

**Mentor Teacher Evaluation of UHWO B.Ed Program
AY 2013-14**

Comments on UHWO teacher candidate's impact on student learning in the classroom:

- Students were able to learn other techniques from the candidate.
- Candidate was effective, but again, needed better classroom management.
- She brought a fresh perspective and new ideas into the classroom. Brought home the concept of life long learners for the students. Another teacher in the room for students to turn to is always beneficial to the students.
- The students responded negatively to the teacher candidate because of the lack of trust and preparation. The students commented on how the teacher candidate was "unprepared" because he did not know how to teach the concept and it became confusing to them. When they asked for clarification, he would often dismiss them in order to finish the lesson on time. However, in the beginning, the teacher candidate did well to build relationships with the students. It was unfortunate that the rapport didn't aid in the response from students.
- The students took well to her, too well at times (friend-student relationship rather than teacher-student relationship) that learning may have been affected.
- I believe that he has made a positive impact on student learning in my classroom because he has provided meaningful and age appropriate lessons for my students. The students are also actively participating and are provided with immediate feedback.
- The teacher candidate's impact on student learning was minimal. Teacher candidate usually did not participate actively in discussions or help in small groups. However, teacher candidate did teach a mandatory lesson on poetry for his class.
- she brought excitement and youth
- My students got to see the process of becoming a teacher.
- The student's love having another "teacher" in the room that they can look up to. It also helps with their view of college.
- The teacher candidate was not really involved with the student's learning that much, so it is hard to determine. The candidate did more observing because she felt uncomfortable taking more of a teaching role in the classroom.
- Riza Ugot and Jordan Saka monitored the students so that they were all on task. Both helped them do their assigned work and led them to figure out the correct response each time student need clarifications. They both offered encouragement and positive feedback to students. They both provide help to understand and practice new knowledge.

-Our grade level works as a team so she followed our curriculum and did the same activities. She didn't go out on her own and try other things, lacks confidence which she will gain as she teaches more.

-She was able to cover certain areas in math that students have not yet learned and she did her best to teach it towards them. Now that I do review on the lessons she has covered, students are remembering that they did learn it from my student teacher.

-Was able and willing to talk with sixth graders in informal settings like during lunch. Students enjoyed their conversations. Did well in lesson. Was a willing tutor. Would walk around and help the students. Helped one extremely shy student during math. Did scold them when appropriate.

-My teacher candidate was able to teach 4 lessons to the class. She needs to work on classroom management and using a louder, assertive voice when needed. She was professional and was accepted by students as well as grade level colleagues.

-Students learned a great deal about colors from Meagan's lesson. They learned to mix the primary colors to produce secondary colors. They learned the difference between warm and cool colors. Meagan included concepts the students were learning in food chains/webs and biomes in her lesson on colors.

-The students look forward to the days the teacher candidate is in the classroom. He is able to relate to the students and encourages them to do their best.

-The teacher candidates normally create hands-on lessons for the students and they really enjoy that. Therefore, they most likely remember what they did during the lesson.

-Because candidate does only a few lessons, unless the lesson captivated the students, there wasn't much of an impact on student learning.

-My strong student teacher was amazing. Her math instruction met the needs of all the students and she differentiated her program considerably. Based on how they did on their homework and quizzes, she varied her instruction as needed. Due to her creativity and enthusiasm for teaching, my students' growth in performance was considerable.

-My candidate has worked well with the small group of learners ranging from low achievers, gap students, and ELL students. These students have been able to raise their reading levels, HSA scores (in both math and reading), and complete more of their daily work. By working in these small groups, these students were able to get one to one attention and she was able to review concepts with them at a slower pace.

-I think the students in my class were highly motivated and excited to learn about her topic. She added extra lessons so that she could sufficiently cover her topic. Her ability to redesign her lessons to adapt to a younger age group helped with my students grasping the material and concepts. She did

several hands on activities with the class which made them very excited to learning more about the topic.

-Student became a valuable asset to class. He started slow, but grew in importance and confidence and ability to assist with the building and delivery of lesson plans.

-Students learning was impacted in a positive way. The candidates were excited to be in the classroom working with the students so it made for a very positive environment.

-students enjoy having the UHWO students in the classroom, UHWO students able to give one-on-one interactions with those students that are struggling

-The teacher candidate had a positive impact of student learning. She would work with students in whole class, then move them to small groups. She would work with one group at a time to help them be successful in their classwork. She would give visual as well as auditory lessons so that students have a better understanding of the lessons.

-Building relationships with the students proved vital in the success of the candidates lessons. If they failed to do so, it was evident in the response from students as well as lesson delivery (i.e.did not know fully how to modify lesson based on various student needs).

-Students benefited from having student teacher in classroom. Candidate often spent time tutoring students needing extra help.

-This was an observation, so the teacher candidate, Victoria, did not interact with students.

-They brought new perspectives to the lessons that I didn't add.

-My teacher candidate had some impact on student learning. His age made it easier for him to relate to the students.

-Excellent

-The teacher candidate helped students meet SMART Goals and Common Core Standards.

-The student teacher made a good impact on the students. She shared many stories of herself with them and they liked that and it engaged them.

-It helped to have two adults teaching the students and reinforcing what was to be learned. Sometimes student teachers had extra "games" they introduced that helped practice the lesson that was taught.

-The students got a lot out of the lessons that the candidates created. My motivated candidate was very helpful everyday that she came in. She worked with students that were struggling. My unmotivated candidate did not take much initiative and needed to be directed by me. The students' learning was less impacted by her.

-The student teachers I have had participating with our class have shown that they will look at assessment data to determine effective teaching strategies and need for using new strategies. They have shown that they will be flexible to student needs and consider multiple strategies.

-Candidates were well prepared and demonstrated an interest in all student's learning. They were able to adapt lessons to the needs of the students.

-Both of the candidates who worked with me were average. They need to be more assertive instead of sitting and observing during the entire block. The more you actively participate and ask questions the quicker you will learn. After a few weeks they were able to learn the students' names and begin to observe the students' habits so that we could discuss what was happening in the classroom.

-Students were impacted in a positive way by our student teacher's management systems and encouraging disposition. Students also learned to be adaptable to having multiple teachers. It was a little difficult to have a student teacher this past year with all of the demands like the Danielson observations and data team implementations.

-My students really bonded with one teacher candidate and did not bond with the other. For the one who they bonded with, they enjoyed when he was in classroom and enjoyed when he taught and worked with the students.

-My students enjoyed their art lesson about the color wheel from the TC. She taught them to mix the primary colors to create secondary colors. They learned the difference between cool and warm colors.

-I feel that my students did learn from my student teacher. They especially liked her hands-on lessons. They expressed their appreciation of her in letters they wrote to her.

Comments on UHWO Teacher Candidates' Dispositions towards teaching and learning in the elementary schools

-Excellent!

-Candidate will be a good candidate to teach at any elementary school.

-The teacher candidate was not professional as he requested at each time for the mentor teacher to print out his handouts and set up his lesson on the computer. He did not take the initiative to send in plans in a reasonable amount of time. The plans were often sent in the early morning hours on the day of the lesson. I was expected to check my email, set up his lesson and print out his worksheets.

- He is always professional around the students and with school faculty.
- Teacher candidate intentions for joining the college were not ideal to a positive/educational learning environment. Teacher candidate does not want to be a teacher, but is doing it for a degree.
- Positive and excited
- One teacher was amazing. The other had an excuse every day why she could not attend
- Adapt the course content to meet student's needs by providing additional activities for remediation or enrichment during the lesson. Foster teacher-student and student-student interaction. Ensure that the curriculum is at the correct level for students and has appropriate rigor. Provide multiple learning pathway based on student ability to achieve content mastery.
- very positive
- She was able to talk to me, however it wasn't very expressive. I was sometimes left wondering if she understood what I meant. I asked her for clarification...she would just tell she got it...but her expression says other wise.
- Had a couple of family issues that did a couple of times interfere with communication of student's schedule for being at school.
- Meagan seemed comfortable working with a small group or an entire class of fourth graders.
- Candidate has a positive disposition towards teaching and seems very dedicated about helping children in his community
- Both of my student teachers were very professional and able to effectively communicate with all members of the school community.
- I have had only positive experiences with them. So far all the candidates have been very motivated towards learning and gaining experience in the classroom.
- She said she preferred older students but I thought she adapted well to the age group of my students.
- Both candidates were very enthusiastic about sharing their knowledge and expertise with the students. They were open to suggestions as well.
- The teacher candidate had a professional attitude in the classroom, during faculty meeting, and when able to, with parents. She had a positive attitude when getting criticisms and critiques from the mentor teacher.
- Student teacher seemed motivated to do well in teaching experience.
- This was an observation time for the teacher candidate, however, she did communicate with me very well. She let me know her schedule and when she would or would not be able to attend class.
- They all seemed enthusiastic.
- UHWO Teacher Candidates were an asset to the classroom as they provided small group and individual instruction to help students meet Common Core Standards.

- My math and science candidate scored a 3 in all of the above areas, and my literacy candidate scored a 1 to 2 in all of the areas.
- The student teachers who have participated in our class for a semester have been very professional. They come into the class understanding their purpose and role while they are with us. They were quick to participate and eager to take on teaching opportunities. Each student teacher sent out an informative letter to parents before their solo teaching periods.
- Candidates were highly interested and well prepared.
- UHWO students are striving to keep up and should be encouraged to ask more questions of their mentors. The students will need to step out of their comfort zones and question many of the strategies we are using in order to ascertain if they are indeed "best practices". They have to become acquainted with the classroom use of technology.
- I worked with 2 teacher candidates, one who was very strong in professionalism and one who was very weak.
- The TC had a positive disposition towards teaching and learning in the elementary school setting. She worked well with the students.
- My student teacher expressed to me that would like to teach on our coast, but also expressed that perhaps she would start off substituting.

Response What do you believe to be the UHWO Teacher Candidates' major strengths and needs?

- Professional looking, respectful, and knowledgeable.
- Creative, good skills, gets along well with students
- My candidate was very well prepared. Her only need was time being in charge and learning from her mistakes.
- + building rapport with students + communication with the mentor teacher
- being prepared for lessons - classroom management - content knowledge
- Technology in lessons Friendly demeanor Good lessons
- Well prepared for lessons -Great rapport with all students -Communicates well with mentor teacher -Open to any feedback mentor teacher has to offer
- Teacher candidate was friendly with students and was punctual. Teacher candidate needs to find his own philosophy of teaching.
- new, fresh ideas enthusiasm
- The were compassionate and took constructive criticism well.
- Strength: Professional Needs: More practice in the classroom
- I think the teacher candidate took a lot of notes from her observations and said that she took a lot away from being in the classroom. Since it was the first field experience, I think she was nervous to take more of a teaching role. I tried to ease her into the classroom as easy as possible to make her the most comfortable. The candidate seemed to need a lot of help with the classroom management part.

-responsible, work hard, very professional, knowledgeable on the content area, well mannered, friendly, helpful, good student rapport. Needs: confident and mastery of the subject area.

-able to work with others

-They are tech savvy. They know how to implement a lesson. However, I do wish they have a unit to implement in the classroom that they have developed before their student teaching. It seems that the students are just going in the classroom to just teach, have no idea what they will be teaching.

-Being able to talk with students. Knowing the rules so that the students could not trick her. Willing to tutor and help the students. Took initiative in walking around the class. Took initiative in disciplining. All good. Needs to communicate schedule a little better so that teacher can rely on her.

-lesson planning and integrating lessons with content areas.

-Strengths - knowledge about art concepts and how she worked with the children Needs - staying healthy so she would not have to "call in sick" so many days throughout the semester

-Teacher candidate's strength is his determination to complete his degree and to give back to the community he was raised in. He is able to relate to the children and makes learning relevant by having the children make personal connections to what is being taught. Some needs to work on is attendance. I understand that there is traffic and car trouble, but I explained to him how important it is to come to school on time.

-Strengths: communicating and collaborating with mentor teacher and other faculty members Needs: content knowledge, assessment, and differentiation

-Candidates seem willing to participate in the classroom. They pretty much do what is suggested to them. Many candidates have to work on classroom management. It is difficult since they're only here for a short time of the day, twice a week.

-My student teacher who had challenges needed to be stronger in classroom management. She had previously failed her spring student teaching placement. I was her "last chance" and it took a lot of work to get her to an acceptable level with managing the classroom. I had support from her observing professor, but she still was not consistent. The strengths of both my student teachers would be their enthusiasm for teaching, care for the students, and their strong work ethics. I was blessed to have them help me care for my students.

-Major strengths: positive attitude and willingness to try and help in the classroom Needs: knowledge of common core standards

-Her ability to adapt lessons to suit this particular age group

-Student demonstrated an ability to establish rapport with students but also implement the agreed-upon lesson plan. He also demonstrated uniquely mature abilities to present orally and command attention of the students from such a young teacher. I was impressed with his ability to remain flexible with changing conditions and always maintain a positive attitude.

- Knowledgeable in content area, management and planning.
- knowledge on lesson planning -willing to work with all students -good ideas for activities/lessons
- The teacher candidates' major strengths would be to have self confidence in themselves. They should not be afraid to try something new if the first way didn't work. They need to learn to adapt to situations and be able to change lessons around to meet the needs to the students. They need to have a positive attitude when being critiqued by the mentoring teacher. The mentor teacher is there to help them so that they can become a good teacher.
- Strengths: -willingness and openness to learn -timeliness of lesson plans - professional disposition Needs: -strategies in Differentiated Instruction - building relationships with students -writing prep: tools and techniques to teach students
- Strength was her professional demeanor and ability to understand the students' backgrounds.
- Victoria was on time and dressed appropriately for the classroom setting. She would ask questions and clarification of lessons during recess and lunch. As this was only an observation class for her, she did not interact with the students.
- Knowledge of content and delivering instruction
- The need to know what the expectations are for them and be able to communicate them clearly with the classroom teacher.
- Commitment to teaching
- UHWO Teacher Candidates had positive attitudes, willing, flexible and open to suggestions to become effective teachers.
- Major strengths are that they know how to create a lesson plan that focuses on different learners. They know the standards or where to find the standards. I think they need more formative assessment lessons
- Strength is that the Teacher Candidates come in with a lot of knowledge of the standards. Most candidates need more experience, which is why they are coming into the classroom. It takes practice to figure out what signals to use to get the students' attention and how to handle certain behavioral situations.
- If the candidates are motivated to do well, they come prepared and are very successful in the classroom. They use suggestions to improve. One of my candidates was not motivated to succeed. She seemed like she just wanted to meet the requirements, and it was very frustrating to work with her
- The UHWO teacher candidates have been professional and eager to do more than the requirement. In fact, the student teachers assigned to my classroom have joined us beyond the required times. The most recent (Spring 2014) student teacher joined our class before the semester and stayed to the end of the year, the very last day.

-Preparation for lessons Communication with mentor teacher Able to take constructive feedback (Needs) Classroom management (awareness of all students, emphasis on holding all students accountable instead of individual students) Less sticking to the lesson plan when students "aren't getting it".

-The candidates are willing and as they get comfortable, willing to work. They are not as assertive as I would prefer and it seems to take too long to jump out of their comfort zone. They do not do enough prep work before presenting lessons and their lesson plans often do not include the CCSS. They are unsure of what they really should expect of the learners.

Encourage the candidates to ask questions and take notes and be aware of all of the new buzz words that we are introducing and using.

-Candidates are familiar with HCPS as well as CCSS. They are also familiar with the process of creating lesson plans however, I think an emphasis needs to be placed on differentiating the lessons to accommodate various learners.

Strengths: One of my teacher candidates had great professional dispositions, while my other candidate did not. Needs: Candidates need better monitoring in the field by university personnel. There needs to be a better communication between mentor and the university on how the candidate is doing in the field--teaching, professional dispositions, etc. Candidates need further instruction with assessment. They need help in writing rubrics and matching assessments to lessons, and grading students tied to assessments. Candidates would benefit from teaching more lessons in the field. 1 integrated lesson and 1 math and 1 science lessons was too little. Some candidates were more willing to teach additional lessons while others were not. Please consider revising the lesson planning template so that teacher candidates can write more sequential lesson plans.

-The TC's strength would be being able to assist individual students or a small group of students in whatever they needed help in. She seemed comfortable in working with children. It was evident that she had experienced working with children before being placed in our school. Also, she took the initiative to work with these students without having to be asked. No needs at this point in time.

-Strengths: able to work with fellow teachers; flexible to the various changes in the schedule; overall compassion for our students Needs: behavior management; voice level/modulation-students in the back of the classroom need to hear teacher speaking and not in only one level

Response What do you believe to be the overall UHWO Elementary Teacher Education program strengths and needs?

-Strengths: Weakness: none *well-trained *knowledgeable

-Good program, but the professor needs to communicate to the teacher about student's progress.

-Aid in planning lessons - More field observations from the coordinator - Clear communication with the teacher candidates. I often hear that they have clarifying questions which are unanswered.

-Strengths: Good leadership (Dr. Kamai) Needs: University supervisor should have mentor teacher collaborative and give feedback after observed lesson. Never was I invited to give feedback after an observed lesson this time around. (In the past, working with another supervisor, we debriefed together with the ST) ST should be required to create and implement a UNIT PLAN! I have worked with another university as a mentor teacher and it was required. It makes it a lot more structured to require it. It would fit well also, with what teacher normally do in the classroom

-The program has very knowledgeable professors and has students who are willing to go above and beyond what they need complete for their courses.

-Due to the fact that this teacher candidate did not apply for the program and was allowed in without screening, it was surprising to me to find out that the candidate did not actually want to become a teacher, but merely joined for a degree. It was disheartening to hear because I believe a teacher candidates should be the very ones who WANT to have an impact on the future of our students. I also think the program needs to make students do full days and start at the beginning of the year. These teacher candidates will benefit greatly by seeing how a school year is started or ended. This is something they will NEED to know when they start teaching. Also, 2 hours of the day does not accurately portray a "day in the life" of a teacher. To get a greater understanding, students should commit all day, or as much time as possible to learning and understanding the "ins and outs" of teaching.

-well prepared students good attitude

-Melissa is a wonderful teacher. I hope she is part of the program for a long time to come.

-Strength: Good with the communication of requirements Needs: More motivated students who jump right in and interact with the students

-I think a strength of the program is that the professors were easy to contact and talk to if there were any questions or concerns.

-Strength: The program is very solid.

-candidates knew what was expected

-More expectations from the students. Develop and implement a unit.

-I like how the professor came to talk story with me. It helped me get to know what he was looking for. I like how they screen their candidates.

Overall I have had good candidates. The only thing might be to make sure the students are on time and where they should be regarding the school that they are with.

-need to work on classroom management techniques.

- Strengths - Needs - informing the mentor teachers of the requirements/criteria of the field experience program
- A strength of the program is that the professor actually comes into the classroom to observe the lesson for herself rather than rely on the mentor teacher's evaluation.
- I think the program is overall well structured and functional.
- I know that UHWO tries to work around the candidates' personal life - taking care of infants, working. That's a good thing but I hope the candidates realize that when they student teach, they need to make a commitment.
- Needs: observation/practicum students need to spend more time in their classrooms. I would recommend at least two days a week during their first 3 semesters. They need to plan and teach units and learn how to assess students using multiple assessment tools. One of my student teachers said that she had heard of G.L.O.'s, but wasn't confident in how to rate them on them. I had to teach her about backwards planning related to the standards that she had to teach. A transparent system should be in place to help student teachers who are struggling. There need to be clear steps in place how to help them and when it is clear that they should be counselled out of teaching. If more time is spent in the classroom during the first 3 semesters, it would be more clear as to which teachers need the extra supports. Perhaps some teachers could have an extra semester in the classroom before their student teaching semester. Strengths: Professionalism of the candidates, interpersonal communication skills, work ethic.
- Strengths: Program is organized. Students are ready to learn and participate. Needs: Program should do a quick check with mentoring teacher during the semester just to see if things are going ok or if they are any concerns that need to be addressed.
- I think that focusing on ONE subject area was very limiting especially just social studies, would have preferred to see a more integrated approach example using, LA, or Math, Science or Art integrated etc...instead of focusing on just one subject.
- The program seems well-functioning and I do not have any suggestions at this time.
- Very supportive staff.
- need more knowledge in addressing special needs and English language learners, how to differentiate and modify instruction -need more knowledge in classroom management
- Overall the Elementary Teacher Education program is a very good one. It seems that we are all learning to better ourselves so that we can become better models for our future teachers. The Elementary Teacher Education program is doing just that. I think we just need to work together to help these future teachers have the self confidence they need to become the educators of our public schools.

-Strengths: -timeliness of responses -communication of goals, objectives, and events -meeting with mento teachers for feedback face-to-face Needs: - more candidate prep in tackling the growing student struggle in writing - more prep/strategies for candidates in differentiated instruction

-A strength would be the pool of candidates that live in the area of our school. These candidates can relate to the students because of similar backgrounds. A need would be more preparation in teaching reading and preparing to teach common core math.

-I'm not very sure on this question. The teacher candidate was in my classroom for observation and not teaching. I do look forward to seeing future candidates!

-differentiation and small group instruction

-More information needs to be given to potential mentor teachers.

-I need to see them teach for 3 weeks before making any comments.

-From my experiences, the students who attend classes rather than taking online courses tend to be more knowledgeable about classroom practices.

-Strengths is that they have good mentors who really help to succeed.

-I appreciated receiving information about the candidates' requirements ahead of time.

-I can't make any recommendations at this time. I am learning how to be a better mentor. Have Teacher Candidates been asked what are their expectations of a mentor?

-Developing professionalism in their teacher candidates.

-(Strengths) Getting students into real classrooms to practice their craft
Providing students with opportunities to plan lessons and work with students
(Needs) More practical knowledge of instruction (questioning techniques etc)
Provide mentor teachers with information on providing feedback to students

-I believe your program is strong and trying to keep up with the new initiatives that the country is dropping on our school system. I would suggest field trips as you enter into the domaines you want your students to learn and help them formulate questions to ask their mentors how we achieve the required goals which make us effective teachers. I would also suggest using videos from a variety of national mentors. The strate is about to adopt an new reading and math curriculum and it would serve your curriculum if you were able to aquire it for your students to perue.

-I feel that the student teachers should be required to plan a unit for their student teaching seminar to be implemented and reflected on by the teacher candidate. Teacher candidates should also be required to build a hard-copy portfolion rather than an on-line portfolio with CT's to go over and assist them with.

-Strengths: Flexibility of program for teacher candidates' schedules where field hours are flexible and students are able to work as well as attend school. Weakness: Lack of communication between mentors and university professors regarding field work expectations, how candidates are doing in

the field, evaluation due dates, etc. There needs to be more communication between mentors and the university with regard to mentor expectations for teacher candidates. I hear from the teacher candidates themselves how different each mentor is in regard to expectations for what the teacher candidate should/should not do.

-Strengths - I appreciate the on-line survey system. My TC was able to complete numerous tasks throughout the school day that required little instruction. (Competent) Needs - My TC was unable to teach her lesson when planned due to her professor's delay in responding to her lesson plan.

-Strengths: the support you all give to the candidates; having the candidates working in the schools along the Wai'anae Coast; Needs: supplying more support/classes for behavior management for the teacher candidates or have them reflect on their behavior management every semester