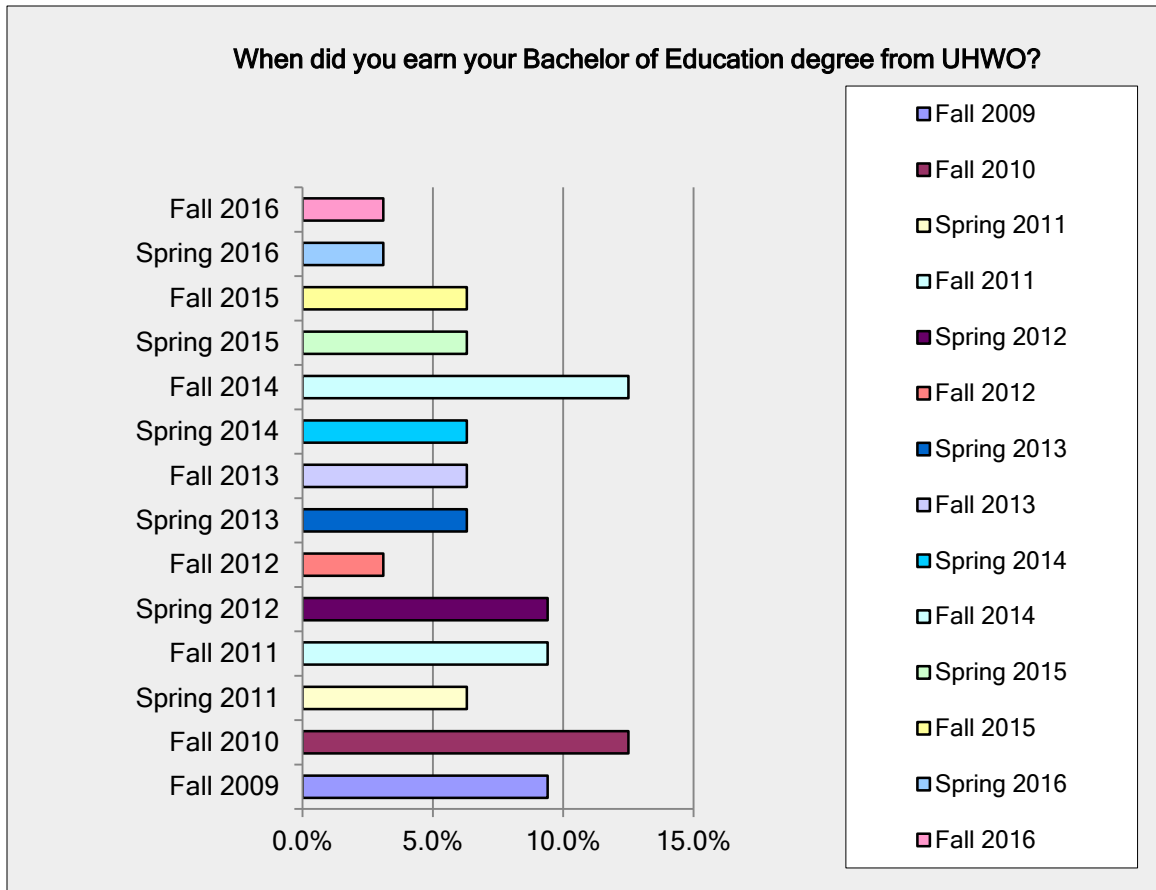


Alumni Employee Survey (AY 2016-2017)
(n = 32, 175 surveys sent out, 18% Response Rate)

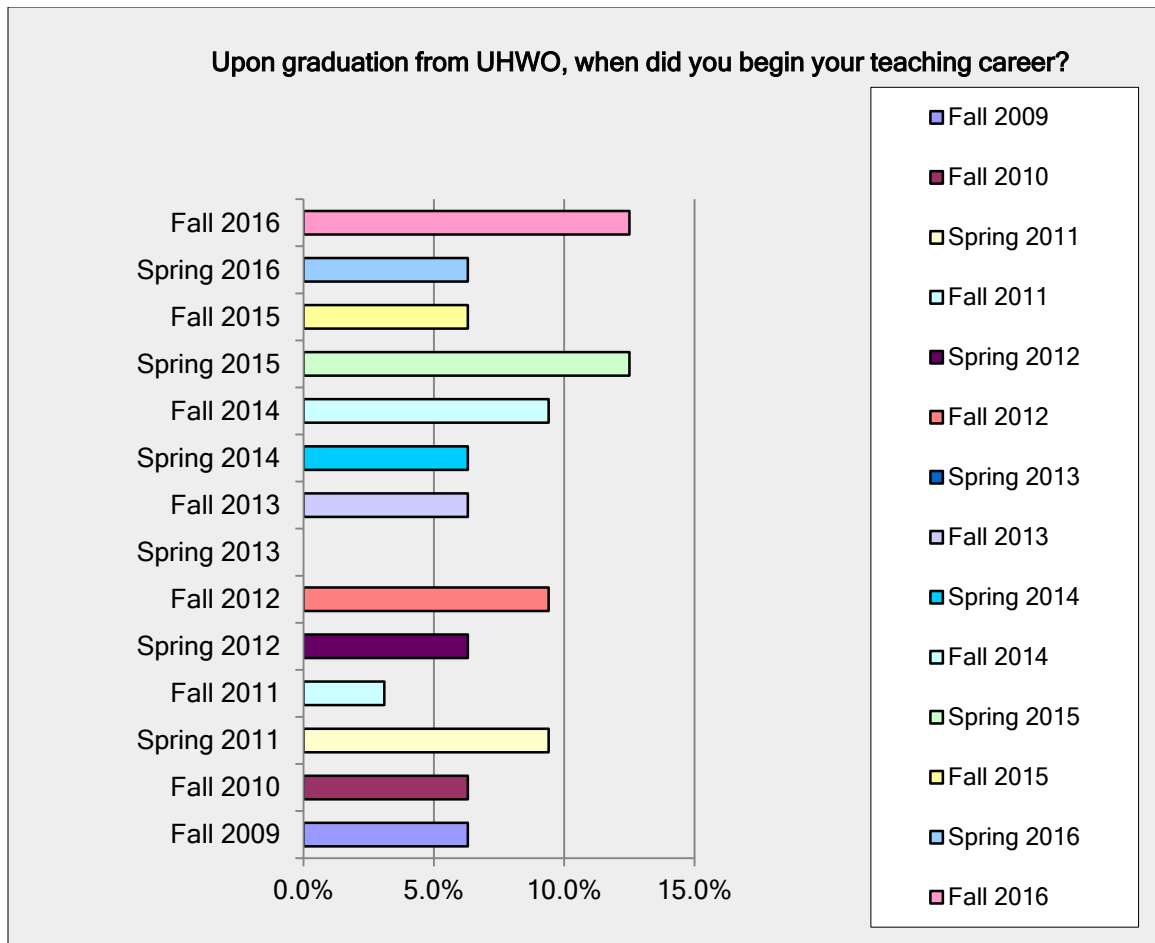
1. When did you earn your B.Ed. from UHWO?

Semester	Response Percent	Response Count
Fall 2009	9.4%	3
Fall 2010	12.5%	4
Spring 2011	6.3%	2
Fall 2011	9.4%	3
Spring 2012	9.4%	3
Fall 2012	3.1%	1
Spring 2013	6.3%	2
Fall 2013	6.3%	2
Spring 2014	6.3%	2
Fall 2014	12.5%	4
Spring 2015	6.3%	2
Fall 2015	6.3%	2
Spring 2016	3.1%	1
Fall 2016	3.1%	1



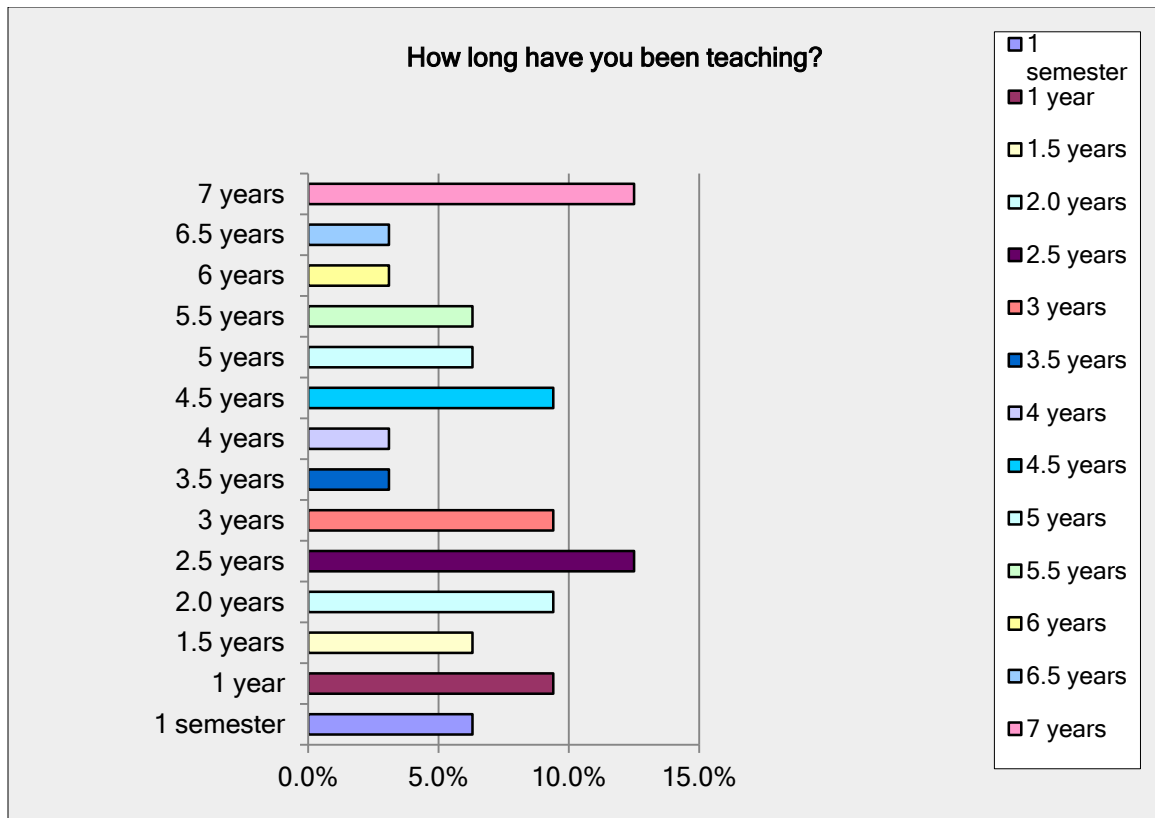
2. Upon graduation from UHWO, when did you begin your teaching career?

Semester	Response Percent	Response Count
Fall 2009	6.3%	2
Fall 2010	6.3%	2
Spring 2011	9.4%	3
Fall 2011	3.1%	1
Spring 2012	6.3%	2
Fall 2012	9.4%	3
Spring 2013	0.0%	0
Fall 2013	6.3%	2
Spring 2014	6.3%	2
Fall 2014	9.4%	3
Spring 2015	12.5%	4
Fall 2015	6.3%	2
Spring 2016	6.3%	2
Fall 2016	12.5%	4



3. How long have you been teaching?

Answer Option	Response Percent	Response Count
1 semester	6.3%	2
1 year	9.4%	3
1.5 years	6.3%	2
2.0 years	9.4%	3
2.5 years	12.5%	4
3 years	9.4%	3
3.5 years	3.1%	1
4 years	3.1%	1
4.5 years	9.4%	3
5 years	6.3%	2
5.5 years	6.3%	2
6 years	3.1%	1
6.5 years	3.1%	1
7 years	12.5%	4



4. What is your current position?

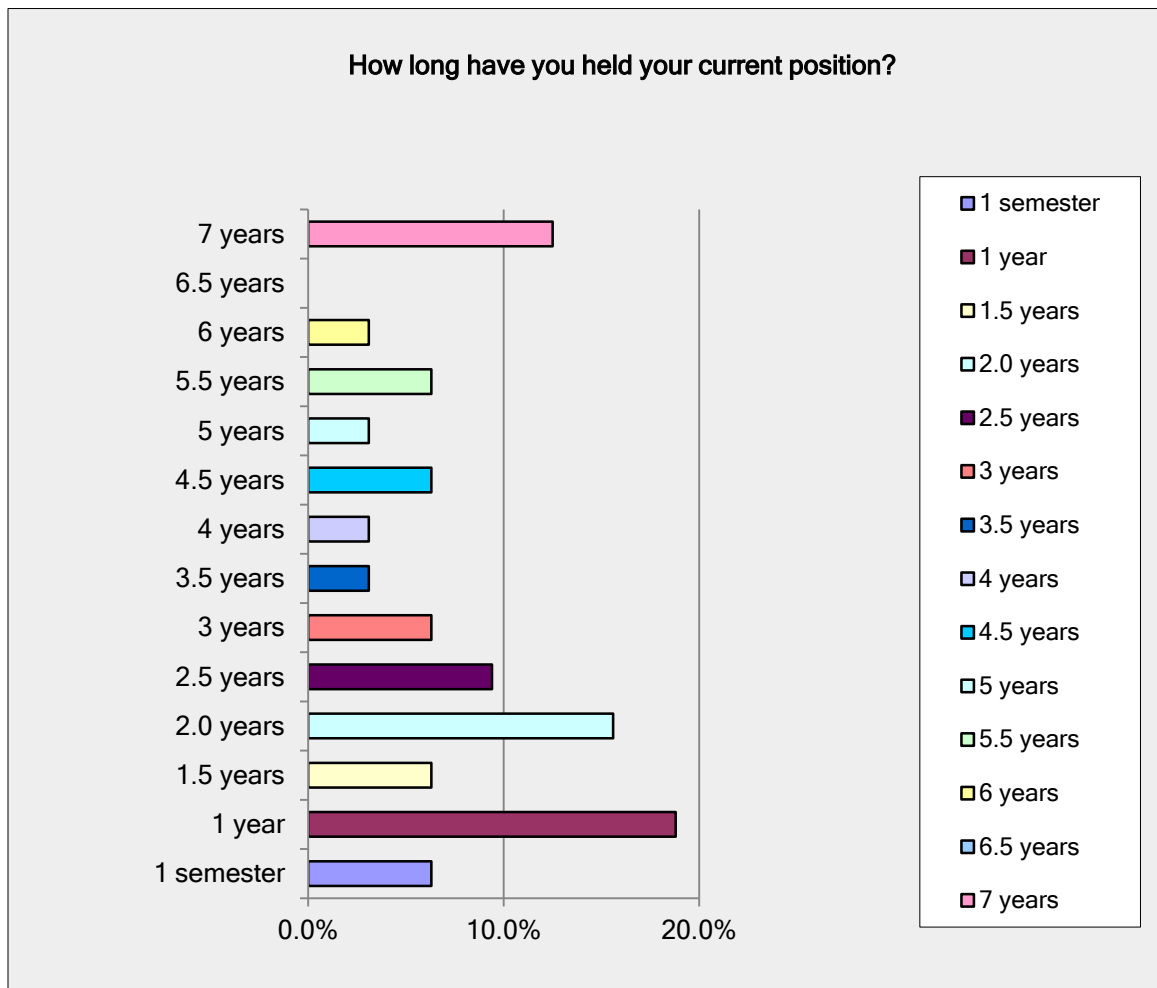
Position	Number of Years in Position								Response Count
	1 sem	1 yr	1.5 yrs	2 yrs	2.5 yrs	3 yrs	3.5 yrs	4 yrs or more	
Full time classroom teacher: Regular	2	3	2	4	3	2	2	9	27
Full time classroom teacher: Inclusion	1	4	0	1	0	0	0	1	7
Full time special education teacher: Resource Room	0	0	0	0	0	0	0	1	1
Full time special education teacher: Inclusion	0	0	0	0	0	0	0	0	0
Part-time Teacher (PTT)	2	1	0	3	1	0	0	0	7
Education Assistant (EA)	1	1	0	0	0	0	0	0	2
Content Area Coach Literacy	0	0	0	0	0	0	0	0	0
Content Area Coach Math	0	0	0	0	0	0	0	0	0
Content Area Coach Science	0	0	0	0	0	0	0	0	0
Content Area Coach Other	0	0	0	0	0	1	0	0	1

	Number of Years in Position	
Other Response: FT NCT English Teacher Full time regular teacher Substitute Teacher Class III Substitute teach me		

5. How long have you held your current position?

Length	Response Percent	Response Count
1 semester	6.3%	2
1 year	18.8%	6
1.5 years	6.3%	2

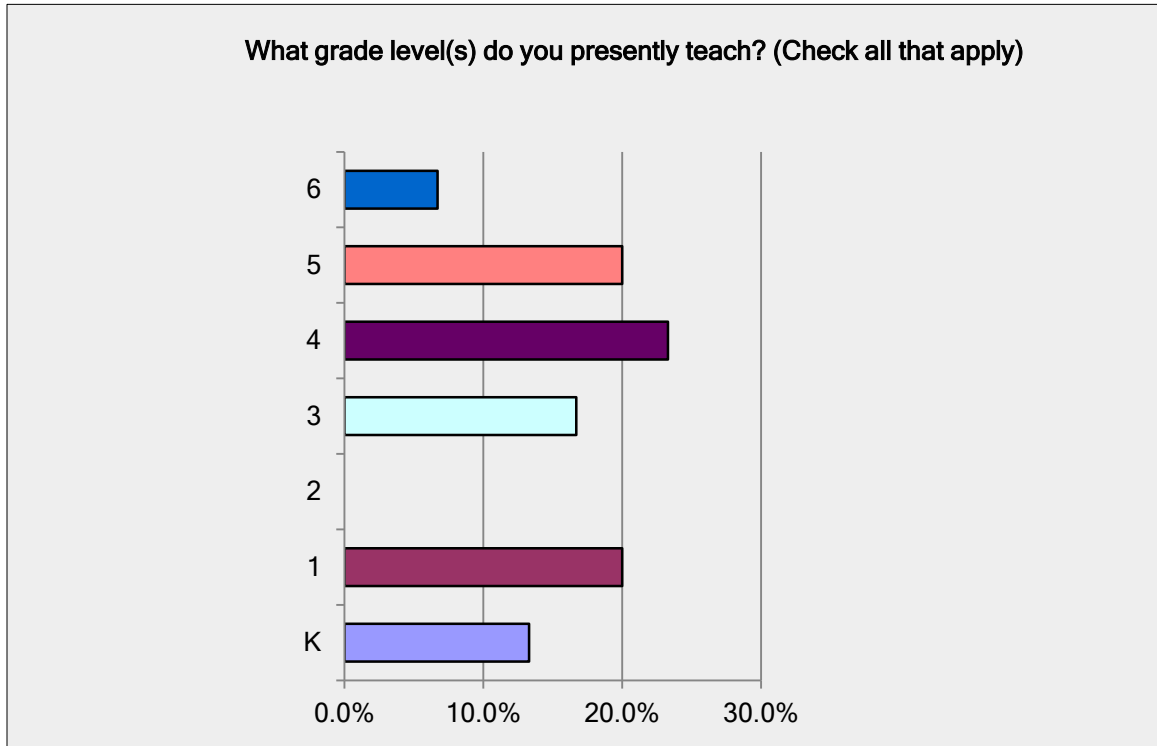
Length	Response Percent	Response Count
2.0 years	15.6%	5
2.5 years	9.4%	3
3 years	6.3%	2
3.5 years	3.1%	1
4 years	3.1%	1
4.5 years	6.3%	2
5 years	3.1%	1
5.5 years	6.3%	2
6 years	3.1%	1
6.5 years	0.0%	0
7 years	12.5%	4



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

Grade	Response Percent	Response Count
K	13.3%	4
1	20.0%	6

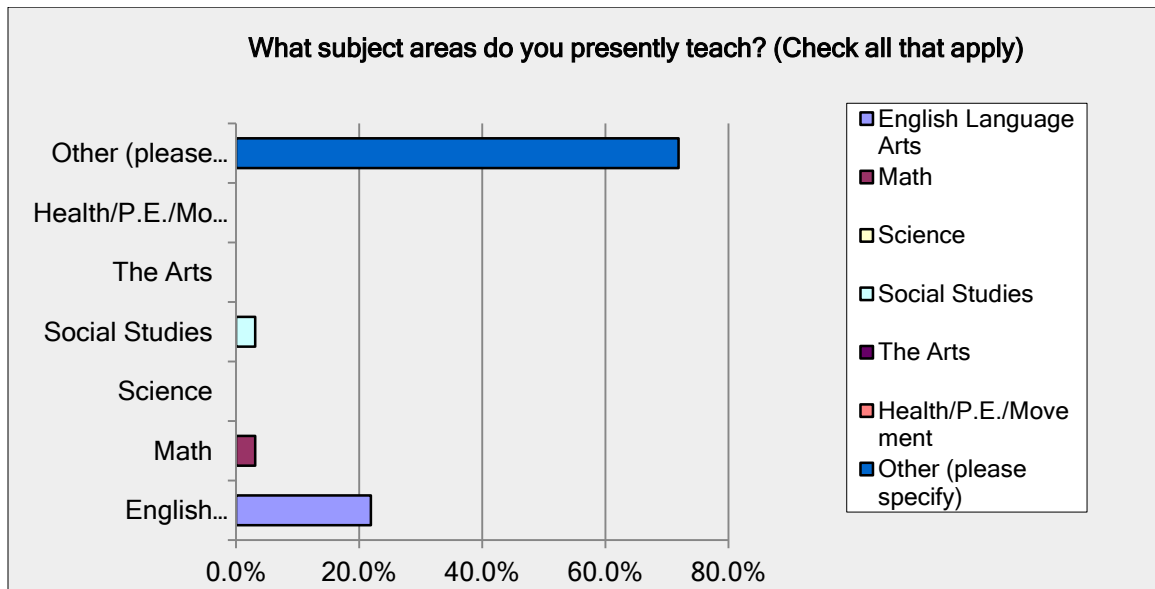
Grade	Response Percent	Response Count
2	0.0%	0
3	16.7%	5
4	23.3%	7
5	20.0%	6
6	6.7%	2



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

Subject	Response Percent	Response Count
English Language Arts	21.9%	7

Subject	Response Percent	Response Count
Math	3.1%	1
Science	0.0%	0
Social Studies	3.1%	1
The Arts	0.0%	0
Health/P.E./Movement	0.0%	0
All of the above	71.9%	23



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

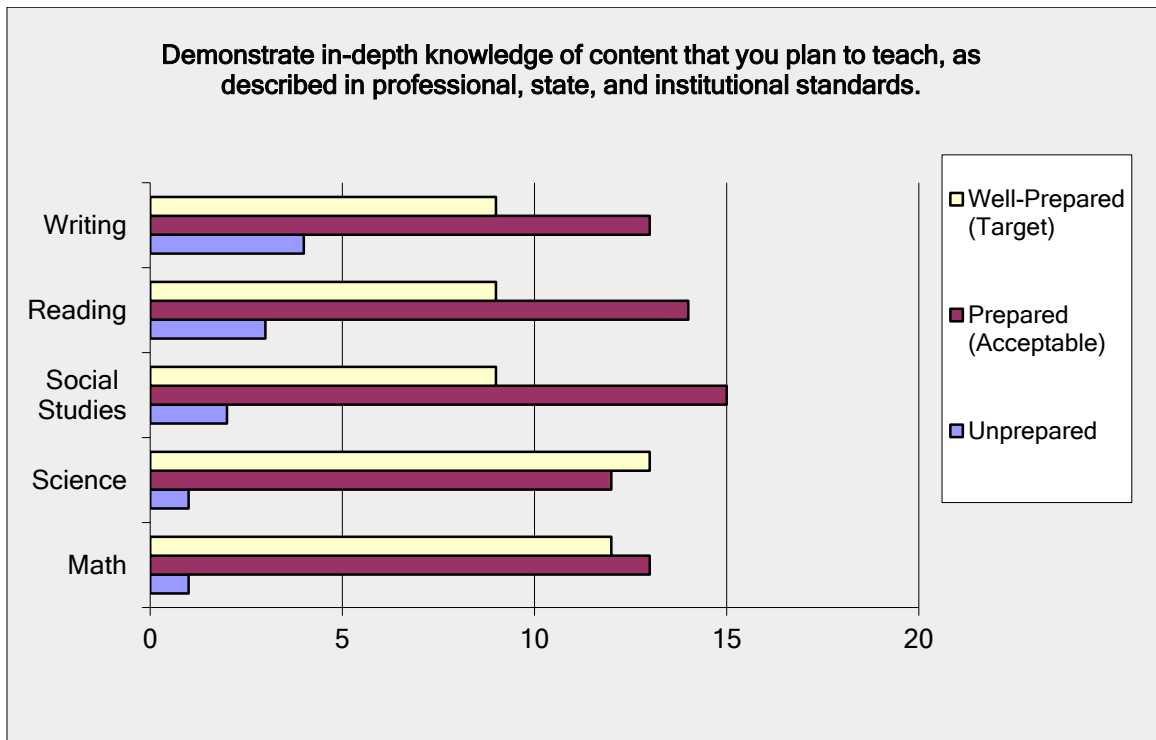
Open-ended Responses:
n/a
- I have been working in special education, both resource and inclusion since fall 2012. I have worked with students ranging from kindergartens to students in 6th grade.
- General education teacher, 5th grade, 1 year
- N/A
-Grade 5/6 Inclusion- ELA/SS Specialist: 2 years -Grade 1 Inclusion- Generalist: 1 year (permanent substitute) -Grade 1 Inclusion-Generalist: 3/4 of a year (teacher) -Substitute teacher for Waianae Coast schools (K-6)-2 years - Substitute teacher for private school, Saint Louis School (6-12)-2 years
- Lanakila - 2 years, first grade and Kalihi waena - 3 years, fourth grade
- Prior: PPT, Kaleiopuu Elementary School, 1 year
- 2nd grade gen ed 1 semester, 5th grade gen ed 2 years
- While in student teaching, I was asked to teach full time when a teacher left in March of 2015. I resumed the position until the end of the school year.
- Kindergarten 4 months part time teacher
- 3rd grade GenEd teacher, Math specialist - 1 year - 2nd grade GenEd teacher, Math specialist - 1 year - 2nd grade GenEd teacher - 1 year - Kindergarten GenEd teacher - 1.5 years
- PPT for 1 semester
- N/a
- N/A
- This is my first teaching position post grad
- First grade teacher for second semester S.Y. 2009-2010
- English Assistant Teacher at Japanese Junior Highschool and Elementary school
- Grade 4 general education teacher (1 year), Grade 4 inclusion teacher (1 year)
- Full time Regular Ed Teacher, first grade, - 7 years
Academic Teacher (math and reading for 6th grade), Enrichment (STEM and PE) for 5th and 6th grade, 2 months.
Grade Level Chair - 1 year
- Leilehua HS, Geometry teacher for grades 9-12
- Substitute Teacher; one semester
- third grade teacher. sped inclusion teacher
- N/a
- I subbed prior to graduating.
- I've been subbing at various schools & for various subjects & grade levels
- Full time teacher, Kindergarten, 2 years, Full time inclusion, Kindergarten, 1 semester, Full time teacher, grade 5, 1 semester
- None
- Kindergarten all 7 years (3 years general education, 4 year general education teacher in inclusion classroom)
- PTT at Aiea Elementary K 2015-2016, Aiea Elementary 1 2016-2017, Aiea Elementary 6 2017- current
- None

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

Open-ended Responses:
n/a
- I have done after school tutoring.
- Exhibition with 6th grade due to IB school
- N/A
-As a Grade 5/6 Specialist, I was tasked as the A.V.I.D., representative, and received training for it. -As a Grade 5 Specialist at my current Charter School, I'm tasked as the grade representative for GLC whenever she's absent. -I'm also asked to sit in current interviews with my current Principal and Vice-Principal to fill vacant positions in various grade levels.
- Cub scout teacher
- Advisor for School Club, Cooking Club
- Rotate committees every year
- None
- First Jr Lego League robotics team
- Math Core representative, Kindergarten grade level chair, PBIS team member, Kindergarten summer school coordinator
- AVID team Focus Groups Data Teams Fall Festival Parent Night Activities After school tutoring
- N/a
- Test Coordinator, Technology Coaching, Technology Coordinator, Substitute, Inventory, Procurement.
- After school tutoring, coaching
- n/a
- School activities coordinator
- WASC teacher coordinator, GLC
- GLC for 3 years
HYPE co-rep, YHCR: Windward District sub-committee chair (1/5), Windward District Secretary (Interim)
Complex Math Competition Teacher
- Grade Level Chair (current), WASC leadership team (recently completed)
- Tech Committee
- HSTA faculty rep , focus group and committee member
- N/a
- N/A
- Ive done a little tutoring/mentoring
- Educator assistant
- None
- Technology Cadre memeber
- PTT fill in when teachers need assistance or substitute assistance.
- None

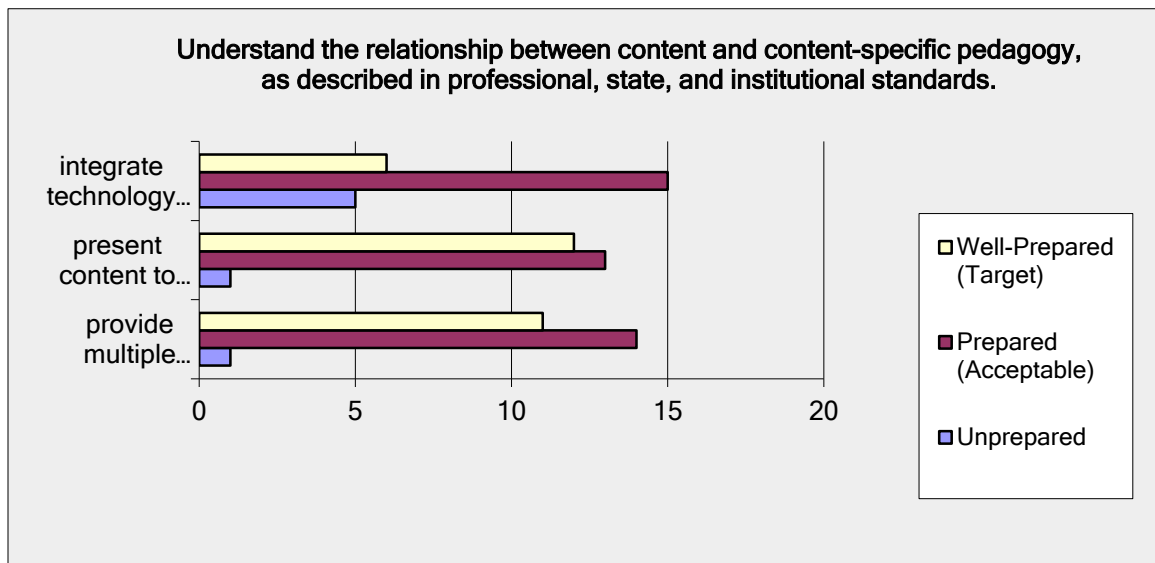
10. Demonstrate in-depth knowledge of content that you plan to teach, as described in professional, state, and institutional standards.

Subject	Well-Prepared	Prepared	Unprepared	Response Count	Average Rating	Range
Math	12	13	1	26	1.42	0-2
Science	13	12	1	26	1.46	0-2
Social Studies	9	15	2	26	1.27	0-2
Reading	9	14	3	26	1.23	0-2
Writing	9	13	4	26	1.19	0-2



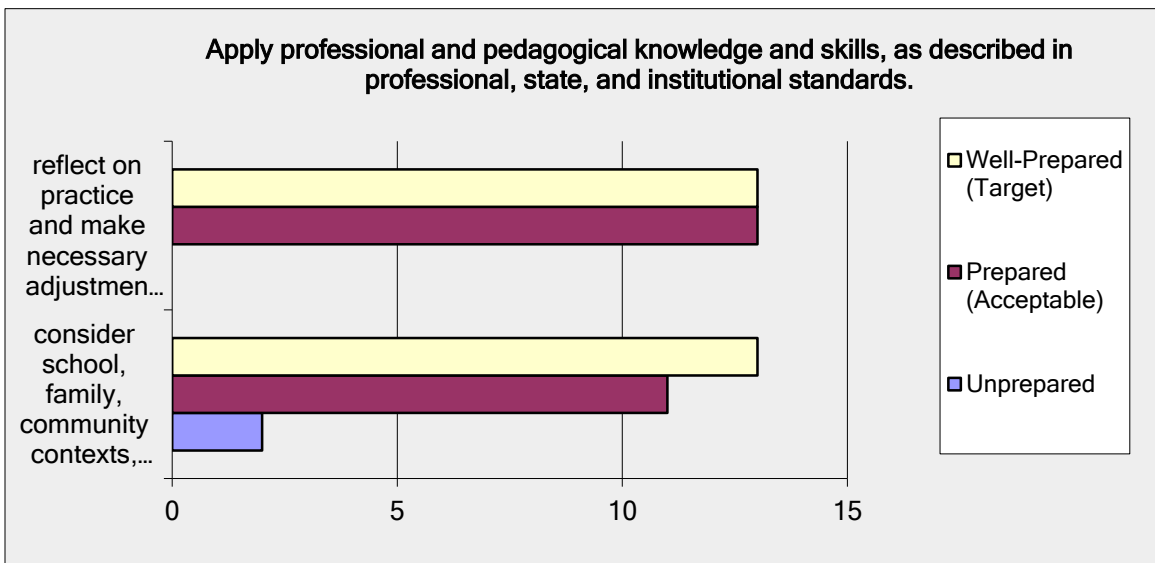
11. Understand the relationship between content and content-specific pedagogy, as described in professional, state, and institutional standards.

	Well-Prepared	Prepared	Unprepared	Response Count	Average	Range
Provide multiple explanations and instructional strategies so that all students learn	11	14	1	26	1.38	0-2
Present content to students in challenging, clear, and compelling ways, using real-world contexts	12	13	1	26	1.42	0-2
Integrate technology appropriately	6	15	5	26	1.04	0-2



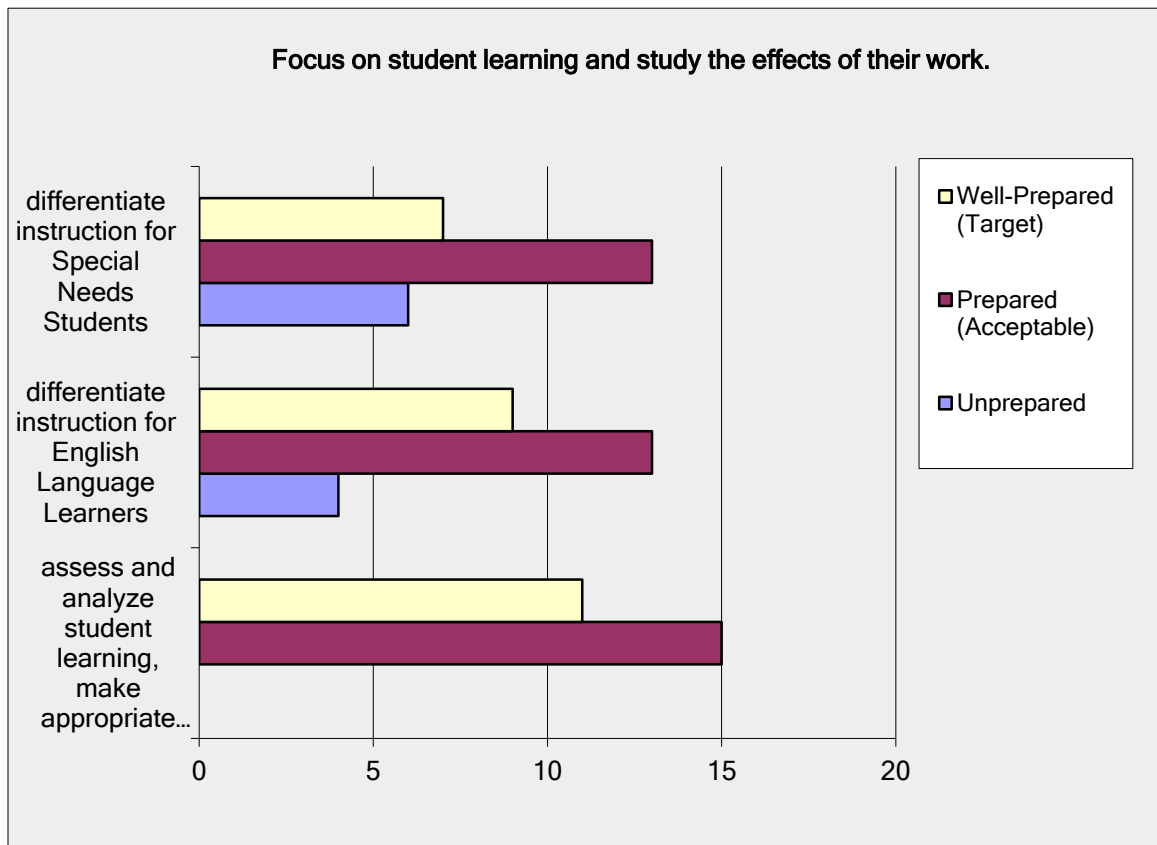
12. Apply professional and pedagogical knowledge and skills, as described in professional, state, and institutional standards.

	Well-Prepared	Prepared	Unprepared	Response Count	Average	Range
Consider school, family, community contexts, and student prior experiences to develop meaningful learning experiences	13	11	2	26	1.42	0-2
Reflect on practice and make necessary adjustments to enhance student learning	13	13	0	26	1.50	1-2



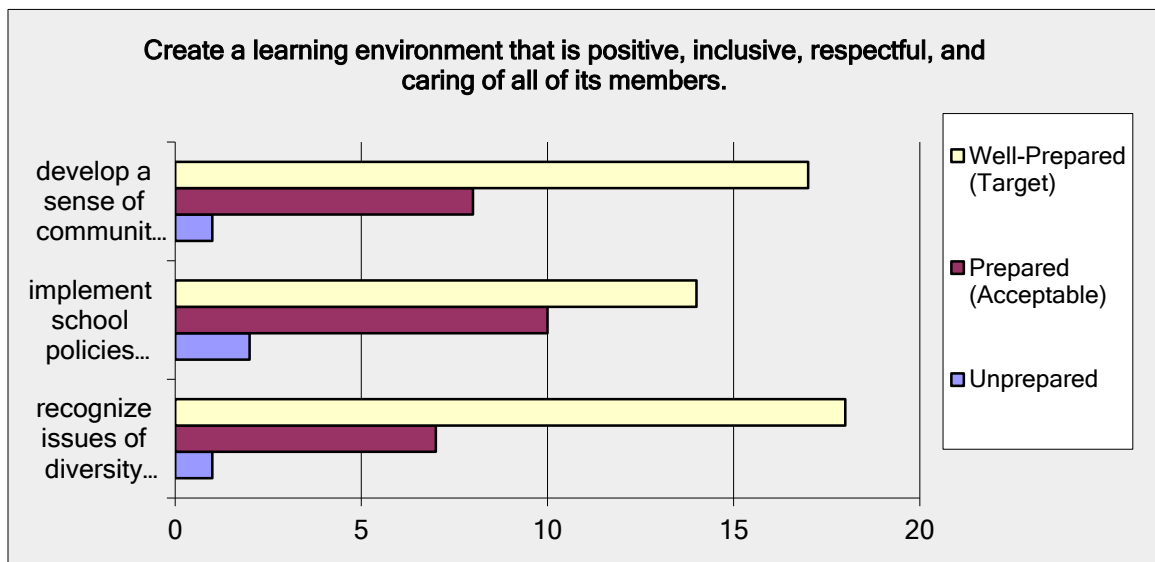
13. Focus on student learning and study the effects of their work.

	Well-Prepared	Prepared	Unprepared	Response Count	Average	Range
Assess and analyze student learning, make appropriate adjustments to instruction, and monitor student learning	11	15	0	26	1.42	1-2
Differentiate instruction for English Language Learners	9	13	4	26	1.19	0-2
Differentiate instruction for Special Needs Students	7	13	6	26	1.04	0-2



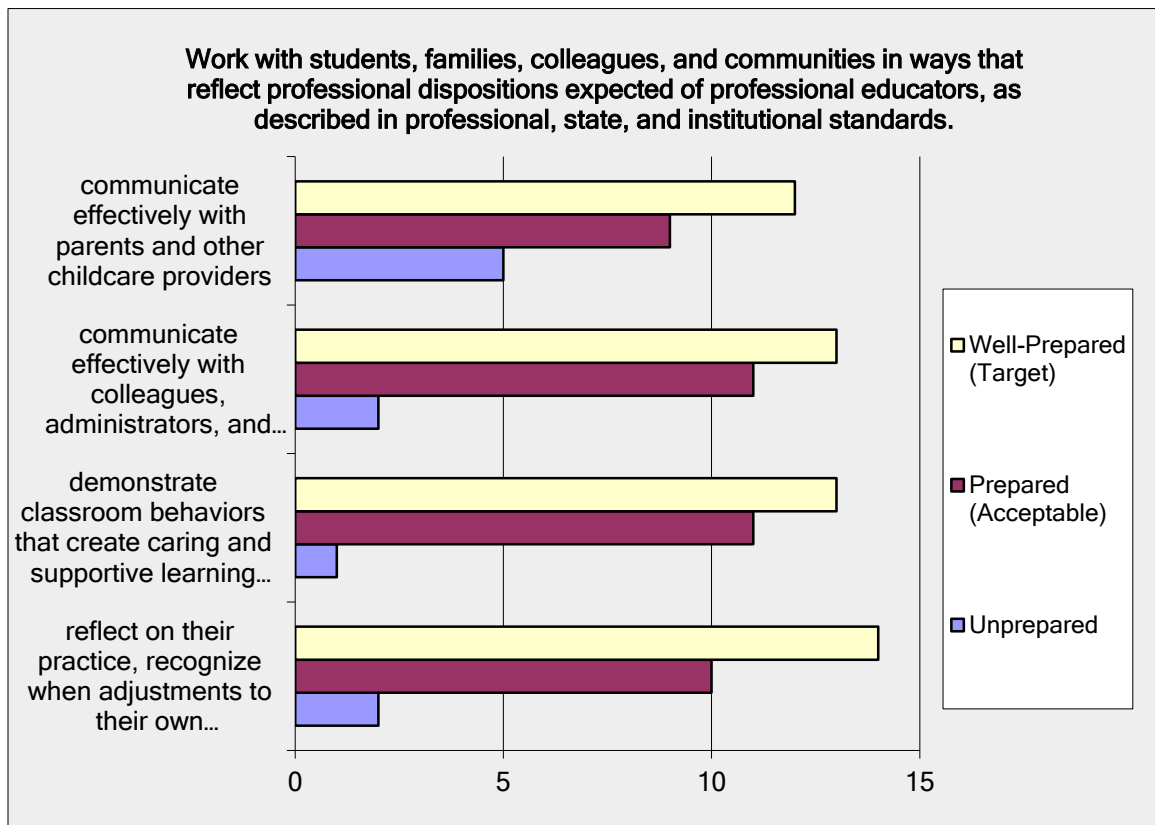
14. Create a learning environment that is positive, inclusive, respectful, and caring of all of its members.

	Well-Prepared	Prepared	Unprepared	Response Count	Average	Range
Recognize issues of diversity while working in the classroom and promoting respect	18	7	1	26	1.65	0-2
Implement school policies and behavior codes fairly and consistently	14	10	2	26	1.46	0-2
Develop a sense of community in the classroom	17	8	1	26	1.62	0-2



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	Average	Range
Reflect on their practice, recognize when adjustment to their own professional dispositions need to be made, and develop plans to do so	14	10	2	26	1.46	0-2
Demonstrate classroom behaviors that create caring and supportive learning environments	13	11	1	26	1.42	0-2
Communicate effectively with colleagues, administrators, and school staff	13	11	2	26	1.42	0-2
Communicate effectively with parents and other childcare providers	12	9	5	26	1.27	0-2



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

Open-ended responses
Math was the only subject that I feel prepared to teaching. In Math 111 and 112 Dr. Furuto taught us how to think conceptually and always asked us "how" and "why." She also had us be teachers when we presented our own lessons to the class. Her field trips made us connect math to the real world and was fun. Most of all, she was an EXCELLENT model of what a teacher should be like. In the math block, Dr. Myers did a great job of having us deconstruct math concepts, analyze student work, and reflect on our lessons. These two teachers inspired me to be a great teacher.
Teaching me flexibility. They also did a great job of teaching me how to teach math to my students.
Creating a caring classroom community
The UHWO Elementary Teacher Education program provided me with the knowledge and skills to teach a diverse group of students. The program also provided valuable field experience that allowed me to work with a mentor and apply strategies I learned in an actual classroom.
The program provided a well-rounded curriculum that was flexible to my needs regarding the time the classes were offered. It also allowed me to be mentored at a school in my community in which I was looking in to working at as a certified teacher upon completion of the program. I also loved that our co-hort was small and that we had lots of attention and access to our professors, and Dr. Heller as we navigated out way through the program for the 1st time in UHWO's history as its first graduating Education class of teachers. I also loved that our Social Studies/Science teacher was an actual grade 5 teacher at a West O'ahu elementary school where she gave us hands on activities and lesson planning experience.
The program helped me to do lesson plans well and to integrate subjects in a thematic unit.
Paired me with wonderful practicum teachers in my block and an AMAZING mentor teacher for my student teaching.
Used real world experiences to show how it would relate and benefit our teaching.
Small classes, great instructors
The math courses provided excellent practice in order to prepare me for teaching.
The instructors I had at UHWO were excellent. They did a great job reminding us to always be student-centered and not to be pressured by our future employer to "teach the test". I've been teaching for almost 7 years now, and there is so much paperwork required in my job and most of it is to please admin. and it does nothing to benefit the students. I often wonder what Dr. Heller or Dr. Myers would think if they worked at my school. It is a daily challenge to focus on the students first and not to become nervous trying to please admin. and their never ending checklist of things they want us to document and photograph and report on google.docs. Dr, Heller taught us to instill a love of literature in our students through read alouds and class discussions. The children's literature class should be a requirement for every teacher. I learned so much about history and the political views expressed in children's stories. I learned how to be a facilitator rather than a speaker. I feel the program gave me a good foundation to teach.
Lots of teaching experience to learn from.
Giving me strategies and activities to do with my students
UHWO Elementary Teacher Education best prepared me to be an effective teacher by insuring that I was able to demonstrate in-depth knowledge of core subjects as well as understand the relationship between content and content-specific pedagogy.
Lesson planning and professional approach to teaching.

Open-ended responses
Building a sense of belongingness in the classroom with students (community building)
I had to create multiple integrated lessons through out my time at UHWO. This experience helped me think about how to integrate content areas to make learning more meaningful in my class room.
Recognize that some administrators are dead set in their ways and that many use their own experience as the measure of all subsequent judgments no matter how out of date or irrelevant those experiences may be. Example: a professor in 2014 telling a student that there is no way to manage a job and the teaching program and then extemporizing about how they Went without work when they were getting their own degree even though: 1) they were not the primary source of income in their home 2) the cost of their tuition was roughly a third of what it was in 2014.
Provide classroom experience throughout my time at UHWO
Differentiation, juggling responsibilities, using technology
UHWO provided me a strong student teacher at a thriving school
A good variety of professors coming from all walks of life. This gave the students a lot of insight from many different perspectives. Most of the professors in UHWO has taught in classrooms before for many years. This experience I think is very important for professors to have because then, the professors can also relate to the student teacher's struggles and concerns.
The program whipped me into shape to deal within daily requirements of being a full time teacher through course load, and through being placed with a mentor each semester.
All the group assignments & continuously sharing our learning experiences
To be real explicit in instruction
Establishing rigor in the classroom and meeting the needs of my students

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

Open-ended responses
The ELA blocks didn't prepare me at all for teaching. I am so grateful that I don't teach younger grades because I wouldn't know what to do. Instructors needed to teach us strategies for teaching emerging readers and writers.
Teaching more reading strategies. I got my job and they were all about guided reading, which I had learned nothing about
Standards-based assessment/grading
The program could have provided me with more ways to integrate technology.
I believe that UHWO could have better prepared me in becoming an even more effective teacher by providing me with a course in technology use in the classroom. If it was taught (I can't remember) it wasn't as detailed as I wished it to be. Being an older adult, I was never really comfortable with using technology in general. I also think that having more hands on courses in classroom management, behavior management, and teaching in inclusion settings would have been most helpful. Also a more in depth course in SPED would have been beneficial. Lastly, courses in being culturally appropriate would have been amazing! I did have a course in being culturally diverse, but it simply skimmed the top.....Working on the west side of the island, Leeward Coast to be exact, is a different "animal" due to the high population of Native Hawaiian and Micronesian migrants, as well as the high poverty rate

Open-ended responses
that currently exists. I feel that teachers in this program should be thoroughly prepared and immersed in working on their student teaching semesters in Leeward O'ahu school to get the hands on effect, as well as being able to observe, reflect, and learn from the community.
-science and social studies standards -classroom management scenarios -strategies for teaching -how not to stress over standardized tests -writing standards
Prepared for EES.
I guess preparation with the amount of paperwork that a teacher has to go through. It can seem overwhelming at times.
None
I would have liked more study in reading and writing, especially for lower elementary (K-2).
When I was a student at UHWO the program had just started, so I can not be too critical. I wish that the mentor teacher I had been assigned would have let me use her computer to take attendance. I started teaching and had to learn that skill on the job because I wasn't allowed to learn it from my paranoid mentor who didn't want me to touch the computer. I also would have liked experience signing on Esis to do report cards. That first quarter report card experience was very stressful because I didn't know how to navigate Esis. Now we use Infinite Campus so new students should be trained on it. I would have liked to learn about reading difficulties and the different approaches to teach students with dyslexia. Learning how to type many forms and documents such as Present Levels of Academic Performance papers would have been helpful too. My first year it took me days to compose one.
Practicum experience with the behavioral management. The problem with finding strong teachers come from their ability to handle the most difficult students.
It's unfortunate that during my year, the math methods professor was ineffective at her job. I learned nothing.
integrating technology
Full year with the same mentir teacher.
Communication strategies to build positive relationships amongst home and school (parent to teacher)
Honestly the hardest part about teaching is all of the behind the scenes expectations and I don't know if any program could every prepare someone completely for your first few years of teaching. I think students should have a realistic view that the first few years are going to be very challenging even for the best and most dedicated teacher. New teachers need to know that they are not the only ones struggling in their classrooms. Having a support system- some type of mentoring during the first year would have been great. I know it is provided at the DOE level, but it would be good to have an opportunity to connect and have discussions with former professors and classmates to get encouragement and share effective strategies that are helping in the classroom.
The current chair is Dr. Heller. I was told by my classmates that she treated me poorly. The grading and attendance policies levied on the students during my time did not line up with what we are taught about assessment in the course. I walked out of the ELA block with a C due to absences that resulted from financial difficulties when the VA did not process my GI bill in a timely fashion. I completed all assignments. My final average was 90%+ indicating an exceptional understanding of the course work but the draconian attendance policy reduced it to a C.

Open-ended responses
When I explained the difficulties to the professor he told me I should have begged my classmates for rides, making my academic success dependent on the largesse of others.
More school/classroom experience
Provide specifics on EES requirements
N/acomp
Learning how to be a teacher on the field and learning how to be a teacher in college are totally different experiences. Most times the student teachers are just applying what they are learning but one of the most important skill I think is not taught in college. How do you build rapport with your students and how can you manage your students? Doing case studies didn't seem very effective in my opinion and that student teachers needs to learn how to do this better. Not after they begin soloing or after graduating.
I think requiring more hours and practice while with mentors in semesters leading up to the student teaching semester.
More technology & Hawaiian studies
Be more explicit in teaching reading and writing. More in depth of close reading: lost a position not knowing how to teach reading thoroughly
possibly the logistics to other teacher responsibilities beside planning curriculum

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
Education programs in Hawaii have to prepare teachers for EES. EES was like a tidal wave that I felt like I was drowning in. New teachers have way too much on their plates and some of them won't have the support they need. They should incorporate SLOs and other components of EES into the program so that they can be familiar with the processes. Using Google Classroom would also be a plus.
google classroom, STEM and reading interventions.
Not sure
I would like the UHWO Division of Education to develop workshops in Response to Intervention (RTI) strategies to support students in reading and math for the lower elementary grades.
computer technology, classroom management, guided reading, R.T.I. implementation, ELL support.
Since students work in Google Drive, it would be great for new coming teachers. Also, a burn out class because it's been five years and I feel the burn out.
N/A
More classroom management.
any...
I would like to see courses for literacy (i.e., Project GLAD, or Orton-Gillingham), also to address NGSS.
I would love to learn instructional approaches such as Orton-Gillingham or Wilson Reading System to help my students that are struggling with reading and have not been diagnosed.
I would be interested in other subjects as well.
Response to tier 2/3 behavioral students.
Parents interactions

Open-ended Responses
computer technology
ESL
Differentiation strategies
Since the State will soon be looking at NGSS it would be nice to get additional pd to better understand the structure of the science content. As a first grade teacher my class is now one-to-one with chrome books. It would be nice to have some additional training on how to effectively use this resource in a lower grade classroom, particularly google classroom for first grade.
Anything that facilitates understanding and keeping pace with the bureaucracy. An entire class should be devoted to EES evaluations and much more focus placed on SLOs.
teaching writing strategies to students 21st century learning/teaching in the class
Classroom management
Computer technology
More classroom engagement with kids. Have live lessons being taught where we can learn how teaching is done by different teachers hands-on
More science and technology is always helpful.
Comp tech, hawaiiiana, classroom management
Classroom management
technology =)