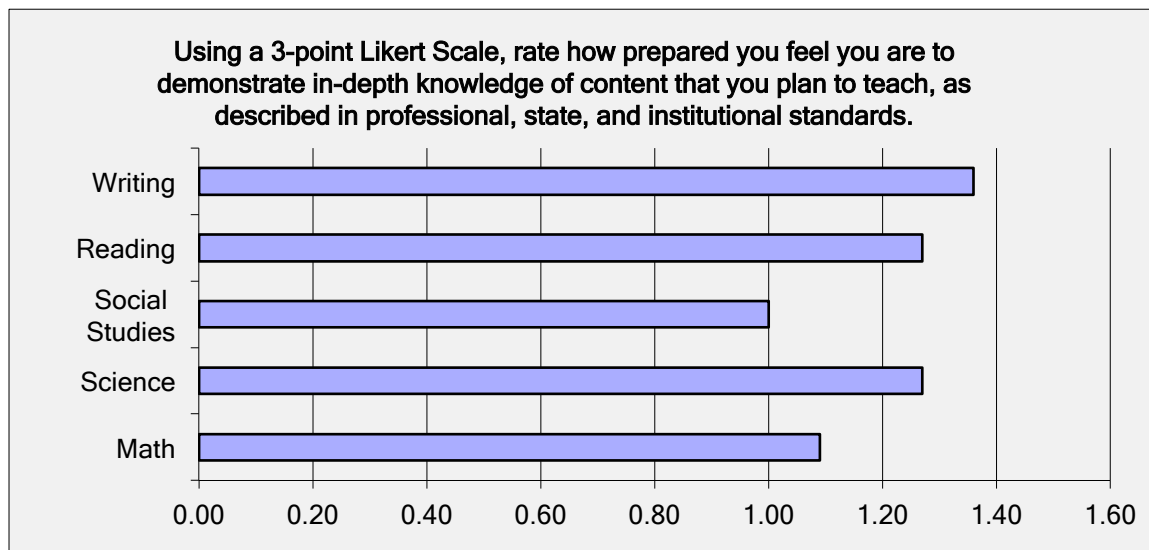


Exhibit H: Teacher Candidate Exit Survey

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

	Well-Prepared	Prepared	Unprepared	Response Count	Average	Range
Math	2	8	1	11	1.09	0-2
Science	3	8	0	11	1.27	1-2
Social Studies	1	9	1	11	1.00	0-2
Reading	3	8	0	11	1.27	1-2
Writing	4	7	0	11	1.36	1-2

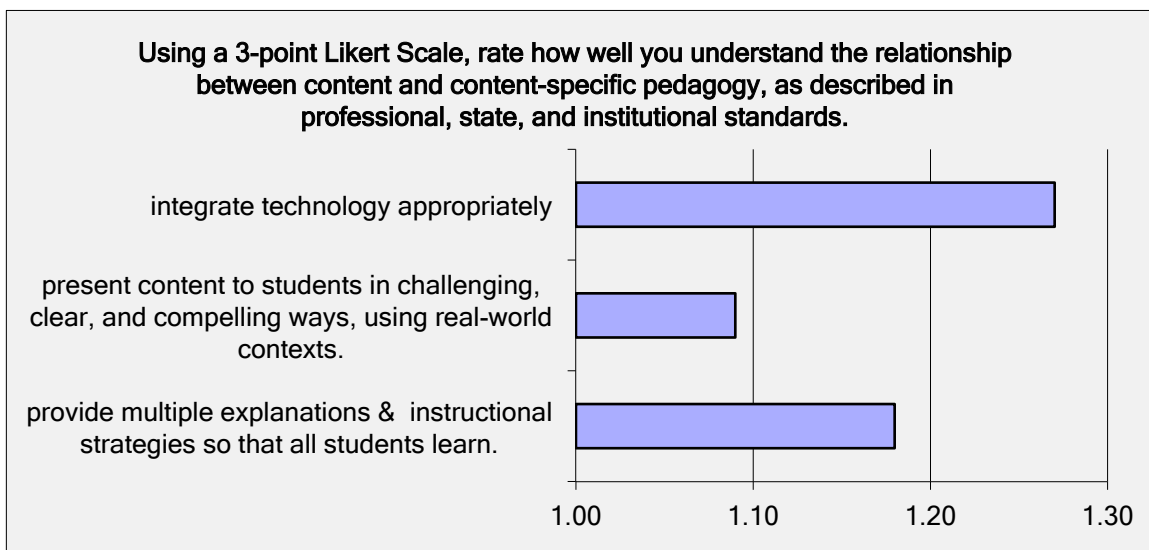
Ability to demonstrate in-depth knowledge of content that you plan to teach, as described in professional, state, and institutional standards.



Understanding of 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 & instructional strategies so that all students learn.	2	9	0	11	1.00	1-2
present content to students in challenging, clear, and compelling ways, using real-world contexts.	2	8	0	10	1.18	1-2
integrate technology appropriately	4	6	1	11	1.27	0-2

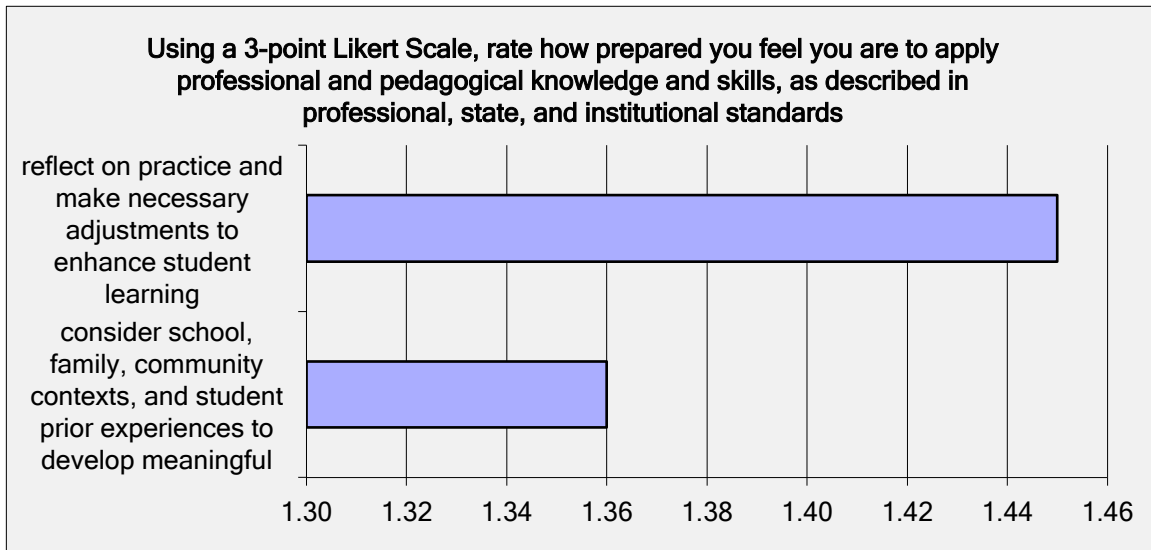
Understanding of the relationship between content and content-specific pedagogy, as described in professional, state, and institutional standards.



Ability to 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.	4	7	0	11	1.36	1-2
reflect on practice and make necessary adjustments to enhance student learning	5	6	0	11	1.45	1-2

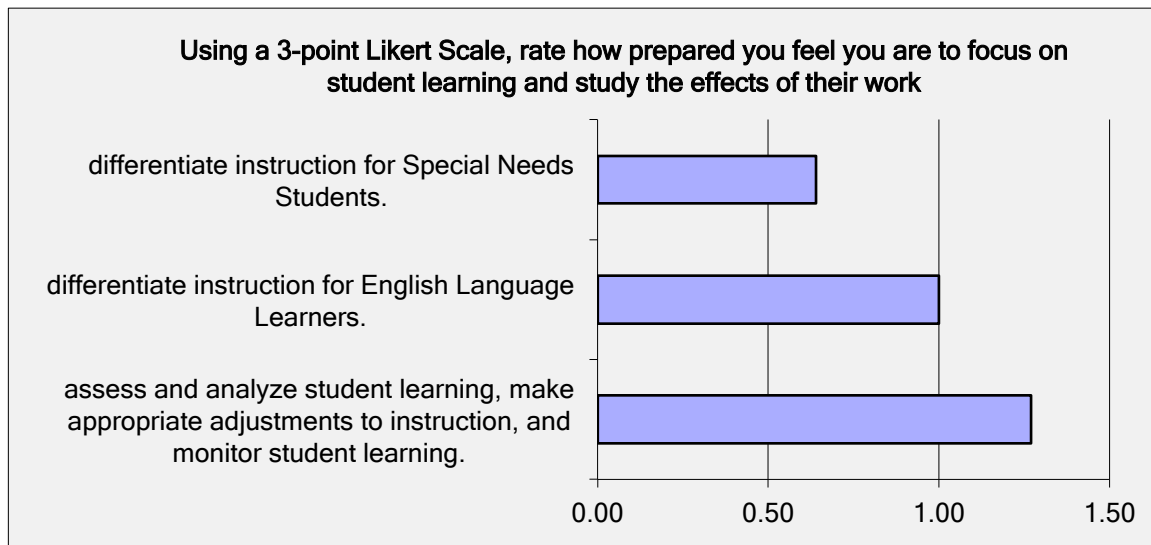
Ability to apply professional and pedagogical knowledge and skills, as described in professional, state, and institutional standards



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.	3	8	0	11	1.27	1-2
differentiate instruction for English Language Learners.	2	7	2	11	1.00	0-2
differentiate instruction for Special Needs Students.	0	7	4	11	0.63	0-2

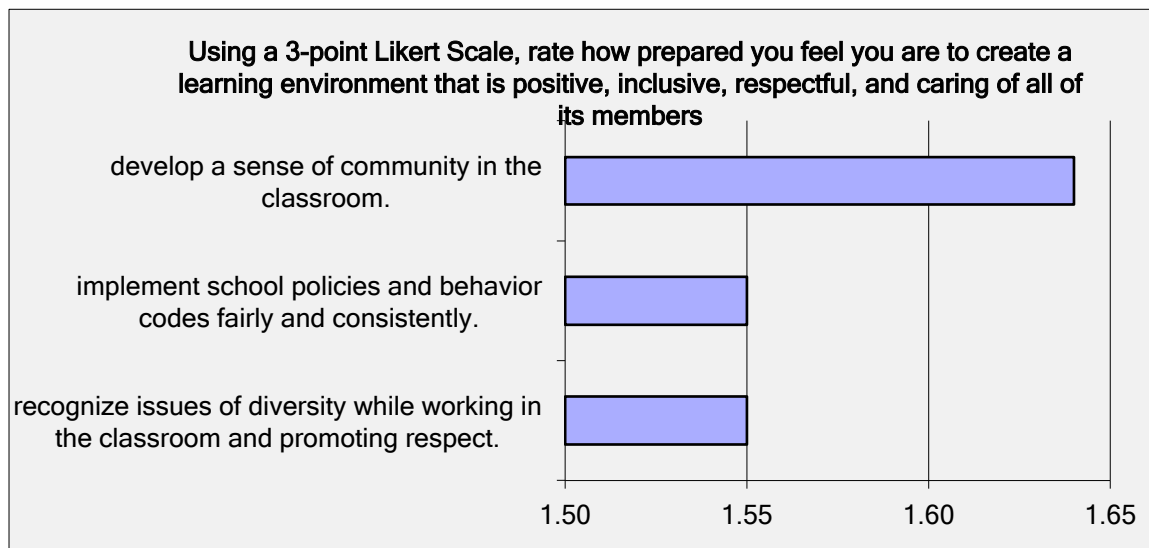
Focus on student learning and study the effects of their work



Ability to 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.	6	5	0	11	1.55	1-2
implement school policies and behavior codes fairly and consistently.	7	3	1	11	1.54	0-2
develop a sense of community in the classroom.	7	4	0	11	1.63	1-2

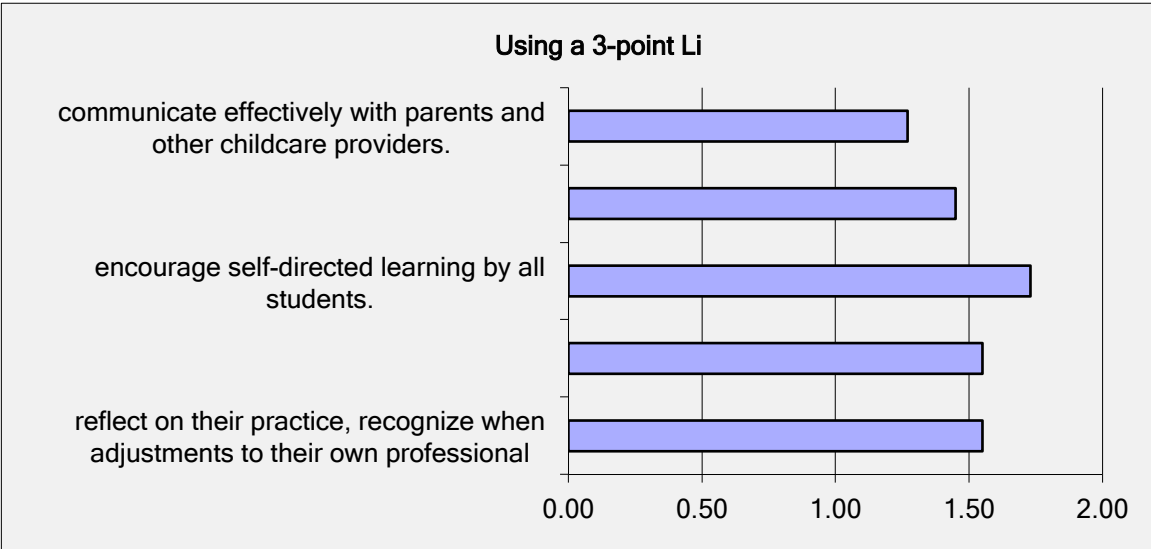
Ability to create a learning environment that is positive, inclusive, respectful, and caring of all of its members



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	Average	Range
reflect on their practice, recognize when adjustments to their own professional dispositions need to be made, and develop plans to do so.	6	5	0	11	1.54	1-2
demonstrate classroom behaviors that create caring and supportive learning environments.	6	5	0	11	1.54	1-2
encourage self-directed learning by all students.	8	3	0	11	1.72	1-2
communicate effectively with colleagues, administrators, and school staff.	5	6	0	11	1.45	1-2
communicate effectively with parents and other childcare providers.	4	6	1	11	1.27	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.



***Asked for the first time**

Thinking back on your student teacher experience, how would you rate your impact on student learning in the classroom?

	Excellent	Acceptable	Ca not determine	Response Count	Average	Range
Thinking back on your student teacher experience, how would you rate your impact on student learning in the classroom?	4	7	0	11	1.36	1-2

Please comment on your impact on student learning in the classroom.

I think I've made a great impact on student learning. I did my best to come up with creative activities for lessons I've taught. I think I made learning fun for the students.
The students were very engaged and excited to learn. When I notice that the students are not understanding or having a hard time, I would try to understand what they are not getting or what do they need more help now. I would provide them more help during recess or lunch.
The biggest impact on student learning in the classroom was asking myself how are my students going to meet the objectives I will give them. This was more like an art that was the focal point of becoming a student teacher in training. There are so many ways of going about to doing this and a lot of ways of not accomplishing the objectives. Through this elementary education program, I was able to structure my lessons in a way that students would be able to meet my objectives. In turn, I became a better teacher in learning how to focus objectives.
I was able to teach everyday and form a great rapport with the students. Therefore I knew the ins and outs of each of my students, for example the students that needed extra assistance or more support. I knew which students needed prepared extensions because they were more proficient than their peers. I knew how to support the SPED and ELL students while allowing them moments to shine in the classroom. With the collaboration of my mentor and I we ensured that our students had an environment that they can thrive and achieve in. I made sure to challenge my students cognitively and allow them moments to construct their learning. It was an

amazing experience.
I believe I had a positive impact on student learning in the classroom because I feel I was able to connect and ensure that the students were engaged. I also feel that my hands-on approach to learning (especially science) helped the students learn a lot of new science concepts.
I feel the students were interested in my lessons. They were engaged and did well on the assessments.
Feel that I made a positive impact and influence.
Teaching, especially soloing has taught me so much about students as well as the community not only they live in, but I live in. I have learned from them more than I think I could have taught them. However, I feel I have helped them in the areas of managing themselves, and their things, as well as in math above all other content areas. I took over math towards the end of the semester and feel that the experience helped me to grow more in an area that I am weaker in. I also helped the struggling readers with letter/sound recognition, and could see the improvements through out the semester. Overall, it was a learning experience that will be unforgettable.
I believe I am able to promote a creative and intriguing environment for the students to learn. I think my stature and position as a coach has assisted me with being able to have an impact on the students and the way they learn.
The students respected me as their teacher and they appreciated the activities and lessons I taught. The students went home learning something new. I took the time to learn my students and develop relationships.
This experience was amazing for me because with my situation I had to be really independent. My mentor was rarely around but we did have contact. This taught me a lot about teaching and how flexible you need to be as a teacher.

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

Open-ended Responses
Whenever I needed help with certain things such as classwork, questions on lesson plans and so forth, the professors were really helpful and gave a lot of suggestions.
The UHWO Elementary Teacher Education program has always been very supportive and tried their best to help me in any way to become an effective teacher, such as developing a lesson plan, content knowledge in science and math, and differentiated instructions.
The teacher education program helped me out most through preparing me for what to expect in the classroom. They were very encouraging towards me in pursuing my education endeavors. They gave me many chances that helped me grow into the educator that I am today. The various research proven instructional strategies which I learned helped me the most in teaching to the classrooms of students which I had.
All of the advisors and professors helped in preparing us by providing us constant support. I do believe that a possible teaching center for Elementary Ed majors will be beneficial in order to address content knowledge or Praxis preparation opportunities.
The UHWO Elementary Teacher Education Program, helped prepare me to be an effective teacher by giving me the many opportunities to be in the classroom to put into practice what we were learning in the classroom.
I think they tried their best to place me in schools that were well suited for me
Preparing me for science content and labs.
Providing resources to improve management and literacy.
I think the UHWO Elementary Teacher Education program has provided me with experiences and knowledge to be a competent educator who shall impact student learning.
Understanding the different theories and how they are applied in the classroom. The hands on activities were very helpful. The content was very important as well in the program.
The taught me how to be flexible as a teacher as well as many different things.

Now that you have completed requirements for the B.Ed, how can the UHWO Education faculty continue to assist you, as you emerge into the profession and become established?

I'd hope to keep in contact with the professors to turn to for help if I need it.
The UHWO Education faculty can assist me by providing resources that can help us becoming a effective first year teacher. For example, classroom set-up, what to do with the students on the first day (expectations, rules, etc.).
I can look to the faculty at the UHWO education program to seek professional guidance in my teaching profession.
In an idealistic sense, it would be great if we could have a simple First Year Teacher Starter kit (supplies/planner/etc). In a realistic sense, I feel an interview workshop or a how to apply for your license seminar meeting would help out a lot of us since there was some confusion during the application process.
The UHWO Education Faculty can assist me by keeping in touch, and letting me know if there are any professional development opportunities the university is offering.
I don't think so
Keeping in contact with professors as resources.
Emailing resources.
I think that UHWO can just be a resource for me to rely upon in order to continue being a competent instructor.
Keep in contact and be there to answer our questions if need be. Be supportive and supplie student teachers in the field and schools where we are at so se develop others and ourselves.
N.a.

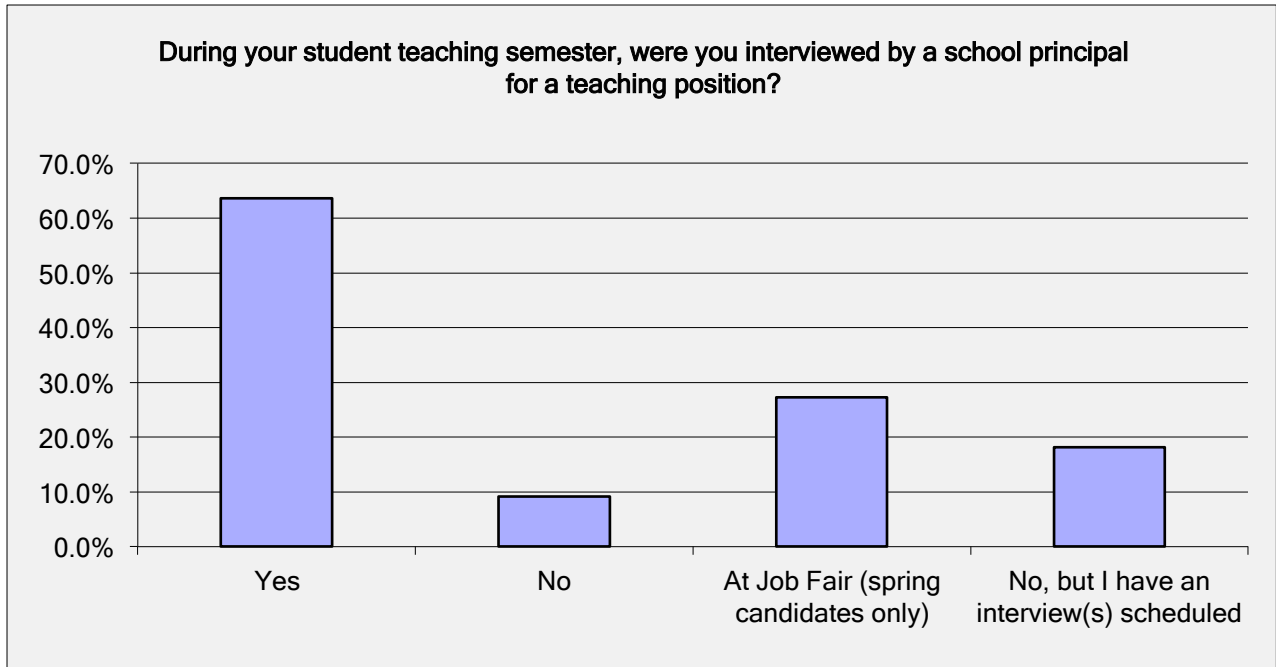
Upon graduation, do you plan to pursue a career in teaching? If not, what are your short and/or long-term plans? (e.g., Will you be going to graduate school?)

Answer Choices	Responses
Yes	7
No	1
Not immediately	3
Total	11

Have you been interviewed by a school principal for a teaching position?

Answer Choices	Responses
Yes	7
No	4
At Job Fair	3
No, but I have an interview scheduled	2
Total Responses: 11	

Have you been interviewed by a school principal for a teaching position?



Have you been offered and accepted an elementary teaching position? If yes, please provide location, grade level, and starting date.

Answer Choices	Responses
Yes	1
No	6
Offer Pending	4
Total	11
Comments:	
Maili Elementary, Grade 3, July 27	
United States	