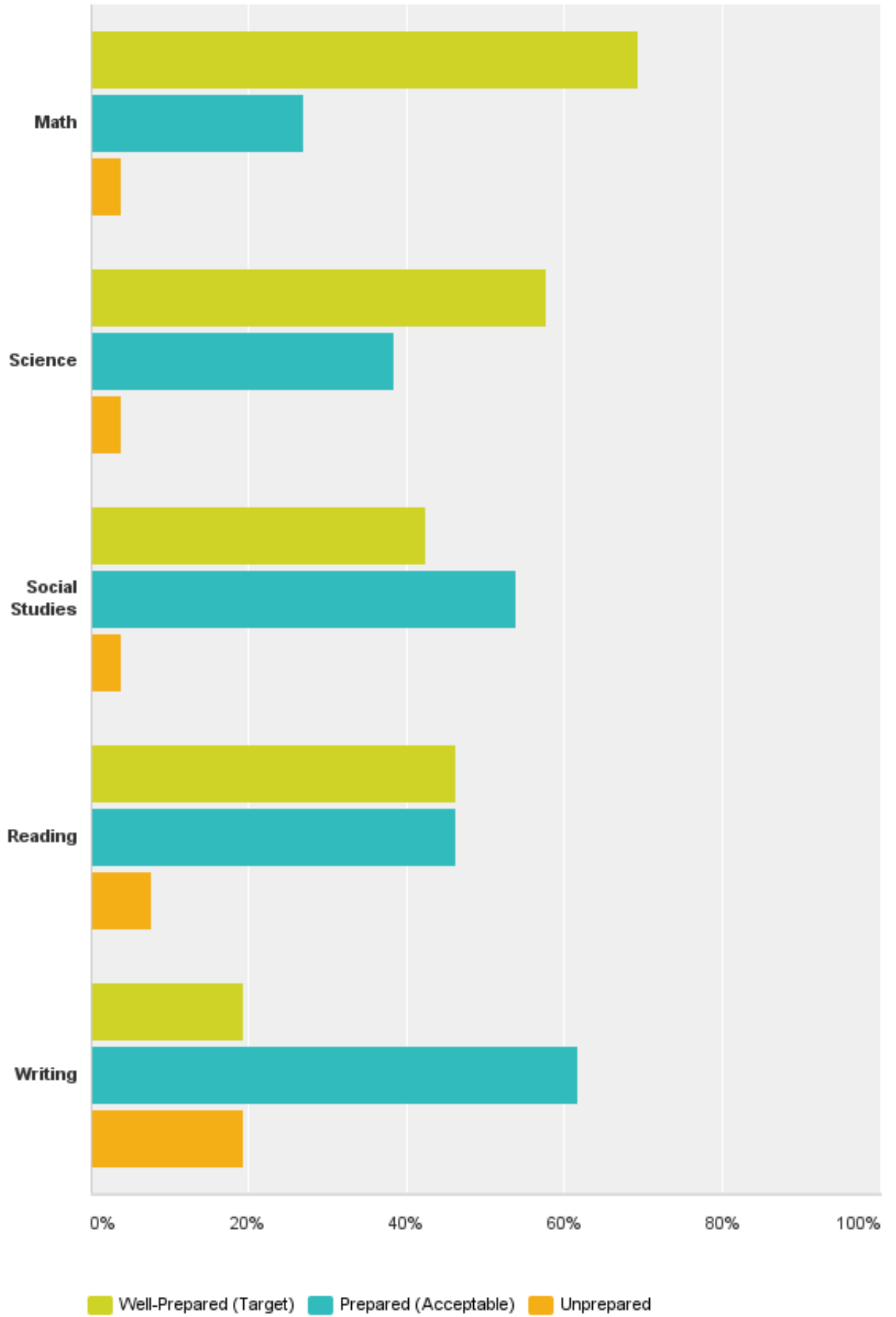
Open-ended Responses:
- Kindergarten teacher before fourth grade.
- Grade Level Chair (GLC)
- I haven't been assigned any other responsibility.
- HSTA Grievance Rep
- I am a classroom teacher and also the tech committee member for my grade level.
- Safety Committee
- I have served as the GLC (leadership) for the past year and a half. I also have participated in curriculum training for the staff.
- After school tutoring
- Focus Group on Student Learning Grade Level Data Team
- Currently - Student Council Liaison, supervising 12 students and organizing school functions SCC Committee - School & Community meetings quarterly
- - School Community Council Representative and Secretary - Technology Cadre - HSTA Grievance representative - Selected to be observed by new teacher for the Central District Induction and Mentoring Program (2012-2013, 2013-2014) - Selected to be observed by future teacher candidates from the LCC teaching program (2012-2013)
- Administrative Leadership Team - Lower Elementary Math Representative
- Grade Level Chair school year 2012-2013
- AVID committee
- Teaching a wheel course in addition to my core class - English.
- I've been assigned to coach the First Lego League (grades 4-6) and Jr. First Lego League (grades 2-3) robotics teams at my school.
- Founded the 6th grade chess club
- Health and Wellness Support (Workout Wednesdays- Zumba)
- Coaching inter mural volleyball
- None (09)

Preparedness: Please rate how well the UHWO Teacher Education Program prepared you to meet the following essential standards of the Hawaii Teacher Standards Board.

10. Demonstrate in-depth knowledge of content that you plan to teach, as described in professional, state, and institutional standards.

Subject	Well-Prepared	Prepared	Unprepared	Response Count	Average Rating	Range
Math	18	7	1	26	1.65	0-2
Science	15	10	1	26	1.54	0-2
Social Studies	11	14	1	26	1.38	0-2
Reading	12	12	2	26	1.38	0-2
Writing	5	16	5	26	1.00	0-2

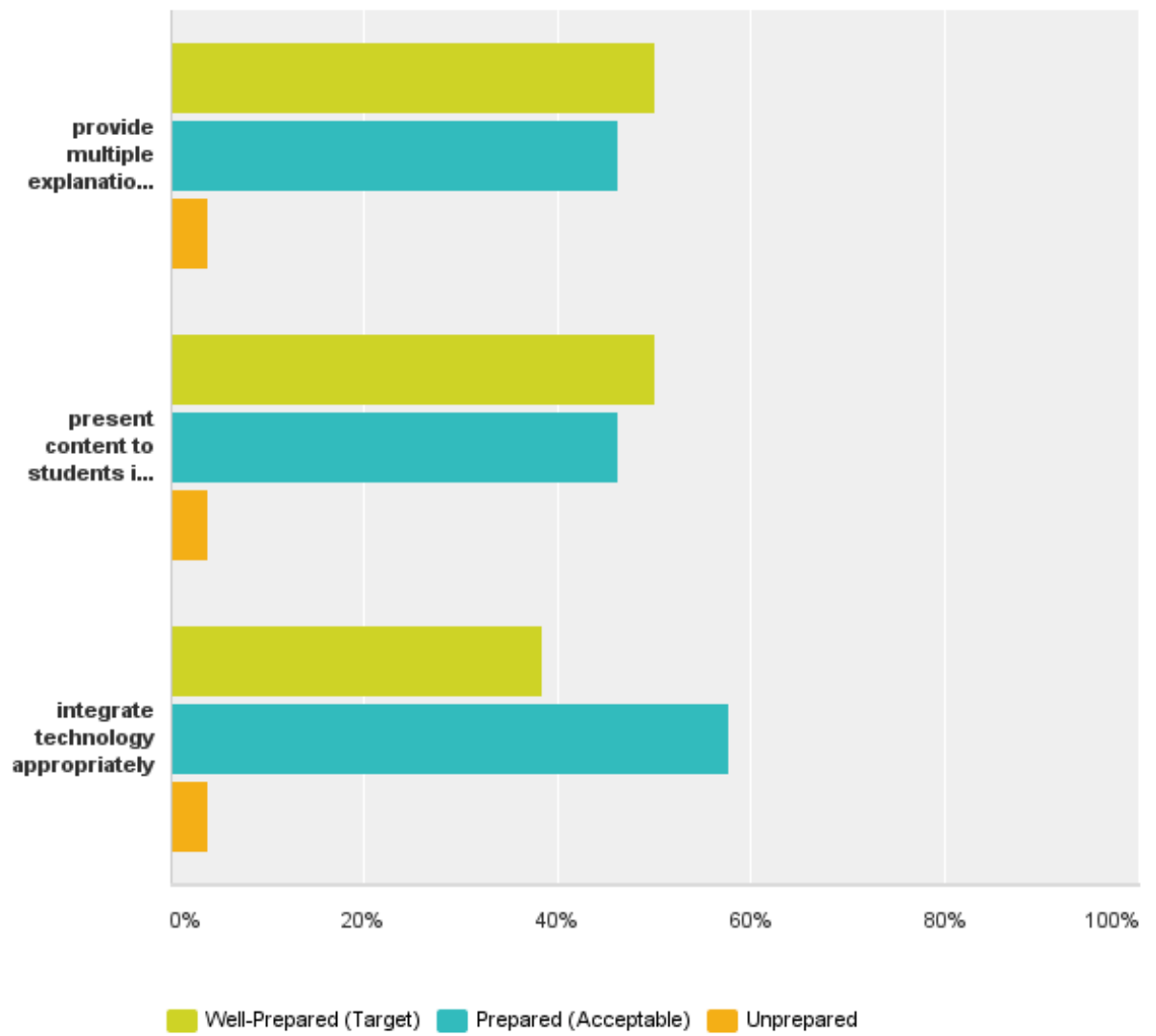
Demonstrate in-depth knowledge of content that you plan to teach, as described in professional, state, and institutional standards.



11. Understand the relationship between content and content-specific pedagogy, as described in professional, state, and institutional standards.

	Well-Prepared	Prepared	Unprepared	Response Count	Average	Range
Provide multiple explanations and instructional strategies so that all students learn	13	12	1	26	1.46	0-2
Present content to students in challenging, clear, and compelling ways, using real-world contexts	13	12	1	26	1.46	0-2
Integrate technology appropriately	10	15	1	26	1.35	0-2

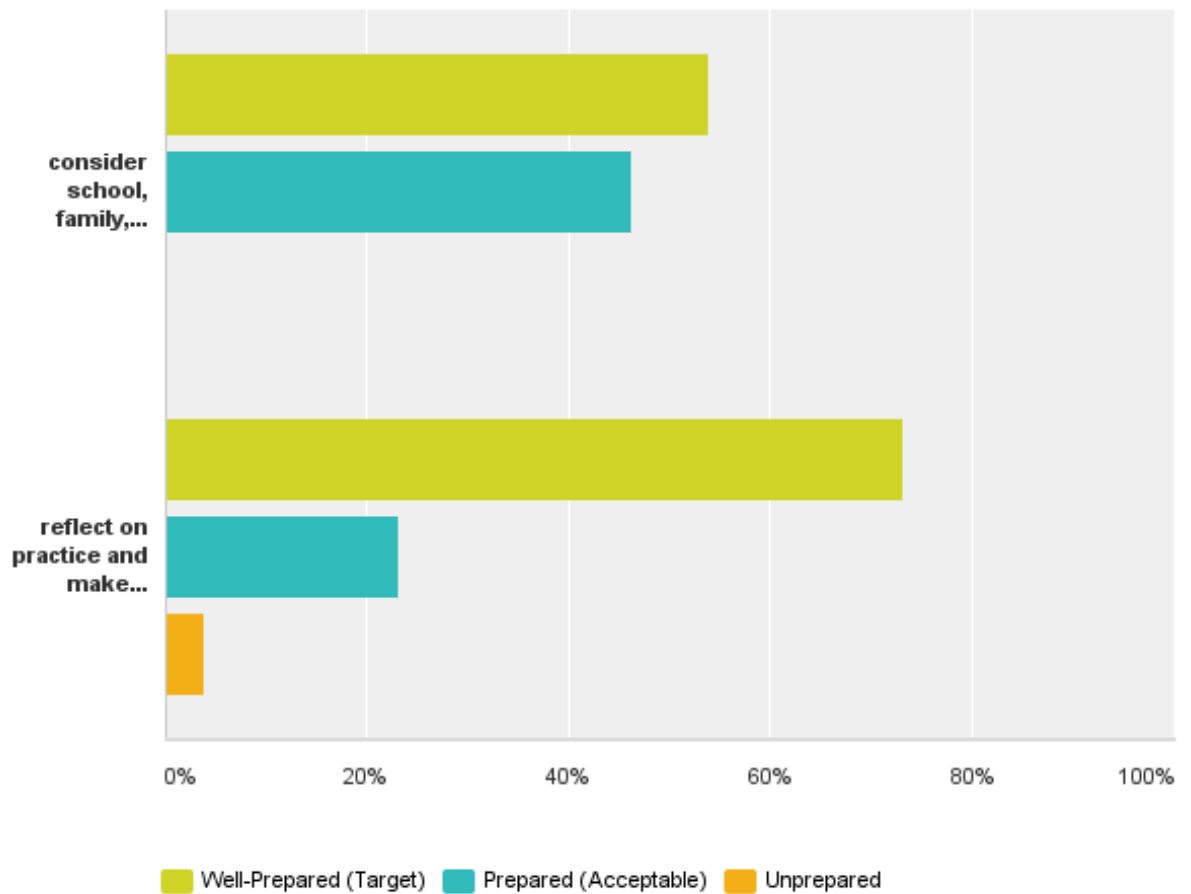
Understand the relationship between content and content-specific pedagogy, as described in professional, state, and institutional standards.



12. Apply professional and pedagogical knowledge and skills, as described in professional, state, and institutional standards.

	Well-Prepared	Prepared	Unprepared	Response Count	Average	Range
Consider school, family, community contexts, and student prior experiences to develop meaningful learning experiences	14	12	0	26	1.54	1-2
Reflect on practice and make necessary adjustments to enhance student learning	19	6	1	26	1.69	0-2

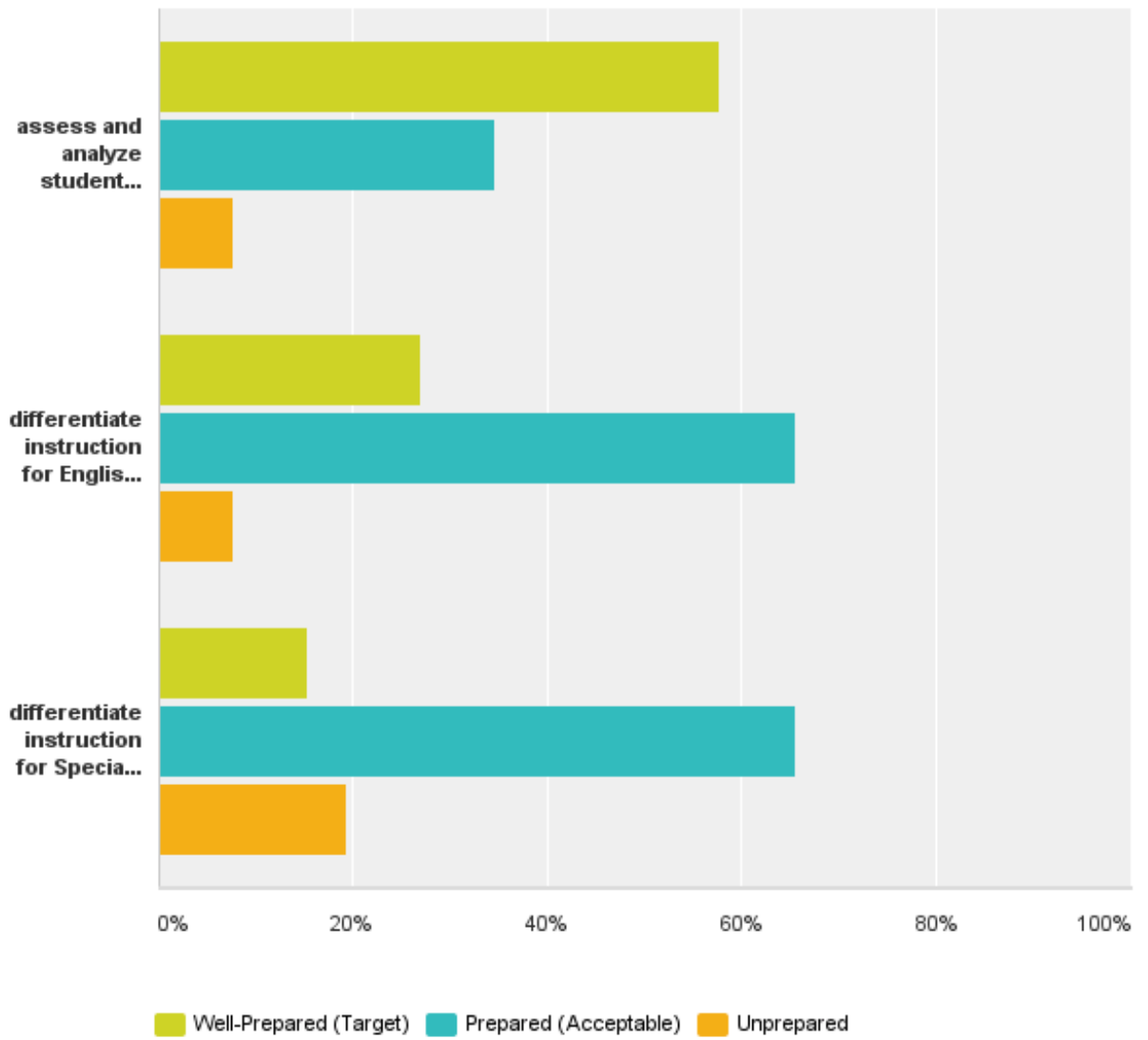
Apply professional and pedagogical knowledge and skills, as described in professional, state, and institutional standards.



13. Focus on student learning and study the effects of their work.

	Well-Prepared	Prepared	Unprepared	Response Count	Average	Range
Assess and analyze student learning, make appropriate adjustments to instruction, and monitor student learning	15	9	2	26	1.5	0-2
Differentiate instruction for English Language Learners	7	17	2	26	1.19	0-2
Differentiate instruction for Special Needs Students	4	17	5	26	.96	0-2

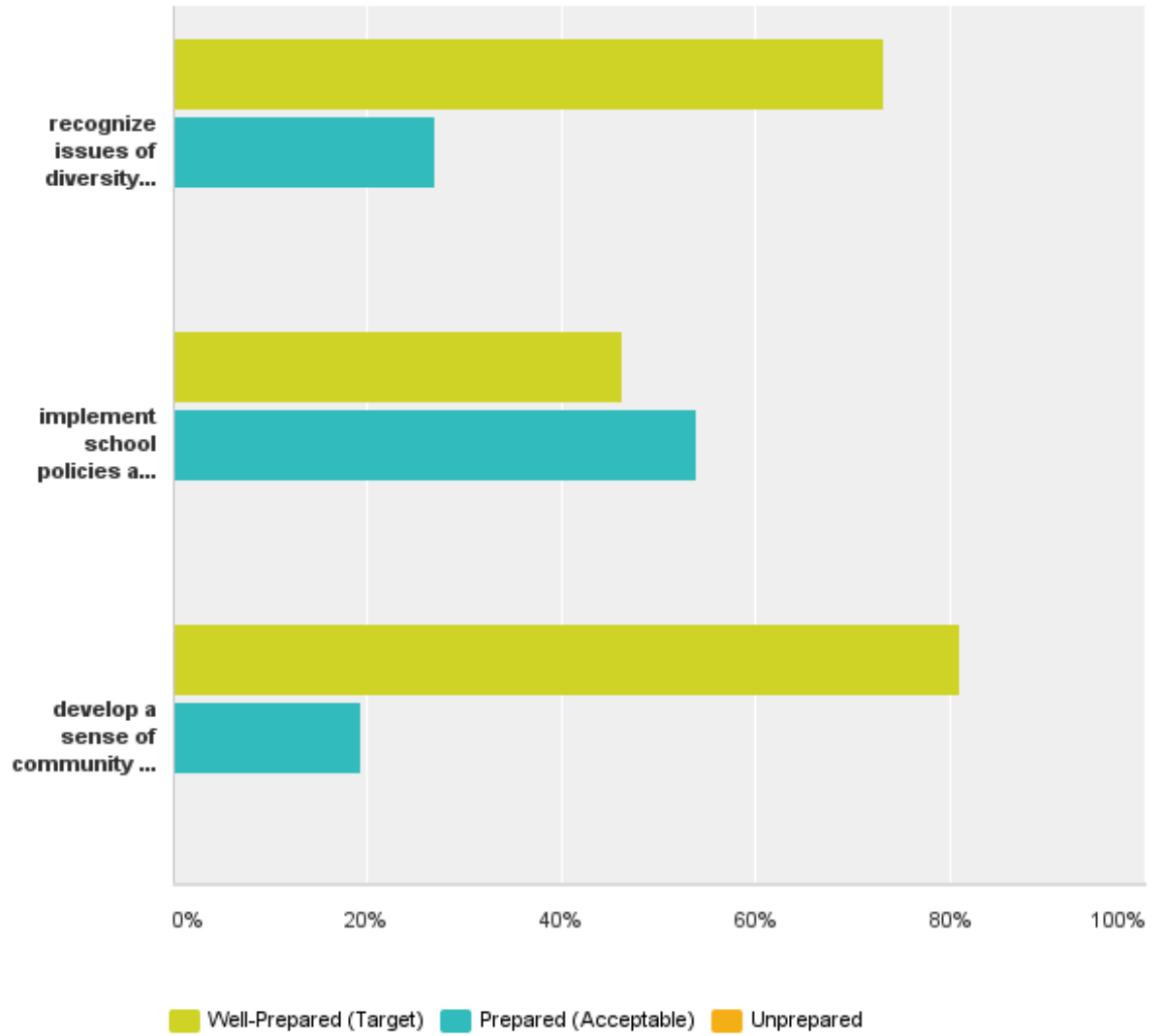
Focus on student learning and study the effects of their work.



14. Create a learning environment that is positive, inclusive, respectful, and caring of all of its members.

	Well-Prepared	Prepared	Unprepared	Response Count	Average	Range
Recognize issues of diversity while working in the classroom and promoting respect	19	7	0	26	1.73	1-2
Implement school policies and behavior codes fairly and consistently	12	14	0	26	1.46	1-2
Develop a sense of community in the classroom	21	5	0	26	1.81	1-2

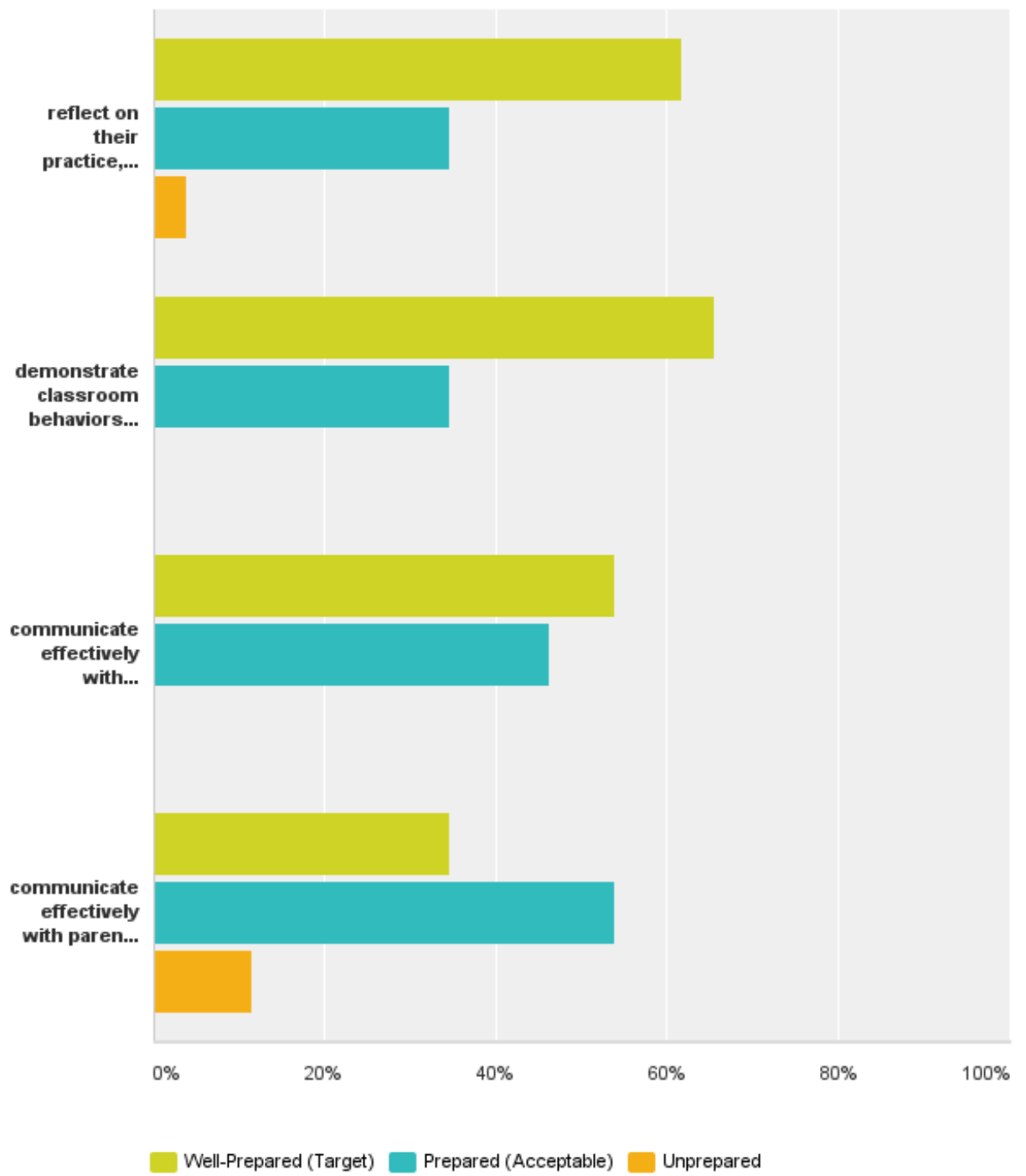
Create a learning environment that is positive, inclusive, respectful, and caring of all of its members.



15. Work with students, families, colleagues, and communities in ways that reflect professional dispositions expected of professional educators, as described in professional, state, and institutional standards.

	Well-Prepared	Prepared	Unprepared	Response Count	Analyze	Range
Reflect on their practice, recognize when adjustment to their own professional dispositions need to be made, and develop plans to do so	16	9	1	26	1.58	0-2
Demonstrate classroom behaviors that create caring and supportive learning environments	17	9	0	26	1.65	1-2
Communicate effectively with colleagues, administrators, and school staff	14	12	0	26	1.54	1-2
Communicate effectively with parents and other childcare providers	9	14	3	26	1.23	0-2

Work with students, families, colleagues, and communities in ways that reflect professional dispositions expected of professional educators, as described in professional, state, and institutional standards.



16. What did the UHWO Elementary Teacher Education program do best in preparing you to be an effective teacher?

Open-ended responses
- Being a teacher
- Giving me opportunities to work with qualified mentors in the school environment
- Provide hands on practice and observations on many different classroom settings
- I was doing student-teaching for one semester in which I experienced being a real teacher.
- I think that the professors brought in many real life scenarios to help us prepare for developing effective lesson plans that would accommodate all students. The professors set high expectations and provided timely feedback on how to better improve our lessons.
- Being flexible, knowing how to attain resources and information.
- writing detailed lesson plans science class helped by giving us experiments I could actually use while teaching
- Portfolios, collection of strategies and centers
- Being reflective and creating lessons that facilitate active learning.
- The program emphasized reflecting on your practice. Reflecting on lessons numerous times during the program has prepared me for evaluations by administration, and has also taught me to continually improve my pedagogy through the reflection process.
- It provided me with instructors who are knowledgeable in their profession.
- Dr. Myers had us look at math discussions, manipulatives, and assessments IN DEPTH. I feel that what I learned will allow me to teach math at any grade level. Dr. Furuto (MATH 111 and 112) also instilled the importance of asking "how" and "why," which aligns to the expectations of EES and CCSS.
- I felt the UHWO gave me the opportunity to dive in and work with the students and teachers. It gave me a chance to understand how to plan lessons, understand curriculum, identify the needs of the students, and learn through reflection.
- For most of the content areas, I was well prepared in understanding the standards and creating meaningful lessons.
- They always made us make lesson plans, and in each lesson plan we had to have differentiated instruction.
- Setting up a foundation of what to expect in the real working environment
- Strategies to create a caring and supportive learning environment; developing meaningful learning experiences
- The program prepared me by showing me what to do and what not to do. How to keep students engaged.
- Different strategies for different subjects
- The program provided useful knowledge in the content areas, opportunities to teach in the classroom and caring and continuous support throughout my learning experience.
- The program helped me learn the mindset of a teacher. It helped me realize that I need to be aware of my students and tailor teaching to their needs.
- The teachers stressed how important it was to teach the whole child and to create a classroom where students felt valued.

- There are professors with a variety of teaching styles which gave us insight as to how we as teachers can teach based on knowing our own teaching style and to teach outside our own comfort zone to reach all learning styles. The professors are really a community of family that guide you and mold you into a well-rounded teacher. They taught us many facets of teacher through multiple strategies and research-based models. I enjoyed the small classrooms and one-on-one attention that was possible due to the small class size.
- To think in details of the lesson
- Lots of time in the classroom

17. What could the UHWO Elementary Teacher Education program have done better in preparing you to be an effective teacher?

Open-ended responses
- Teaching students how to communicating with parents (good or bad situations)
- Less hours in a university setting, more hours in an elementary school setting. I learned a lot more on the job (in a classroom) than in class reading and studying texts
- how to teach writing
- Include a mini lesson about the gradig system, how to grade the students.
- For any new teacher classroom management is one of the most difficult aspects of teaching. I felt that we could have had more opportunities to discuss and practice different types of classroom management for both behavior management and classroom organization. I also felt that we could have more exposure to different types of strategies for teaching writing. We focused on many different reading strategies but needed more emphasis on writing.
- It's hard to say. You don't really know what to expect until you're actually teaching.
- Teach how to teach math, not how to figure out problems. I wish we had math classes that gave us more resource to actually use in our classroom. The program should also have taught us what really happens in a class on a day to day basis. The program could have helped us more with resumes, practice interviews, more lesson plans to take with us.
- Providing more special education courses
- It would have been extremely helpful to learn about valuable teacher resources online such as TeachersPayTeachers.com, Teacher Blogs and Forums, and DonorsChoose.org. Also, I was unaware of teacher stores locally, such as Education Works and Teachers Plus, which for a new teacher is essential for start up. Finally, while many schools do not currently have the latest technologies, I would have felt much more prepared and valuable to a school had I been well versed in the use of SmartBoards or other interactive whiteboard, iPads for classroom use, ELMO and classroom projectors, etc.
- Give information about pay scale, medical, sick leave, etc.
- ELA was weak, especially reading. Would've liked more hands-on practice instead of read, watch a video, and reflect. Would've liked more "show" less "tell" me what I could do. Focus on reading workshop since that is what many schools do and will implement with the new state-wide reading program.
- One think that I felt the program could have done is helping us a future teachers find the balance of juggling family and work such as understanding the demands of not only

teaching but what we have to do "behind the scenes" for administration.
- I think I would have benefitted from having more instruction in teaching reading and writing.
- I felt I was prepared, I just needed more emphasis on how to grade writing for elementary students.
- More classroom observation hours to get the real life experience
- Ways organize and stay on top of the amount of paperwork that teachers have to do! (Report cards, homework/classwork, anecdotal notes, admin, etc.)
- They could of given me (us) more real life situations to solve. When i got in the classroom my first year there were so many things that they don't tell or teach you. .
- Focus more on behavior management
- More prep on Common Core and dealing with difficult parents.
- I think that learning actual curriculum used in the different schools would have been more helpful. For example, some schools use reading programs call America's Choice or SFA. Some schools use math programs called EDM.
- There could be a whole semester dedicated to classroom management and/or working with parents. I found those to be my biggest struggles during my first year of teaching.
- I entered the workplace unfamiliar with the benchmark assessments. I believe the schools we were sent to for student teaching should have been screened beforehand because many of them had unprofessional teachers and we were little more than errand runners for them. I wish we would have been exposed to the state assessments and DIBELS assessments. I also would have liked to have experience using the state's Esis system for doing report cards. There was so much to absorb that first year of teaching and the school I accepted a job at didn't have a teacher mentor program until later in the year.
- The only area lacking in UHWO's program is preparing teachers for the DOE system and all the responsibilities entailed for a first year teacher. There really is not enough training on the load of responsibilities that new teacher are expected to be proficient and effective at performing. For example, I was unaware of the DOE T-SEAS substitute reporting system, what staff members in the school are available as a resource, different curriculum programs, how to be prepared and conduct Parent Teacher Conferences, how to handle unpredictable situations in the schedule, how to work on eSIS and lotus notes, how to handle when students and parents are not compliant/reachable and who to go to, how to teach P.E. and health for all age groups, and knowing proper DOE procedures for everything. There really needs to be a separate class to teach new teachers about all the policies, procedures, paper work, and resources available to new teachers. I learned through tough experience and asking many, many questions from all staff members. I am not sure if some of the items I mentioned above are the responsibility of the University to teach new teacher candidates, but it needs to be addressed. This lack of preparation is in transition preparation for new teachers and not all the other areas such as curriculum, assessment, lesson planning, preparation, teaching, ethics, professionalism, etc. I felt I received an exemplary education, but I did not feel prepared for the immediate expectation to be a proficient teacher with the lack of support from the DOE.
- Provide a course in how to deal and speak with parents on problems that affect their child in a professional and civilized way
- More current teaching practices, less history of teaching.

18. What in-service presentations, workshops, or credit courses would you like the UHWO Division of Education to consider developing, in support of your professional development? (e.g., computer technology, classroom management, literacy, math, science, etc.)

Open-ended Responses
- Math writing reading science art pe
- Master's program in elementary ed., early childhood ed., or speech pathology
- techonolgy
- Computer technology
- Because I have a promethian board in my class I am always looking for ways to integrate technology into my daily lessons so having specific classes about this topic would be helpful.
- Classroom management, Math, Literacy
- Hands-on math classes, lesson plan units for science, math, reading
- Technology and literacy
- Classroom management, science, math
- Integrating Technology into classrooms, Employing Learning Centers with small group instruction, and Equipping Teachers with Grant Writing and Funding techniques to support their classrooms
- Literacy workshops, math and science workshops.
- Reader's workshop
- - classroom management - MSL/OG workshop (REALLY great for understanding how to teach literacy) - thinking maps
- Social Studies and Science professional development for lower elementary (K and 1)
- Writing
- Project GLAD workshops to address the needs of all learners (especially ELL). Also, computer technology workshops for smartboards
- Also, during the last semester they should have more workshops so that the new teachers can get a head start in preparing for their classroom. This will let them know what is going on with all the new things that will be expected from them. Also, more on classroom management. Since that is the Key to a successful class.
- classroom management
- Prior to adding any additional programs - I believe that UHWO should consider the current enrollment. Any additional workshops would be beneficial to all.
- 3-Credit courses in: computer technology, ipad in the classroom, integrating art with the content areas, and classroom management
- Computer technology and classroom management courses would be great!
- I would benefit from reading workshops and how to teach children with reading difficulties. I would also be interested in learning how to screen students for disabilities and how to make referrals.
- DOE policies and procedures (expectations/ overview/ resources) New Teacher Transition

<p>Workshop (For post graduates, as a resource since DOE does not offer-a mentor was assigned to me, but with very minimal and infrequent assistance and it would've been less strenuous as a new teacher to hear all of the information ahead of time.)</p>
<ul style="list-style-type: none"> - For those Kindergarten teachers new in the field, there are students that we come upon that come in below the age proficiency we are licensed in. There was no training in early childhood students, especially Kindergarten. The program is acceptable in training teachers for grade 1-6, however our license is for K-6, which did not do justice for those Kindergarten teachers. Majority of what I learned came out of experience and my generous colleagues.
<p>Classroom management Common core</p>
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<ul style="list-style-type: none"> - Classroom management Common core