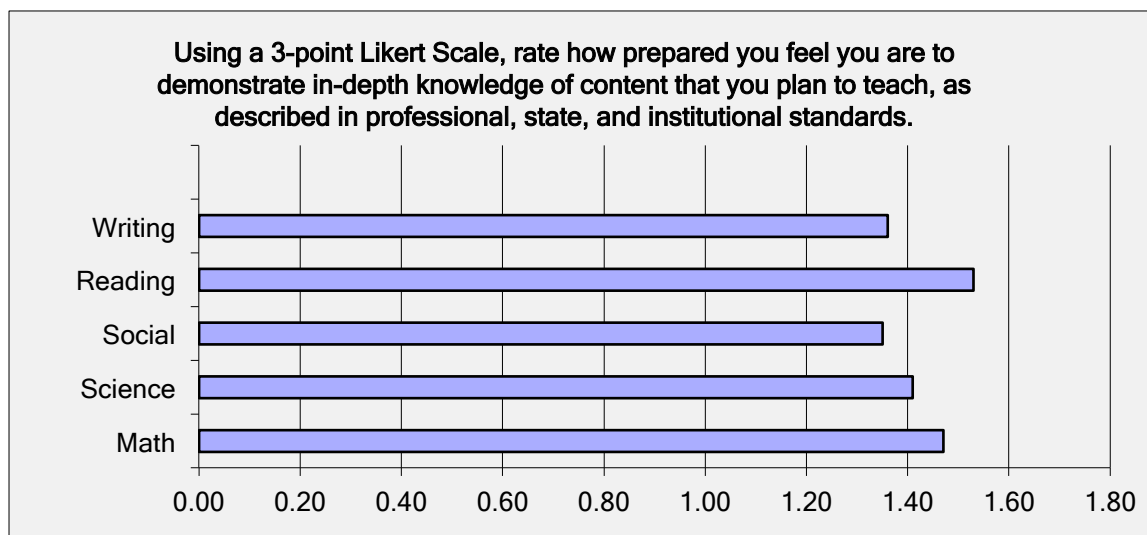


Ability to demonstrate in-depth knowledge of content that you plan to teach, as described in professional, state, and institutional standards.

	Well-Prepared	Prepared	Unprepared	Response Count	Weighted Average	Range
Math	8	9	0	17	1.47	1-2
Science	7	10	0	17	1.41	1-2
Social Studies	7	9	1	17	1.35	0-2
Reading	9	8	0	17	1.53	1-2
Writing	8	9	0	17	1.47	1-2

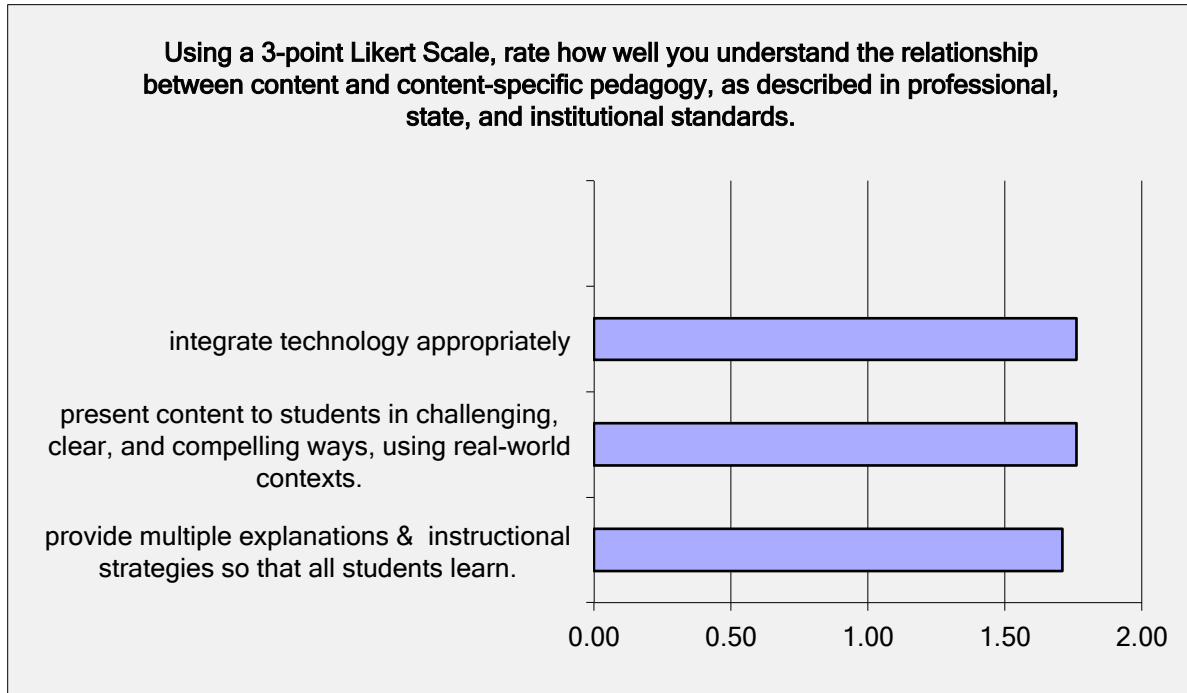
Ability to demonstrate in-depth knowledge of content that you plan to teach, as described in professional, state, and institutional standards.



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.	12	5	0	17	1.71	1-2
present content to students in challenging, clear, and compelling ways, using real-world contexts.	13	4	0	17	1.76	1-2
integrate technology appropriately	13	4	0	17	1.76	0-2

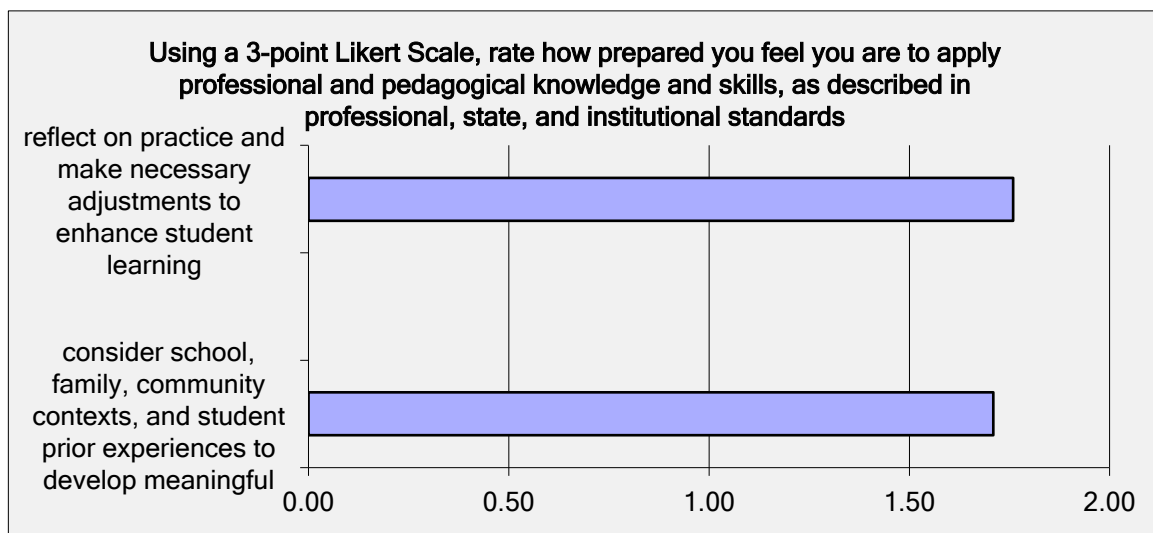
Understanding of the relationship between content and content-specific pedagogy, as described in professional, state, and institutional standards.



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.	12	5	0	17	1.71	1-2
reflect on practice and make necessary adjustments to enhance student learning	13	4	0	17	1.76	1-2

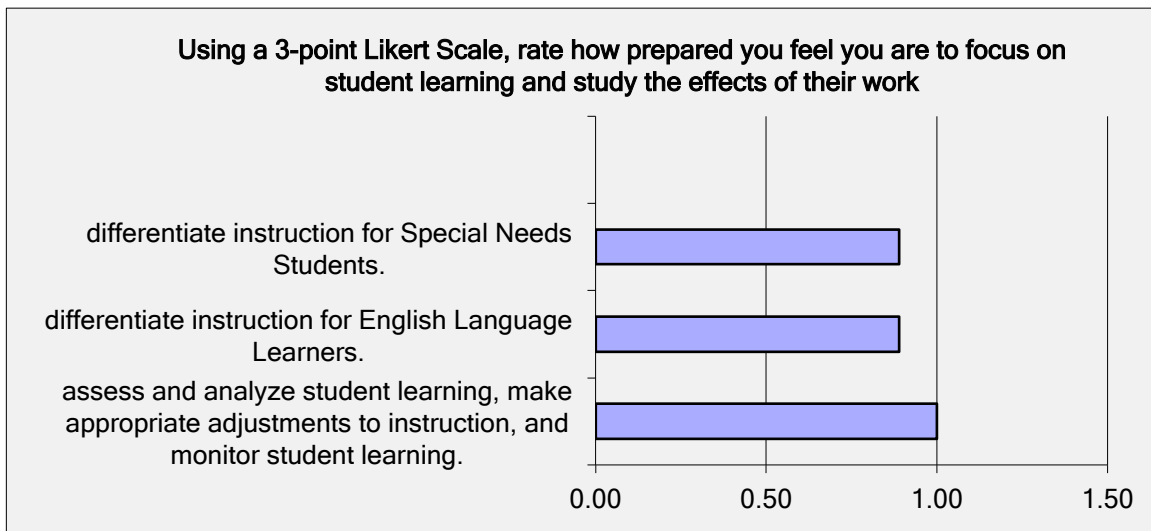
Ability to apply professional and pedagogical knowledge and skills, as described in professional, state, and institutional standards



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.	12	5	0	17	1.00	1-2
differentiate instruction for English Language Learners.	8	9	0	17	0.89	1-2
differentiate instruction for Special Needs Students.	8	8	1	17	0.89	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.	14	3	0	17	1.82	1-2
implement school policies and behavior codes fairly and consistently.	14	3	0	17	1.82	1-2
develop a sense of community in the classroom.	14	3	0	17	1.82	1-2

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

Using a 3-point Likert Scale, rate how prepared you feel you are to create a learning environment that is positive, inclusive, respectful, and caring of all of its members

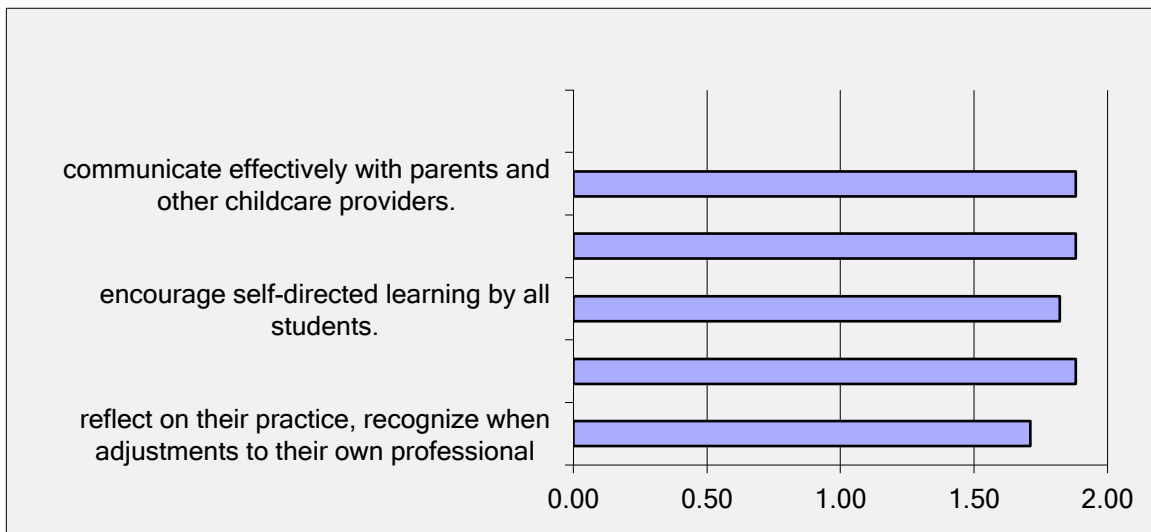


Work with students, families, colleagues, and communities in ways that reflect professional dispositions expected of professional educators, as described in professional, state, and institutional standards.

	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.	12	5	0	17	1.71	1-2
demonstrate classroom behaviors that create caring and supportive learning environments.	14	2	0	17	1.88	1-2

encourage self-directed learning by all students.	14	3	0	17	1.82	1-2
communicate effectively with colleagues, administrators, and school staff.	15	2	0	17	1.88	1-2
communicate effectively with parents and other childcare providers.	15	2	0	17	1.88	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.



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

Open-ended Responses
Paired me with an awesome mentor teacher.
Provide me with the student teaching experience which I found was the most valuable.
The UHWO Education program equipped me with useful strategies and theory to use in my profession. They have provided me with multiple learning opportunities to apply and reflect on these strategies and theories. The UHWO Education program has prepared me to become a teacher!
placing me at a a high achieving school with a master teacher for student teaching.
Providing me with seminars and classes that provided resources and "training" to scaffold my teaching strategies.
They provided us with helpful materials and discussions.
Provided me with methods background in the core subjects. Allowed me to work with students and observe how strategies taught can be used in real world contexts.
The program prepared me by teaching me different strategies when it came to instruction, creating lessons and thinking out side of the box (when needed). The best part was the hands on experience during practicum and student teaching. This allowed me to apply what I was learning in a real classroom setting.
I felt that the activities we did in each block methods course helped me the best in preparing me to be an effective teacher. Completing task that you would implement as a teacher gave me insight to new ideas and why certain concepts should be addressed in a lesson/activity.
I think the UHWO Elementary Teacher Ed. program did best at challenging us to figure out how to teach on our own. I feel that most of the learning I did was during my student teaching semester when we were finally fully-responsible for a class. I also feel they did great at drilling us with lesson planning.
The experiences that I gained through being an OP and student teacher provided me with the opportunity to prepare me to be an effective teacher. My time in the classrooms and teaching the lessons I created helped me to further develop my instructional strategies.
Student teaching prepared me the most.
The program was unorganized at many points.
Getting candidates schools to do their student teaching. Hands on experience is the

best type of learning. during student teaching is when I feel I learned the most because it was hands on.

Placing me at different schools

I think that the university's Education program prepared me to be a skillful and reflective teacher. I'm coming out of the program with a lot of tools and resources that I can use to teach all of my students who possess very different learning styles and whom each has various levels of abilities.

The program taught me new methods to adapt to classroom behavior and skills. The classes that I took taught me how to differentiate instruction which is something that is crucial in knowing when teaching in a classroom.

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?

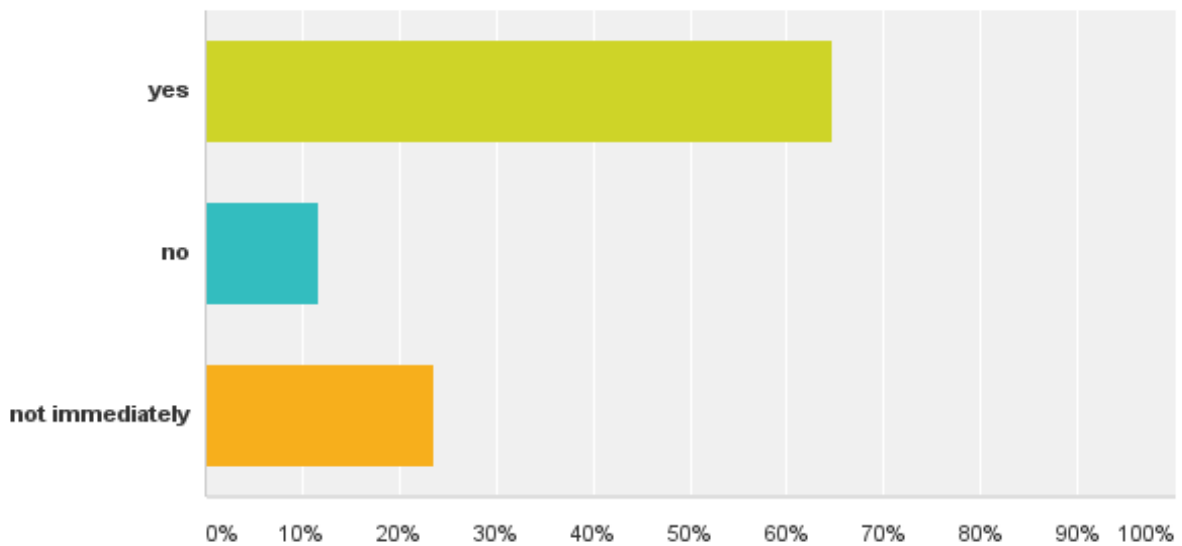
Professional development in upcoming and new standards and current events.
Continued support from professors about questions I may have regarding assessments, strategies and differentiation
If needed, they can assist me by being available to answer any questions I may have when I start teaching.
n/a
N/A
Keeping me up to date with classes that may be new to uhwo and that is part of the education field.
Remain in contact and provide advice for dealing with new teacher challenges.
Create a masters program or professional development courses.
No comment at this time.
They could keep us updated with what the current students are learning in the UHWO Elem. Ed. program so that we can continue our learning after graduation. They could continue to send us any useful resources we could use in the class.
The faculty can continue to assist me and other UHWO Elementary Education graduates by providing us with support as future educators through seminars for first time teachers.
IDK
Send me emails about continuing my professional development so I can get bumped up in my pay scale
Be available for any questions we may have during our teaching career. Notify candidates of any future courses in or out of college that could help us in teaching. I.e..classroom management that teaches how to handle tuff situations (defiant student).
inform us on PD credits that could be offered to teachers
The faculty can help by providing me with assistance in finding a teaching career within the Hawaii Department of Education, offering more professional development opportunities, etc.
The faculty can be open for appointments as I enter into the teaching field. I would hope that they will be open in giving us advice for our own classroom and issues that we may

face.

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	11
No	2
Not immediately	4
Total	17

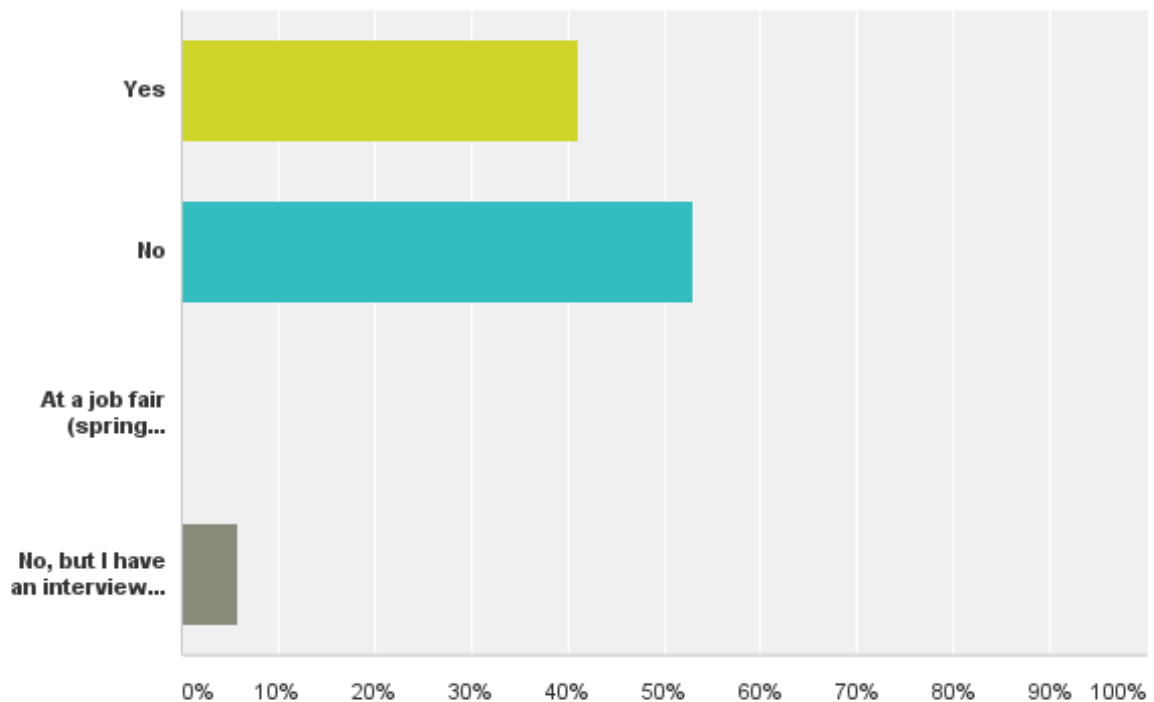
Upon graduation, do you plan to pursue a career in teaching? If not, what are your short and/or long-term plans? (e.g., Will you be going to graduate school?)



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

Answer Choices	Responses
Yes	7
No	9
At Job Fair	0
No, but I have an interview scheduled	1
Total Responses: 17	

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	3
No	14
Offer Pending	0
Total	17
Comments: Leihoku Elementary School, Kindergarten, January 9, 2015 Aiea, Kindergarten, January United States Agust Ahrens Elementary School, K, ASAP United States	

