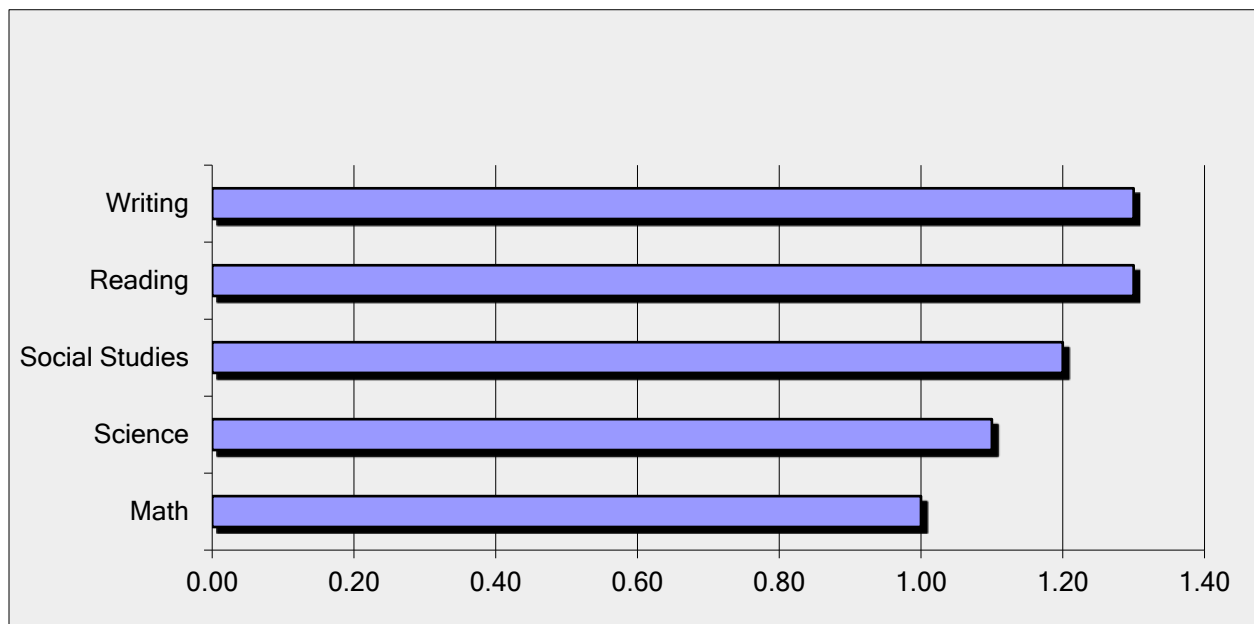


Teacher Candidate Exit Survey Fall 2016

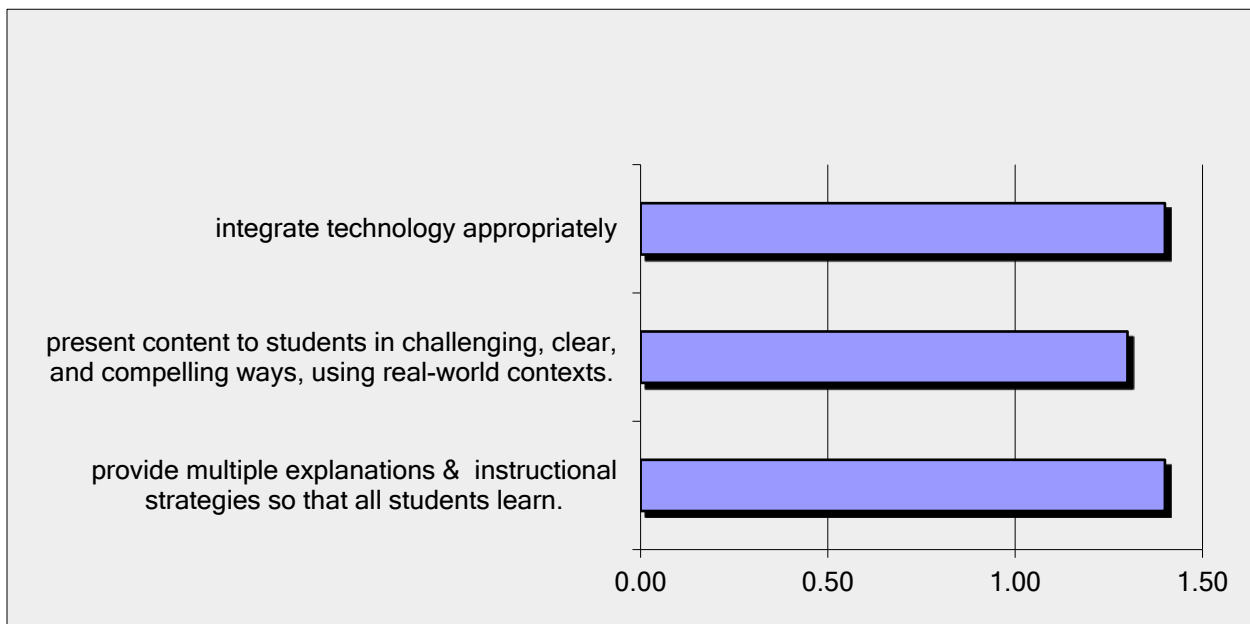
Using a 3-point Likert Scale, rate how prepared you feel you are to demonstrate in-depth knowledge of content that you plan to teach, as described in professional, state, and institutional standards

	Well-Prepared	Prepared	Unprepared	Response Count	Weighted Average	Range
Math	1	8	1	10	1.00	0-2
Science	1	9	0	10	1.10	1-2
Social Studies	2	8	0	10	1.20	1-2
Reading	3	7	0	10	1.30	1-2
Writing	3	7	0	10	1.30	1-2



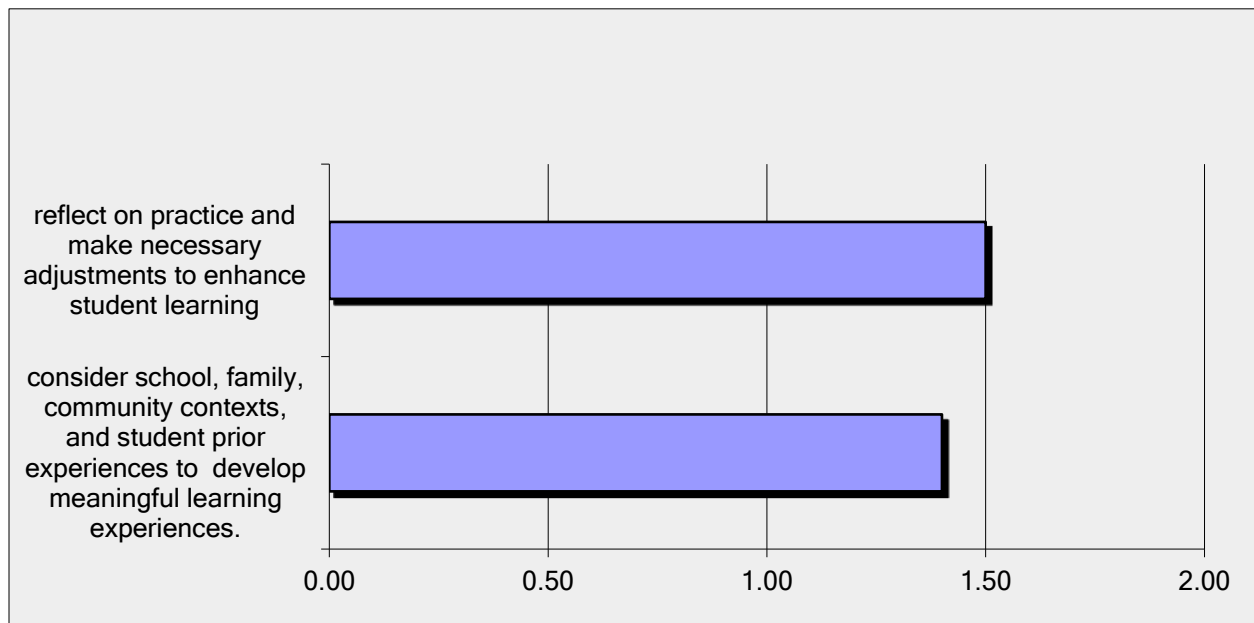
Using a 3-point Likert Scale, rate how well you understand the relationship between content and content-specific pedagogy, as described in professional, state, and institutional standards.

	Well-Prepared	Prepared	Unprepared	Response Count	Weighted Average	Range
provide multiple explanations & instructional strategies so that all students learn.	4	6	0	10	1.40	1-2
present content to students in challenging, clear, and compelling ways, using real-world contexts.	3	7	0	10	1.30	1-2
integrate technology appropriately	4	6	0	10	1.40	1-2



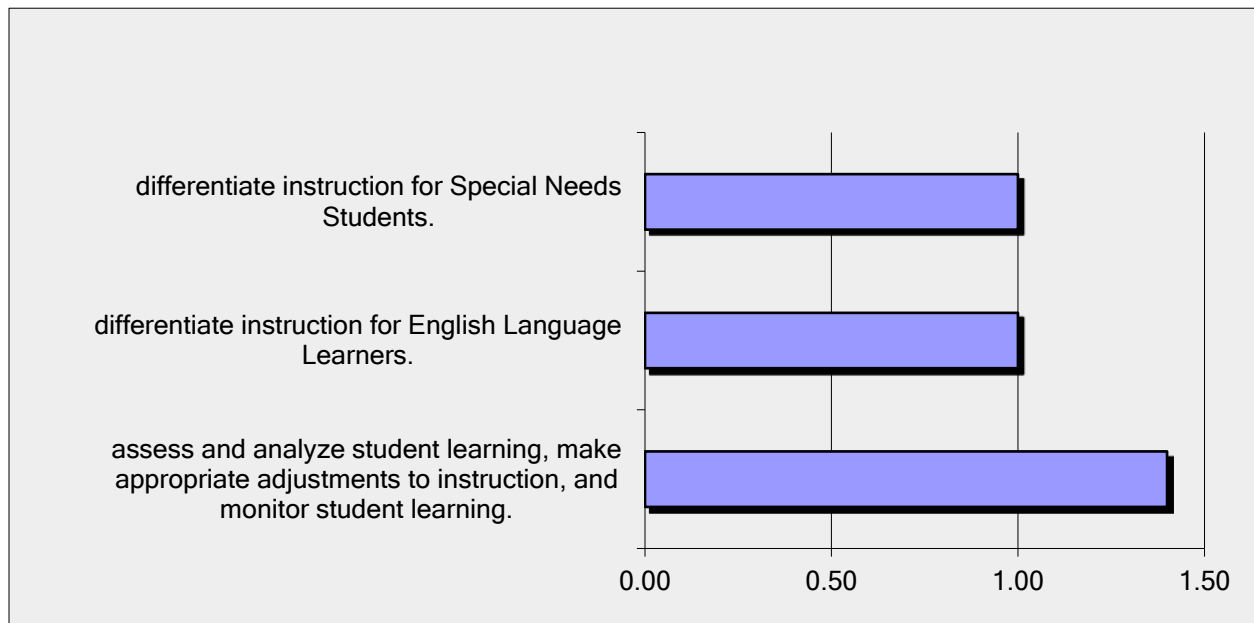
Using a 3-point Likert Scale, rate how prepared you feel you are to apply professional and pedagogical knowledge and skills, as described in professional, state, and institutional standards

	Well-Prepared	Prepared	Unprepared	Response Count	Weighted Average	Range
consider school, family, community contexts, and student prior experiences to develop meaningful learning experiences.	4	6	0	10	1.40	1-2
reflect on practice and make necessary adjustments to enhance student learning	5	5	0	10	1.50	1-2



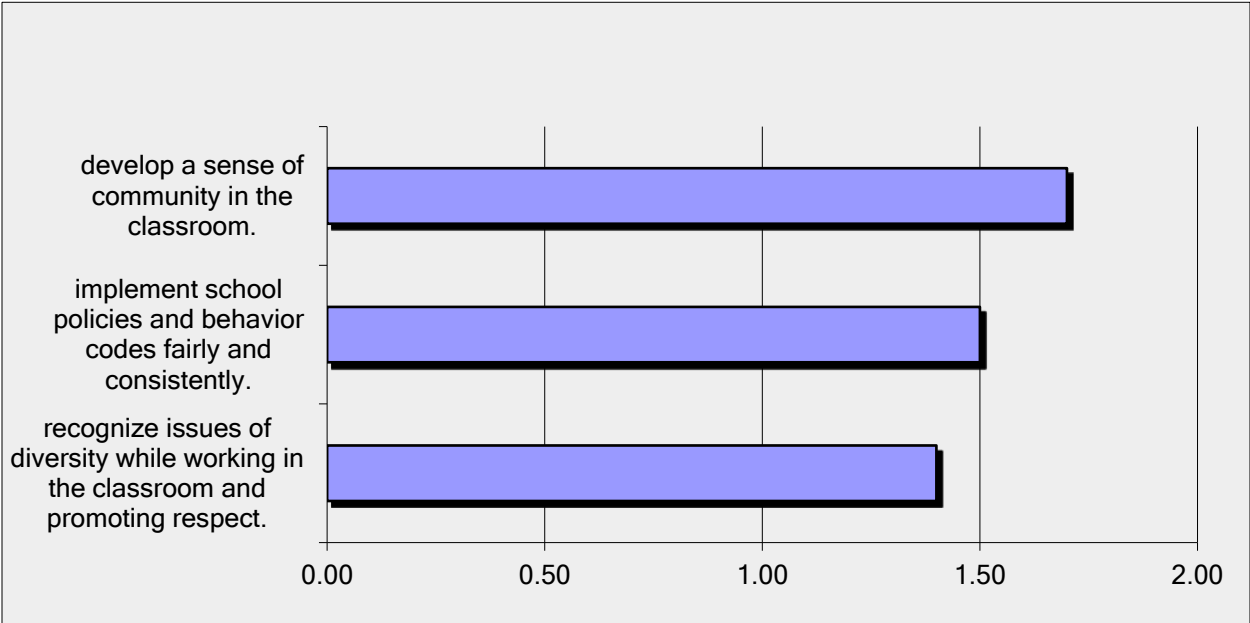
Using a 3-point Likert Scale, rate how prepared you feel you are to focus on student learning and study the effects of their work

	Well-Prepared	Prepared	Unprepared	Response Count	Weighted Average	Range
assess and analyze student learning, make appropriate adjustments to instruction, and monitor student learning.	4	6	0	10	1.40	1-2
differentiate instruction for English Language Learners.	2	6	2	10	1.00	0-2
differentiate instruction for Special Needs Students.	2	6	2	10	1.00	0-2



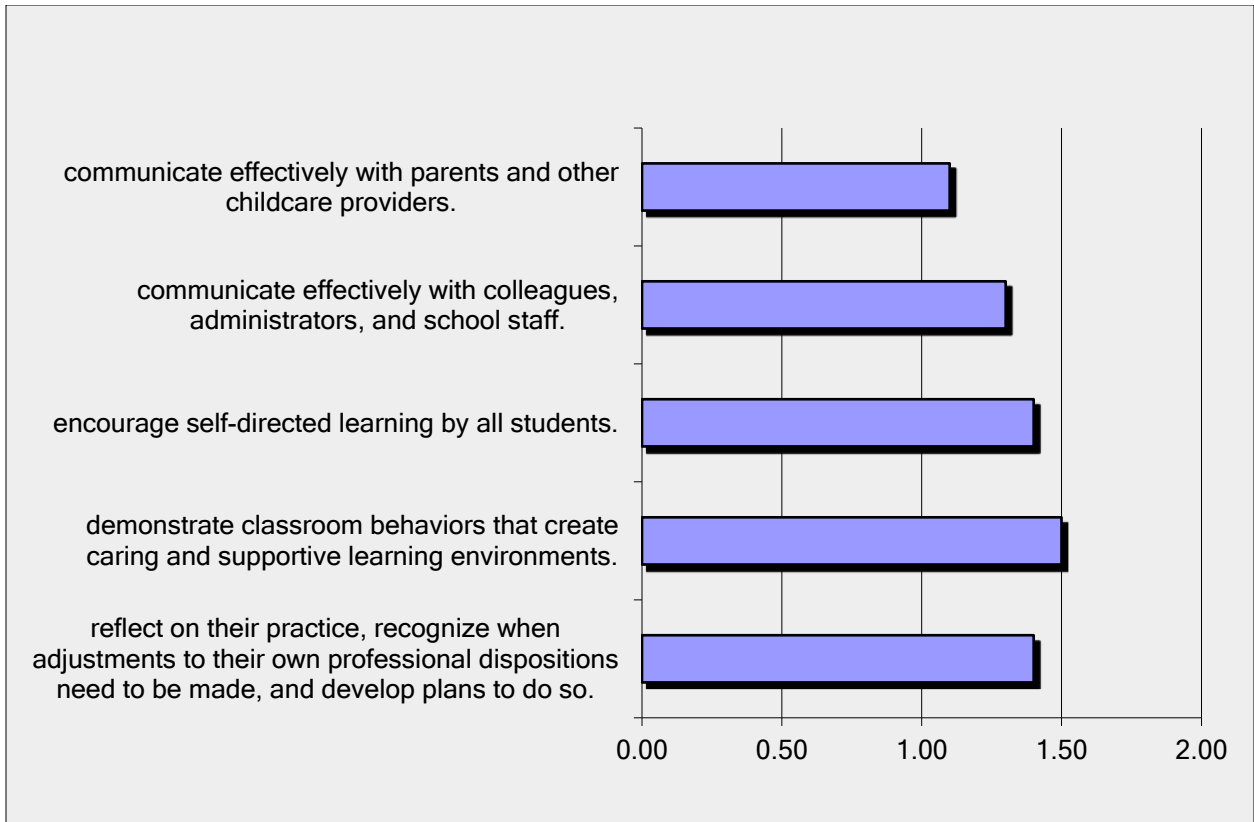
Using a 3-point Likert Scale, rate how prepared you feel you are to create a learning environment that is positive, inclusive, respectful, and caring of all of its members

	Well-Prepared	Prepared	Unprepared	Response Count	Weighted Average	Range
recognize issues of diversity while working in the classroom and promoting respect.	4	6	0	10	1.40	1-2
implement school policies and behavior codes fairly and consistently.	5	5	0	10	1.50	1-2
develop a sense of community in the classroom.	7	3	0	10	1.70	1-2



Using a 3-point Likert Scale, rate how well you feel you 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	Weighted Average	Range
Reflect on their practice, recognize when adjustments to their own professional dispositions need to be made, and develop plans to do so.	4	6	0	10	1.40	1-2
Demonstrate classroom behaviors that create caring and supportive learning environments.	5	5	0	10	1.50	1-2
Encourage self-directed learning by all students.	4	6	0	10	1.40	1-2
Communicate effectively with colleagues, administrators, and school staff.	4	5	1	10	1.30	0-2
Communicate effectively with parents and other childcare providers.	3	5	2	10	1.10	0-2



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

	Excellent	Acceptable	Can not determine	Response Count	Weighted Average	Range
Thinking back on your student teacher experience, how would you rate your impact on student learning in the classroom?	5	5	0	10	1.50	1-2

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

I believe I had a positive impact on the students learning and showed them that what they are learning will be applied to their real world life experiences.
I believe that I was able to make a positive impact on student learning in the classroom. The students continually were engaged.
I feel that my mentor did a great job in preparing me for the realities of the classroom and gave me adequate feedback to help me progress.
Throughout my student teaching I think I was able to impact my students and their learning. I did this by engaging my students using hands on learning experiences so that they were able to make real world connections to concepts.
I have used a lot of resources both online and at the school I was student teaching at.
I have attended PD's, grade level meetings, researched both visible learning and growth mindset, and kept consistent with the language with the other teachers.
I have also referred to the learning targets, success criteria, and encouraged the students to self-reflect by using the dipsticking (thumbs up and thumbs down).
I made adjustments to lessons when I saw that the students needed to practice skills or concept of a previous lesson in order to move on.
I took the initiative to look at student progress (homework, exit slips, assessments) to determine what areas the student needs extra help and I would set time aside during free time to work one-on-one or in small groups.
I think I may have made an impact on my Kindergarten students because they respect and value me as a

I believe I had a positive impact on the students learning and showed them that what they are learning will be applied to their real world life experiences.
educator. They also made a thanksgiving turkey where they were thankful for Mrs.Santiago. They have come a long way academically, socially and mentally since August 8, 2016.
I believe during student teaching I had a strong impact on student learning in the classroom. My mentor allowed me to solo for almost the whole semester and I saw a lot of progress in most of my students learning. I tried my best to reach all of my students needs either trying to challenge them when things were too easy or trying to change my instruction for the students that were having trouble understanding the specific concept. It is the greatest feeling to see my students making good progress.
I spent a lot of time doing one-on-one or small group work with the students and I feel like that had a large impact on student learning.
I have seen a lot of growth in the student's behaviors and learning. In a kindergarten classroom, the students come in with you (the teacher/student teacher) as their first experience in the public school system. If students went to preschool prior to, then that was their only experience in a structured institution. Growth is more obvious in a kindergarten classroom because the students come in knowing little to nothing. The students are learning acceptable school behaviors and they are learning content with almost no background knowledge. I feel I was able to make a positive impact on the student's learning. It was vital that when I was acting as the lead teacher, the students were learning the content they needed to learn. I made sure to address the lessons that needed to be taught and I even squeezed in lessons that were not in the planned curriculum but was worthwhile. I know I have impacted learning because of the things the students say and the discussions the students have with one another. The students often talk about their learning and that allows me to informally check their learning.

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

I think the best thing they did was give me experiences in the classroom.
Provide me with an excellent mentor teacher.
It helps me prepare to be an effective teacher through my experience in the field as early as early field placement.
It has helped me develop teaching methods and understand strategies as to how to effectively teach across all content areas and to all students learning abilities.
The program has helped me be metacognitive and reflect on my lessons and what improvements can be made.
It prepared me best on how to make a classroom a safe and engaging environment for my students. Student teaching in the Fall semester benefitted me by showing how to open up a classroom in the beginning of the year.
The main thing that prepared me to be an effective teacher is having to experience being in the classroom

and seeing exactly what happens in the classroom. Being in the classroom taught me first hand how to deal with certain situations and how to respond to situations that I never experienced.
Field Experience (though I still wish we could choose our own school/grade level/teacher if we know what grade we might want to teach).
The field experience during student teaching.
UHWO Elementary Teacher Ed. program did a great job at helping to mold my teaching/education philosophy. The EDEE310 course is where I first thought about my philosophy and put it on paper. As I continued on with the Ed. program there were lots of assignments, discussions, speaker events, and relationship building opportunities that helped to create my outlook on teaching and 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?

Let me know when a masters program will be offered at UHWO.
UHWO faculty can continue to help by providing PD classes.
Establish a masters program.
Invite us to participate in PD classes or mentoring classes so that I can help the next group of teachers(:
Be involved in giving back to other teacher candidates in the program.
I would appreciate any evaluations from past observations and also if the UHWO Education faculty may be willing to answer any questions I may have or provide insights or feedback.
By allowing alumni to attend education seminars and workshops related to Education :)
Just being very supportive.
Professional Development and networking with other teachers.
UHWO Education faculty could continue to assist me by providing opportunities to comeback and learn from the upcoming teacher candidates/student teachers. Fresh new ideas and takes on learning is something I enjoy hearing. Teacher candidates have lots of fresh ideas (or so I have heard) so I think it would be great to have an event where alumni can come and learn from the teacher candidates.

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	10
No	0
Not immediately	0
Total	10

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

Answer Choices	Responses
Yes	8
No	1
At Job Fair	0
No, but I have an interview scheduled	1
Total Responses	10

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	5
Offer Pending	2
Total	10