

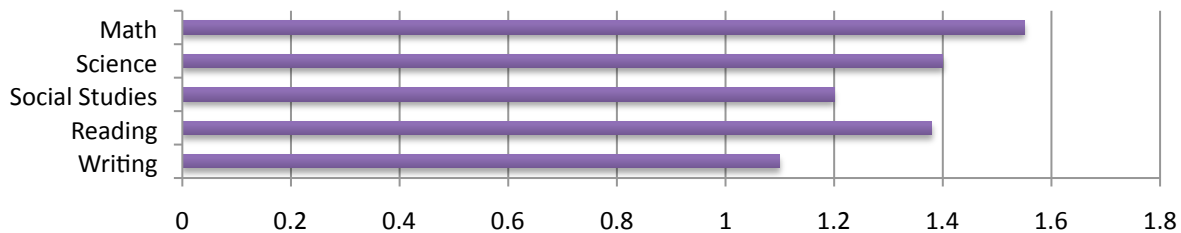
Exhibit H: Teacher Candidate Exit Survey Spring 2016

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	22	18	0	40	1.55	1-2
Science	17	22	1	40	1.40	0-2
Social Studies	11	26	3	40	1.20	0-2
Reading	19	17	4	40	1.38	0-2
Writing	10	24	6	40	1.10	0-2

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

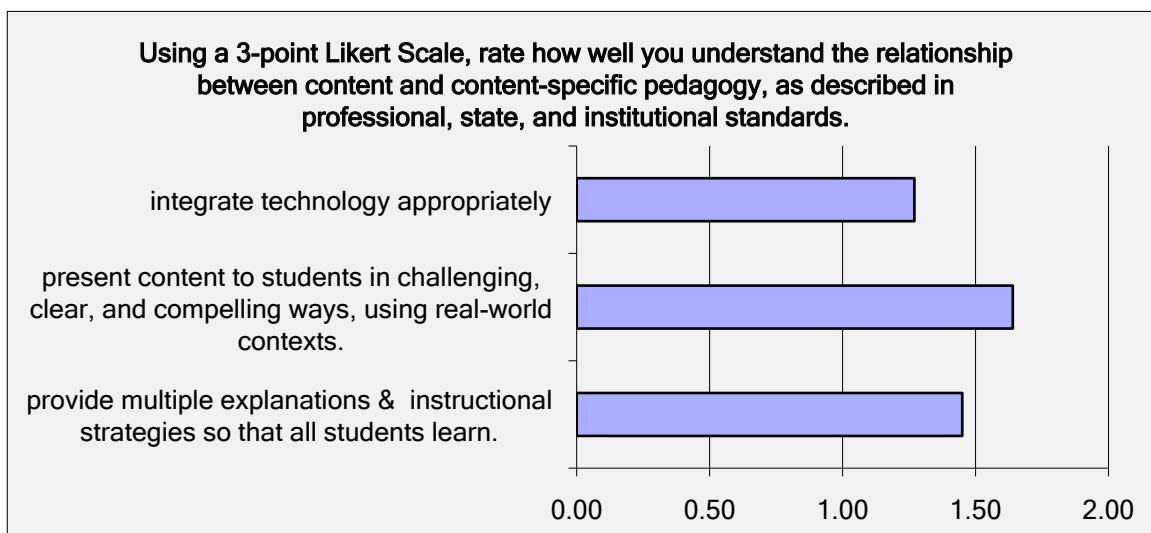
Using a 3-point Likert Scale, rate how prepared you feel you are to demonstrate in-depth knowledge of content that you plan to teach, as described in professional, state, and institutional standards.



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.	5	6	0	11	1.45	1-2
present content to students in challenging, clear, and compelling ways, using real-world contexts.	7	4	0	11	1.64	1-2
integrate technology appropriately	3	8	0	11	1.27	1-2

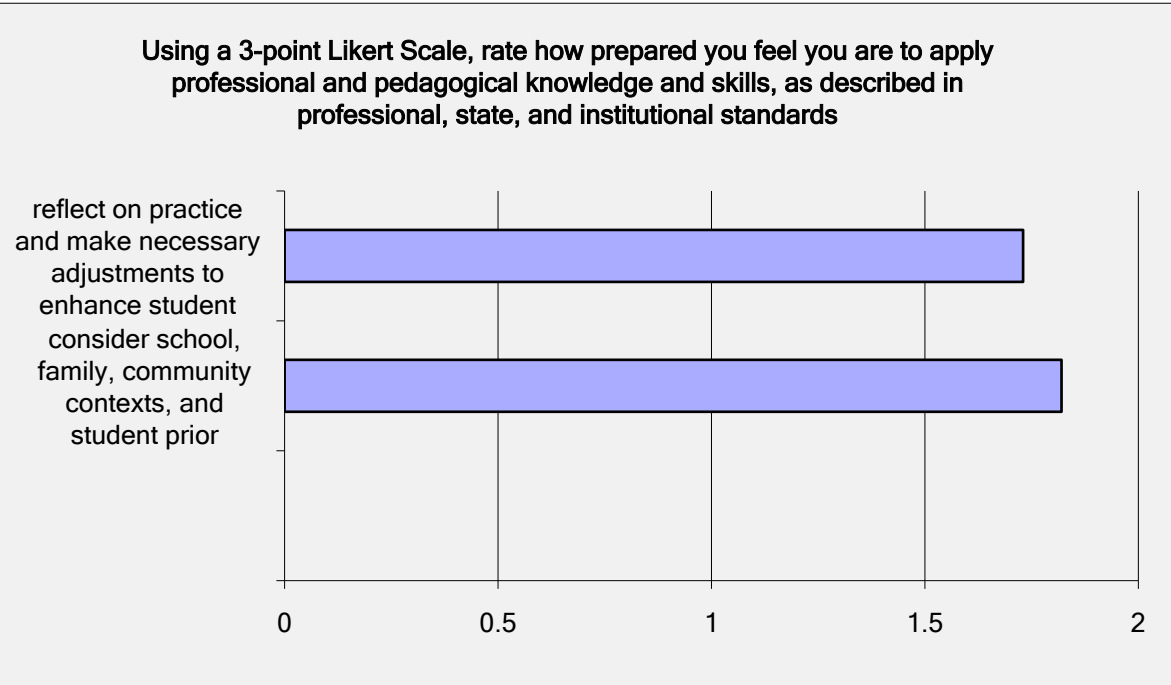
Understanding of the relationship between content and content-specific pedagogy, as described in professional, state, and institutional standards.



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.	9	2	0	11	1.82	1-2
reflect on practice and make necessary adjustments to enhance student learning	8	3	0	11	1.73	1-2

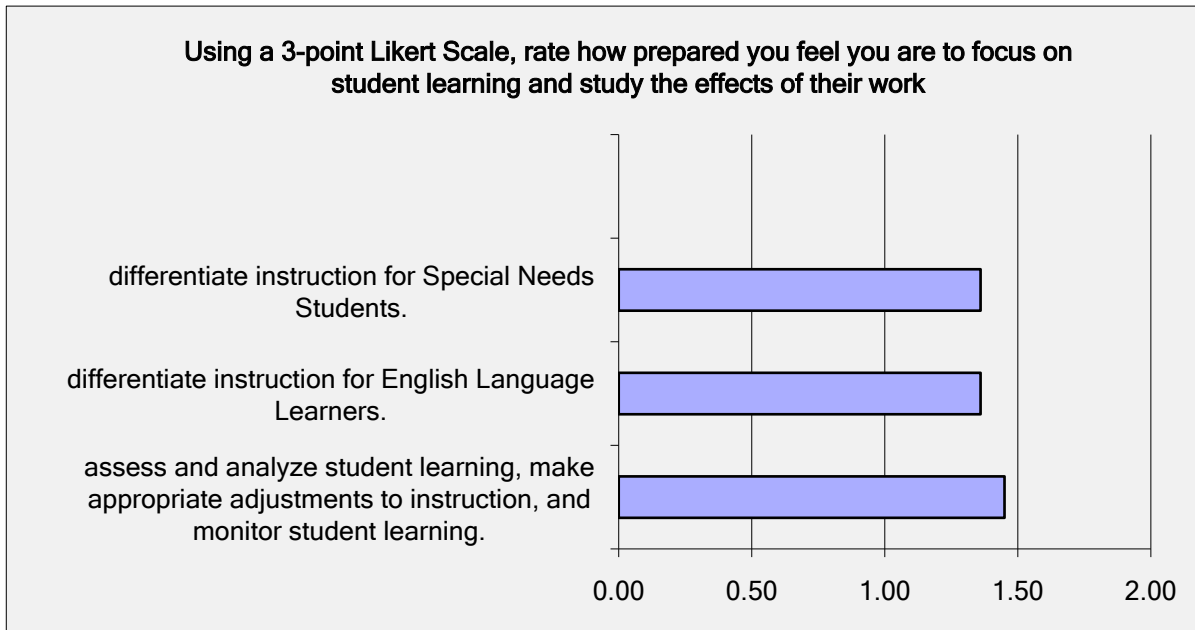
Ability to apply professional and pedagogical knowledge and skills, as described in professional, state, and institutional standards



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.	5	6	0	11	1.45	1-2
differentiate instruction for English Language Learners.	4	7	0	11	1.36	1-2
differentiate instruction for Special Needs Students.	4	7	0	11	1.36	1-2

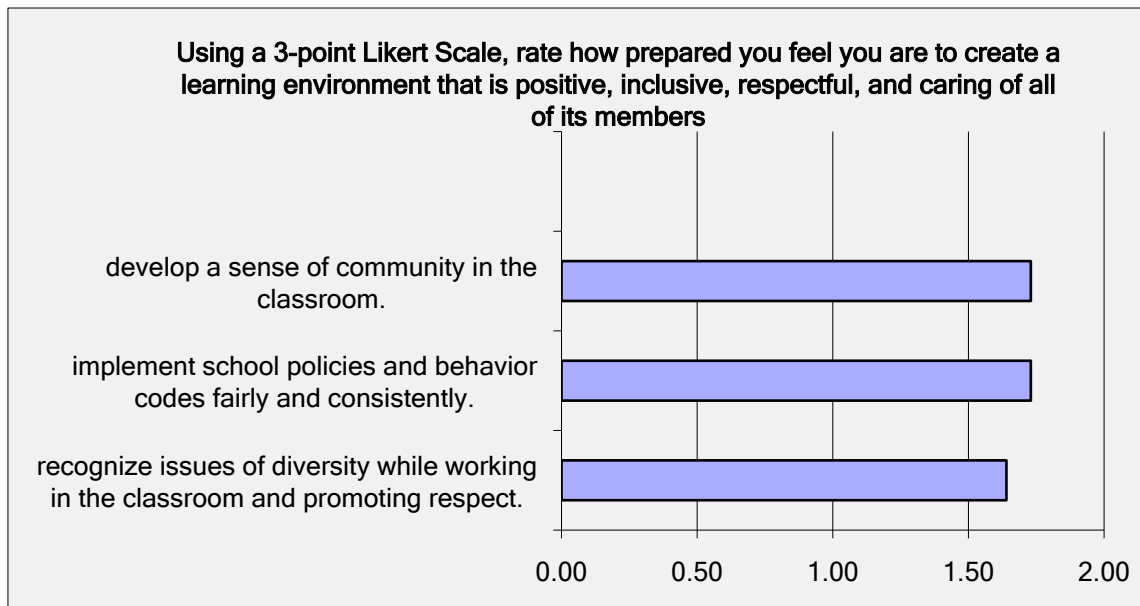
Focus on student learning and study the effects of their work



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.	7	4	0	11	1.64	1-2
implement school policies and behavior codes fairly and consistently.	8	3	0	11	1.73	1-2
develop a sense of community in the classroom.	8	3	0	11	1.73	1-2

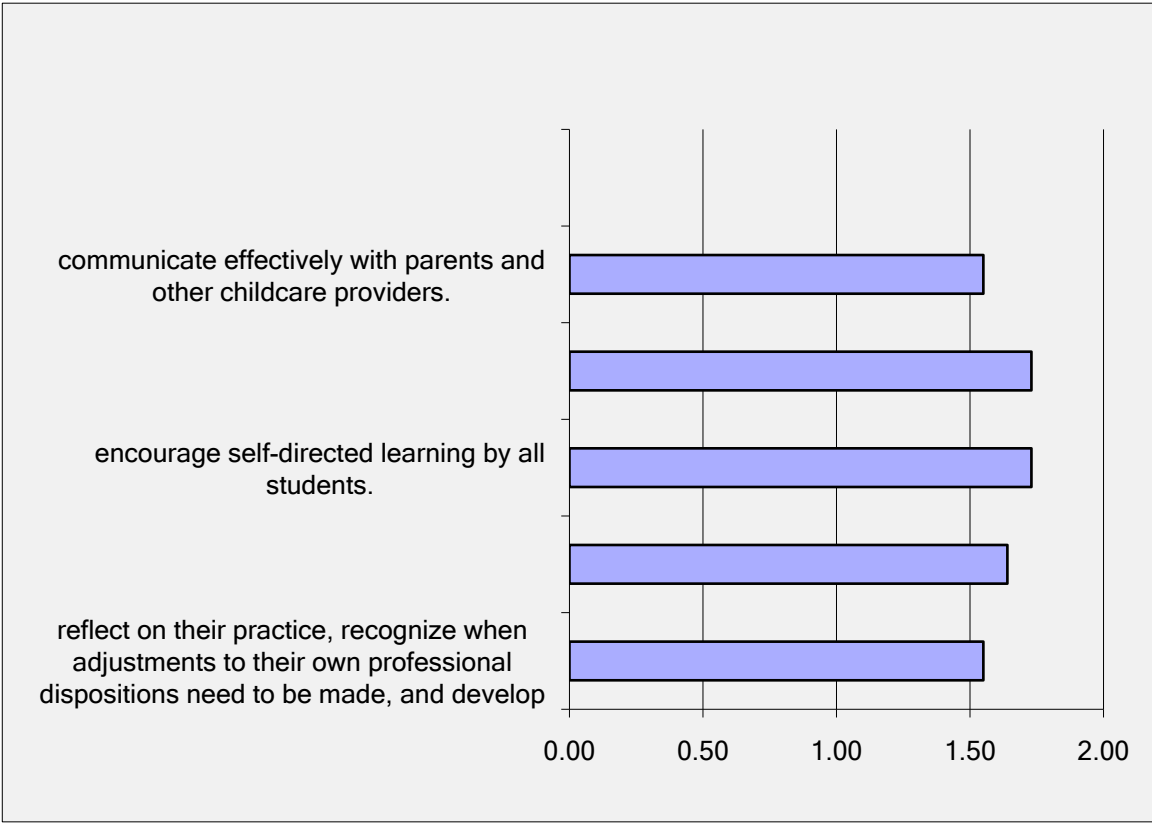
Ability to create a learning environment that is positive, inclusive, respectful, and caring of all of its members



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	1.55	1-2
demonstrate classroom behaviors that create caring and supportive learning environments.	7	4	0	11	1.64	1-2
encourage self-directed learning by all students.	8	3	0	11	1.73	1-2
communicate effectively with colleagues, administrators, and school staff.	8	3	0	11	1.73	1-2
communicate effectively with parents and other childcare providers.	6	5	0	11	1.55	1-2

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.



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?	10	1	0	11	1.90	1-2

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

My impact on student learning in the classroom was very positive. I maintained a professional relationship with my mentor and students. I also incorporated a lot of strategies and teaching styles that was not seen in the classroom.
I feel that during this student teaching semester, I was able to leave a part of the kind of teacher I plan to be when I have my own classroom. I feel that it was difficult during the beginning of the semester but as time progressed, I was able to feel a lot more comfortable with the classroom, students as well as teachers. I learned what worked and what didn't and used that to help me to improve my teaching. The students were able to adjust to the way their general education teacher taught as well as work with the way I went about taking over the classroom during my solo weeks. As much as I hope they learned from me, I definitely learned a lot about them, myself, and what it takes to be a teacher.
Multiple strategies were used to help engage student learning. I agree that students were impacted by my teaching and have seen increase within their learning (i.e. Fluency, mathematics, weekly test scores, etc.)
Being a student teacher in the classroom with my mentor really helped me grow as an individual. I've learned a variety of effective instructional and classroom management strategies.

I believe I was able to build such great rapport with the students that it made it comfortable for them to approach me with any questions or just anything. I would like to say that I have instilled a sense of independence in them where they would at least try first before asking for help. I have made it clear that it is okay to be wrong, because wrong answers usually lead us to the right ones.

I feel really close to my students in a ways that we are able to learn from each other something new every day. I'm very dramatic and expressive when I teach and I think that this brings out my students' personalities a lot more in the classroom. I make learning fun and memorable for the students so that they are able to make connections to the real world, self, and text.

I need to give credit to my mentor teacher. She trusted me with her classroom from the beginning. She let me teach all of the math lessons since the middle of the first quarter. It has been such a tremendous learning experience.

I think I have made a positive impact on student learning as evidenced by their understanding of the math homework assignments as well as the above average scores (85% or higher for half of the class) on the summative test at the end of each math topic. My mentor teacher commented that the scores received on the tests are some of the best scores she has seen.

I was able to execute professionalism to the staff, teachers, and students at my practicum setting. Being prepared and arriving on a timely manner and allowing prep time for each lesson. Every method learned from blocks 1-3 was utilized in student learning and achievement. Students were able to learn in a safe learning environment, all learners of different levels were able to meet every learning target through each lesson through differentiation and modifications. Lessons were all executed in a timely manner and students were engaged throughout lesson through student interest, brain breaks, and hands on activities.

I believe that I was able to connect with the students in my class, develop a relationship with both my students and their families and able to be a source of support for my students.

It was a great experience to see what it was like for a full day instead of just 1-4 hours in the classroom.

I believe I was able to impact student learning by engaging the students into my lessons by using topics/resources that are relatable and familiar to them.

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

Open-ended Responses
This program helped me prepare for organizational skills and events happening in the classroom. (E.g. The Danielson evaluations and google drive)
UHWO Education Program prepared my classmates to being hard working dedicated candidates which really helped me to push myself as well. My classmates have a strong drive to become educators and the program has brought up strong leaders and for that, I am thankful and know that because of them, I will be an effective teacher.
The blocks helped prepare me with lots of hands on experience for student teaching and student teaching definitely gave me a true glimpse of being a teacher and continues to prepare me through the process.
Student teaching
They gave me the basic knowledge of entering the classroom.
The UHWO Elementary Teacher Education Language Arts block has helped best prepare me to be an effective teacher in reading and writing. The practicum and student teaching observation and practices also played an important factor in preparing me to be an effective teacher. It was also some professors and most of my mentor teachers at the elementary school who played vital roles in the teacher preparation process.
The field hours best prepared me to be an effective teacher.
Differentiating and accommodating lessons to meet the needs of every learner.
Knowing how to be flexible and to expect to always be surprised and inspired by my students.
UHWO prepared me to be more aware of students needs and how to address them specifically through differentiated lessons and through social aspects as the lead teacher.
This program has taught me that this profession is not to be taken lightly but that it takes commitment and dedication to be successful. It has also made me more knowledgeable about our public school education.

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?

Still providing workshops that is available to graduates and students. Maybe checking up on first year teachers. Having a "talk story" sesh with new teachers and upcoming teachers in the middle of the year.
I would like to continue to keep in touch with the faculty whether it be through email or small luncheons. This will give us opportunities to share our experiences with other first year teachers and professors.
Help me to find a good masters program to further my knowledge and ear a higher degree.
Be avaiable to provide us with additional teaching resources
Inform us of any professional development held at the campus that could benefit us and future colleagues.
I think by just being available to share any new ideas or expertise on questions we may come across in the future. They can continue to assist by being supportive and staying in touch.
I feel as though each of my instructors would be willing continue helping me through my journey of teaching long after I graduate out of their class.
Being readily available if contacted, to assist me in my profession if questions or needs come up.
By being a source of support and advice.
N/A
Continue giving us support.

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	9
No	0
Not immediately	2
Total	11

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

Answer Choices	Responses
Yes	5
No	5
At Job Fair	0
No, but I have an interview scheduled	1
Total Responses: 11	

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

Answer Choices	Responses
Yes	4
No	7
Offer Pending	0
Total	11