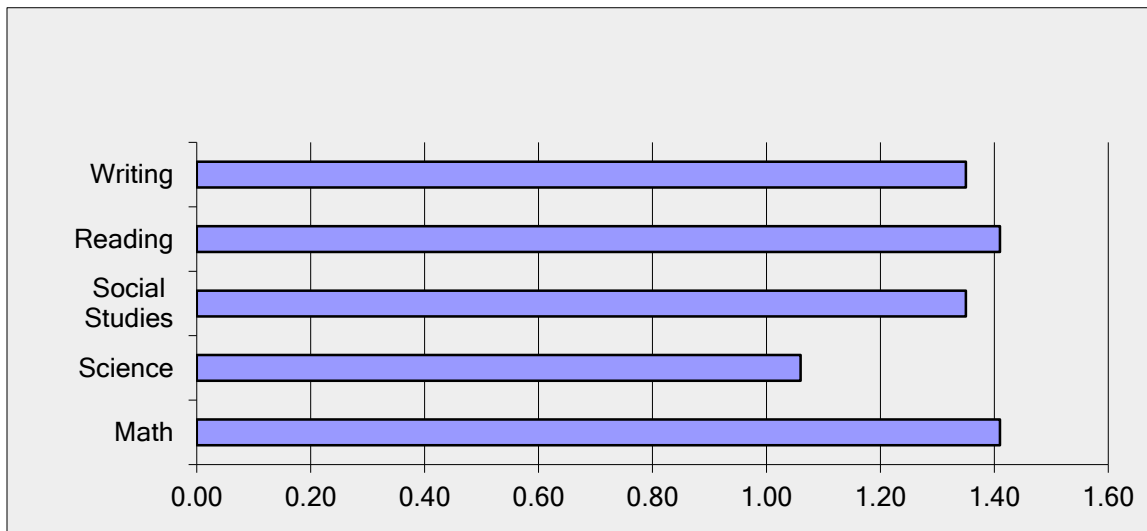


Exhibit H: Teacher Candidate Exit Survey Spring 2017

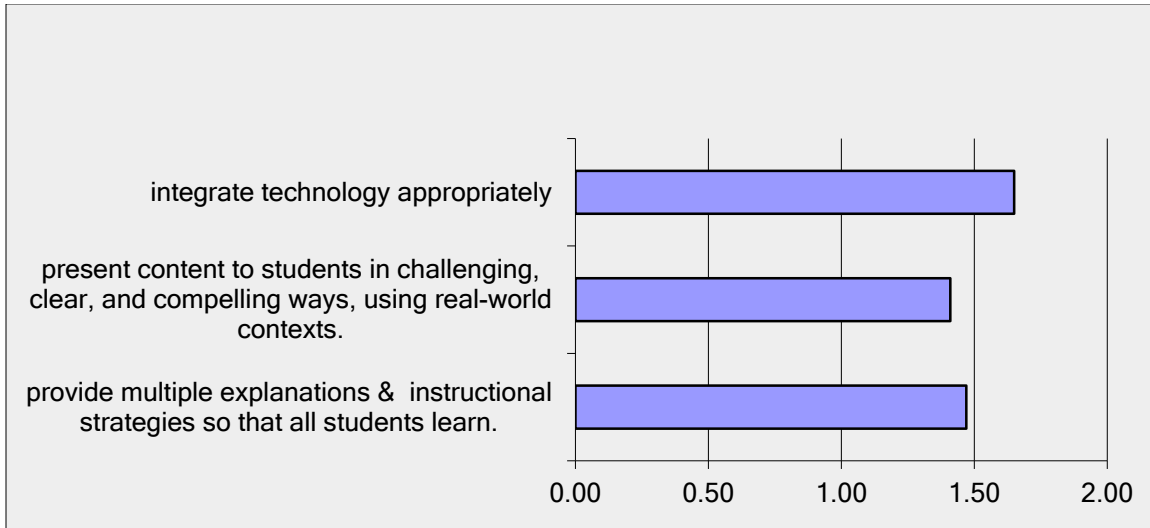
Using a 3-point Likert Scale, rate how prepared you feel you are to demonstrate in-depth knowledge of content that you plan to teach, as described in professional, state, and institutional standards

	Well-Prepared	Prepared	Unprepared	Response Count	Weighted Average	Range
Math	10	4	3	17	1.41	0-2
Science	4	10	3	17	1.06	0-2
Social Studies	8	7	2	17	1.35	0-2
Reading	9	6	2	17	1.41	0-2
Writing	9	5	3	17	1.35	0-2



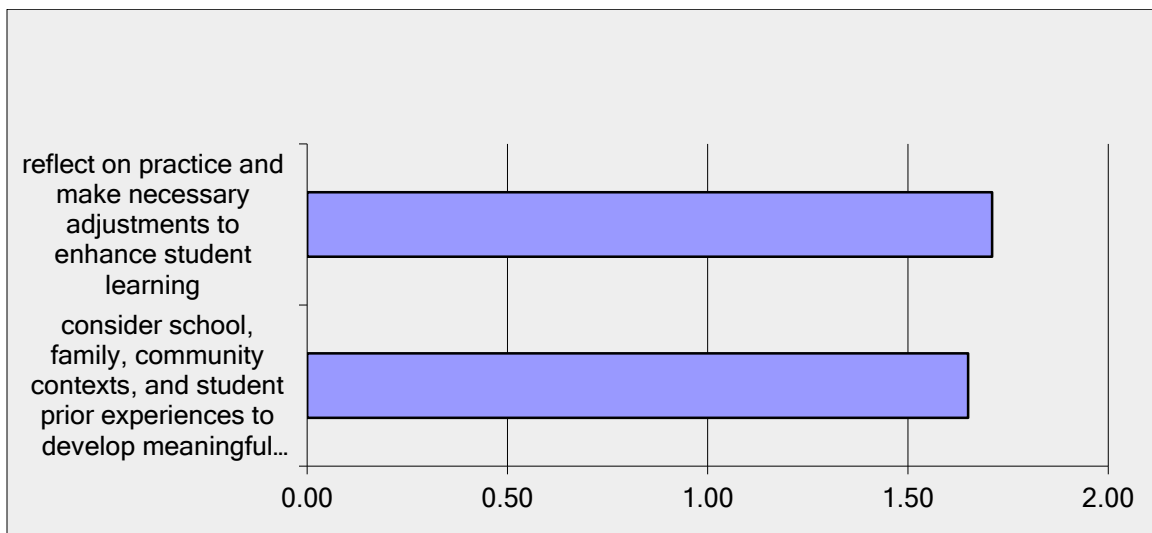
Using a 3-point Likert Scale, rate how well you understand the relationship between content and content-specific pedagogy, as described in professional, state, and institutional standards.

	Well-Prepared	Prepared	Unprepared	Response Count	Weighted Average	Range
provide multiple explanations & instructional strategies so that all students learn.	8	9	0	17	1.47	1-2
present content to students in challenging, clear, and compelling ways, using real-world contexts.	7	10	0	17	1.41	1-2
integrate technology appropriately	11	6	0	17	1.65	1-2



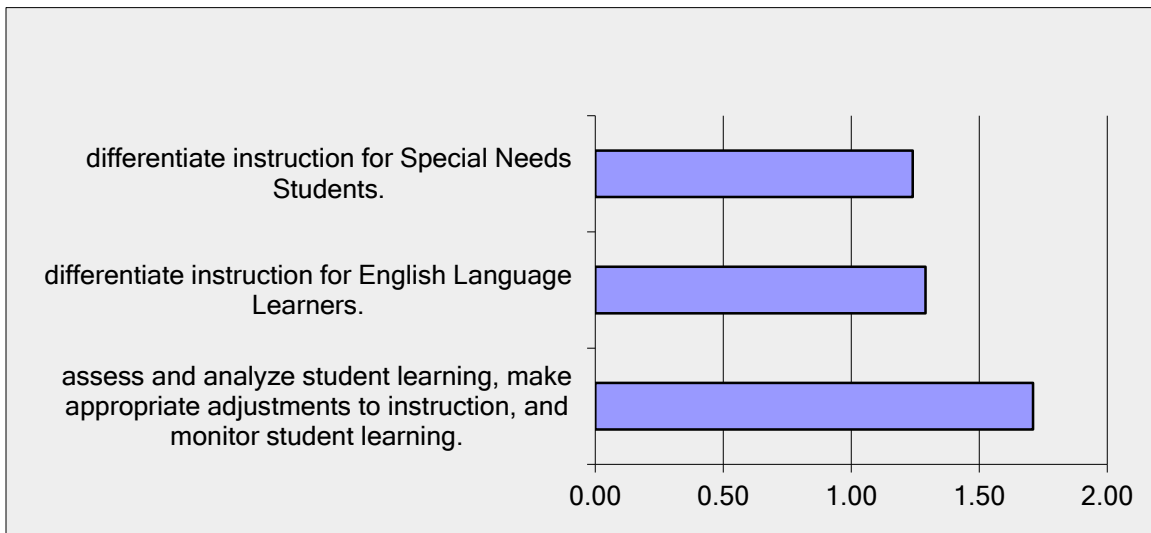
Using a 3-point Likert Scale, rate how prepared you feel you are to apply professional and pedagogical knowledge and skills, as described in professional, state, and institutional standards

	Well-Prepared	Prepared	Unprepared	Response Count	Weighted Average	Range
consider school, family, community contexts, and student prior experiences to develop meaningful learning experiences.	11	6	0	10	1.65	1-2
reflect on practice and make necessary adjustments to enhance student learning	12	5	0	10	1.71	1-2



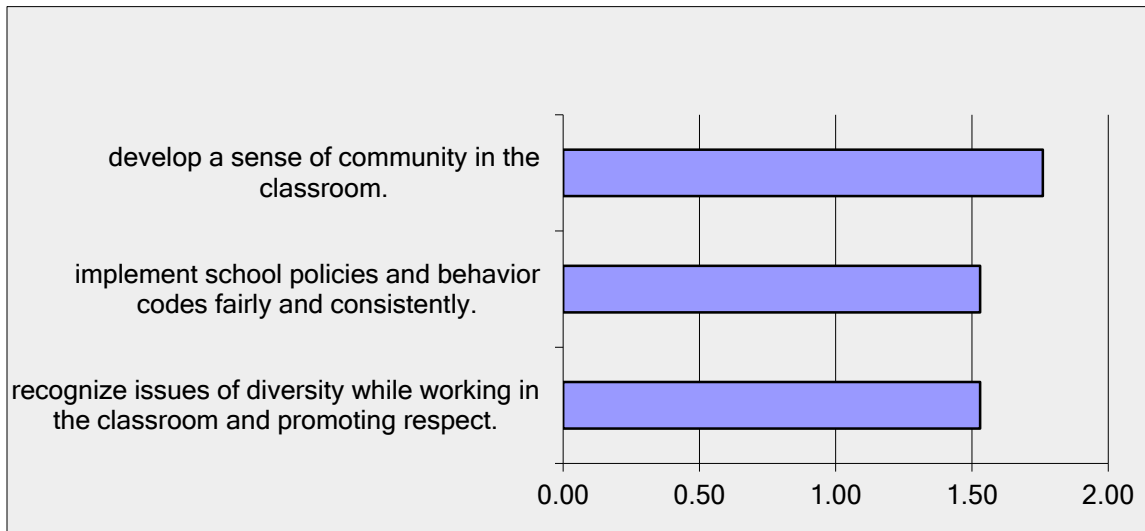
Using a 3-point Likert Scale, rate how prepared you feel you are to focus on student learning and study the effects of their work

	Well-Prepared	Prepared	Unprepared	Response Count	Weighted Average	Range
assess and analyze student learning, make appropriate adjustments to instruction, and monitor student learning.	12	5	0	17	1.71	1-2
differentiate instruction for English Language Learners.	6	10	1	17	1.29	0-2
differentiate instruction for Special Needs Students.	5	11	1	17	1.24	0-2



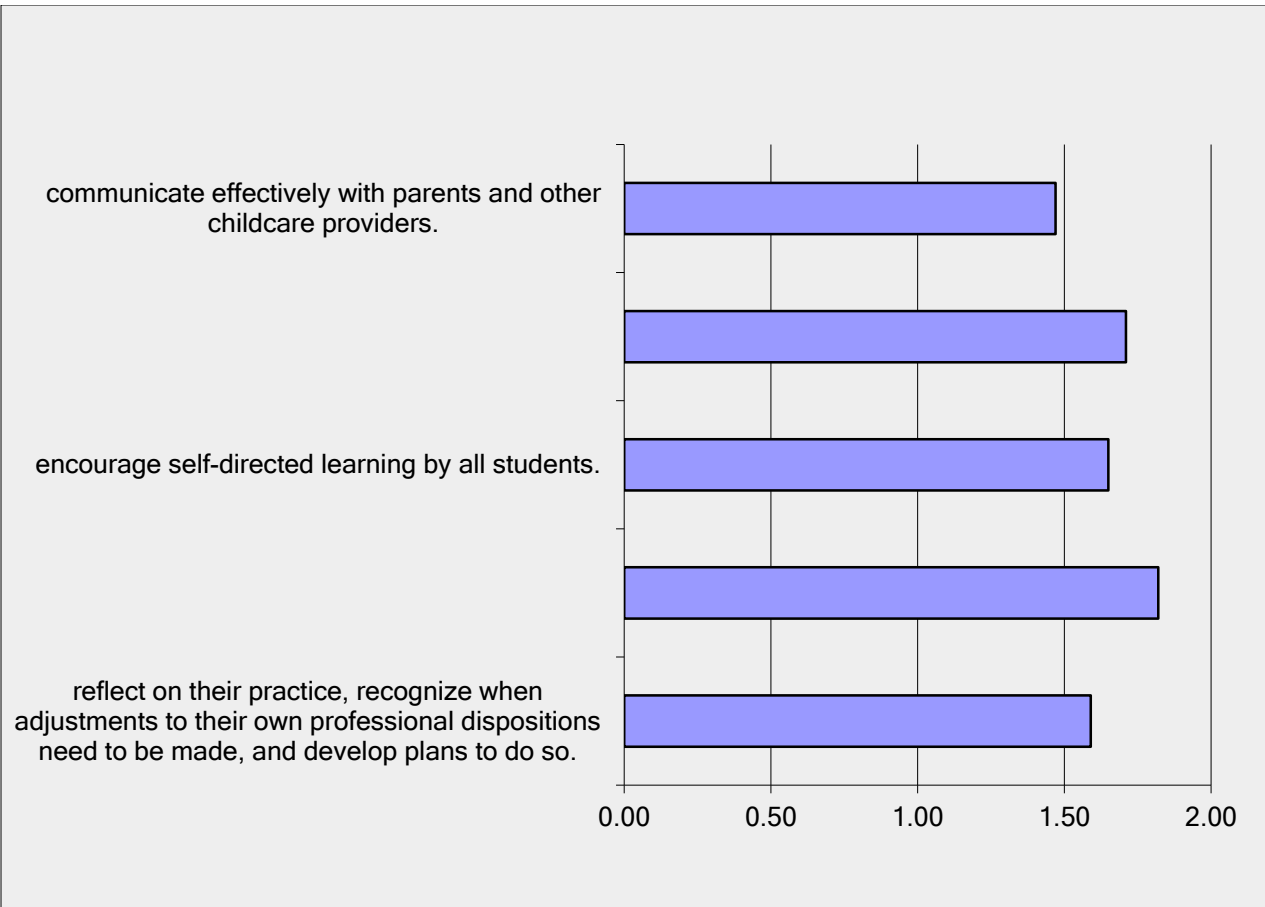
Using a 3-point Likert Scale, rate how prepared you feel you are to create a learning environment that is positive, inclusive, respectful, and caring of all of its members

	Well-Prepared	Prepared	Unprepared	Response Count	Weighted Average	Range
recognize issues of diversity while working in the classroom and promoting respect.	9	8	0	17	1.53	1-2
implement school policies and behavior codes fairly and consistently.	9	8	0	17	1.53	1-2
develop a sense of community in the classroom.	13	4	0	17	1.76	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.	10	7	0	17	1.59	1-2
Demonstrate classroom behaviors that create caring and supportive learning environments.	14	3	0	17	1.82	1-2
Encourage self-directed learning by all students.	11	6	0	17	1.65	1-2
Communicate effectively with colleagues, administrators, and school staff.	12	5	0	17	1.71	1-2
Communicate effectively with parents and other childcare providers.	9	7	1	17	1.47	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?	9	8	0	17	1.59	1-2

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

<p>Allowing the teacher candidates to have so much experience in the classroom helps to better prepare us for the future.</p>
<p>The students were coming into a transition when I was starting student teaching. I provided a familiar stable face as there regular teacher got deployed because I took my own time in the month of December to create relationships with them. Upon starting my Student Teaching Semester the students were eager to learn from me and see me teach because we had already gotten past the introduction phase. I brought kinesthetic learning to the classroom. Through my choice of creating a mindful classroom the students began to have purpose an ownership in the work they produced. My forward thinking hands on approach shed a new light on subjects like math and reading that yielded higher success and student engagement.</p>
<p>My time in the classroom impacted student learning by being their teacher. I was able to teach lessons, assess learning, and make adjustments as I saw fit. I was able to work in large and small groups, as well as, with other teachers collaborating on pacing guides, rubrics, and scoring.</p>
<p>Through my actions as a student teacher, I have impacted student learning by helping the students realize they have the skills needed to be successful in their lives. That they will be able to have the skills needed to do good in their upper level high school classes. Some skills that will help the students with their learning are but not limited to the ability to find information on their own and to analyze that information to fully understand the content. To have multiple perspectives into seeing things not just in content but in the world as well.</p>
<p>I felt that I made a impact in student learning in the classroom because I was able to bond with them and make their learning that much enjoyable. I tried my best to relate their learning to their lives and not just present the materials needed to be presented. I tried to make their learning experience fun and enjoyable. If you make the learning relatable, fun, and enjoyable the more the students would want to learn and be open to new things. Also if you create that bond with them, they are able to trust you in what you present them.</p>
<p>I rated my impact on student learning in the classroom acceptable because of two things. One, I planned my lessons so that students are able to reach the objectives I had for them. I also provided differentiation for students who needed it. Secondly, I was able to bring in knowledge and information to enhance learning in the classroom. I</p>

<p>Allowing the teacher candidates to have so much experience in the classroom helps to better prepare us for the future.</p>
<p>planned engaging activities for them that they loved.</p>
<p>Overall, my student teaching experience went great. Being in the classroom, allowed me to get to know the students, as well as the students getting to know myself. I feel that students are comfortable with working with me, especially when asking for help. When teaching I learned that it is important to use multiple strategies that best fit the needs of my students. Daily assignments such as student workbooks, worksheets, anchor charts, etc. are a representation of student growth over the semester and the lessons that were taught. Being and staying consistent with students ensured daily expectations, whether it was during lessons, independent work, and/or group work. Familiarizing myself with the different technologies that were provided, allowed myself to expand on more strategies that would enhance student learning. Prior to each section for math, students were given a pre-test. Throughout each of the lessons, students used multiple ways to be assessed. For example, temperature checks and formative assessments. When necessary students would discuss any misunderstood concepts or work one on one with myself to get a better understanding</p>
<p>I believe my impact on student learning was significant. Finding the medium between the learning gaps and expected rigor/development level was key to making this possible. By providing students with hands on and meaningful connections to content and skills helped the students better achieve grade level standards and the necessary knowledge they are required to attain before moving to the next grade level.</p>
<p>I feel that creating student relations was my biggest impact in the classroom. Making the students feel comfortable to be able to make mistakes and openly learn really helped me in the program. This helped the students feel ready to learn and become cooperative with me.</p>
<p>My impact on student learning in the classroom is seen when my students become the teachers and I am just the facilitator.</p>
<p>The biggest impact that I was able to bring into my assigned classroom are the strategies that I was able to learn from the various classrooms I was able to visit throughout the program. Teachers each employ their own style of teaching and managing the classroom and it was great that I was able to pick and choose these strategies that I felt were effective and fit my own style of teaching as well. One of these strategies was behavior management, which involved revisiting classroom rules and expectations, while encouraging family involvement through daily behavior report cards.</p>
<p>I felt that my overall experience here at UHWO was extremely beneficial. After talking to different student teachers that are in different programs, I have been able to be very grateful for being able to have 45 hours in different classrooms throughout Oahu. This truly helped me to pick up on different learning strategies, and different styles of teaching. Then when it came to having to try to find a school where I would be able to find a teaching job and what kind of school, and support I would be looking for in a school. Being able to have professors that came in to observe each of our semester's during our OP hours helped us to gain a better insight and understanding of what our strengths, and weaknesses are. I enjoy that during the program I have been able to collaborate with my peers was extremely helpful, to be able to better myself as a teacher.</p>
<p>I believe that the experiences provided to me by UHWO was sufficient to give an excellent learning experience to my students. The experience itself gave me a lot of knowledge as opposed to the in class meetings. The University class provided a lot of insight into pedagogy techniques and practices, but leaves little to practice or develop. Only during the actual hours does any show of skills develop.</p>
<p>I tired to practice various ways to differentiate instruction so that all students had the ability to learn lessons. One method that was rarely used before my time, I implemented to see if it would impact student learning. It is now widely used in many mathematical lessons as a learning tool. I was looking at different techniques of learning, including musically inclined lessons for mathematical curriculum. Also, I was able to create great relationships in the classroom</p>

<p>Allowing the teacher candidates to have so much experience in the classroom helps to better prepare us for the future.</p>
<p>which allowed me to work with the students as there was a level of comfort.</p>
<p>I believe I was able to impact student learning in the classroom, by providing a safe, fun and student-centered classroom. I know that if students feel safe, they are willing to trust and respect you. When you gain the students trust, they are more likely to be involved and participate in the classroom. Most students are active in after school sports and activities like robotics. We then expect them to sit and listen to lectures, during the school week. I believe learning should be hands-on and engaging and should involve fun activities. I know that a learning environment should be catered to fit the needs of the students. I believe a student-centered environment promotes self empowerment and sense of ownership.</p>
<p>I feel that I made the greatest impact during my solo teaching. During this time, I was able to slightly change the classroom routines and I was able to teach lessons that matched my teaching philosophy. I feel that the students responded well to my changes because they seemed more engaged. During math, I implemented manipulatives to help the struggling learners, but the whole class seemed to benefit. They're improvements were shown in their module tests for the Stepping Stones program.</p>
<p>I had the opportunity to take over the classroom at the beginning of the semester developing curriculum, creating classroom policy and procedure. This allowed me to see how my own practice impacted transition time, time spent learning, and classroom management issues. It also allowed significant time to reflect on how students were learning. I was able to teach students to think about their learning and self assess if they met the standard or not creating more self directed learners. This in turn lead to better quality in their projects and more classroom engaged and increased assessment scores.</p>

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

<p>Having us go into the classroom as often and for as long as they did was extremely beneficial</p>
<p>It helped be understand the importance of building a relationship with my students but also how to help students build relationships among themselves and create a culture in the classroom.</p>
<p>The university closely monitored my progress through observations and assessment of my course work.</p>
<p>It allowed me to build that foundation of becoming a teacher. The program instilled into me the building blocks that will help me become a better teacher over time.</p>
<p>It prepared me to be an effective teacher by allowing me to experience many different grade levels within the elementary department. It help me see how different techniques can be used within different grade levels and it does not just apply to that grade level. It also helped me see the day-to-day experiences that happen within the class, not just academics but things that teachers have to do on a day to day bases. The program also helped me see learn different strategies that I can do to incorporate into my class.</p>
<p>Giving us the opportunity to create and plan our own lessons as well as having us stay in the classroom for 450 hours. In the 450 hours, I was able to see how it feels like to be an actual teacher from the start of the day to the end of the day.</p>
<p>My supervisors and mentors that I was placed with have impacted myself as a teacher. Experiencing different mentors and schools, allowed myself to see different practices that are used in the classroom. Also, different approaches that can be applied when working with a diverse group of students. One of the classes that really allowed me to find the joy in teaching was math. Professor James did alot of hands on activities that involved using games for</p>

Having us go into the classroom as often and for as long as they did was extremely beneficial
learning. Most of them that I try to implement whenever possible.
UHWO really opened doors as far as making connections and setting me up with opportunities to meet the right people for this field. Also, UHWO really provided support systems that were accommodating and necessary throughout the course of the program that made it possible for me to be successful.
I appreciated the practicum placements in this program. Putting me in the field first hand at different schools helped me prepare for this career and become familiar with what various personalities I may face.
Teaching us how to create lessons that are not dependent on learning programs.
The program best prepared me on how to be an effective teacher by requiring us to be the classroom for at least 45 hours each semester. This allowed for me to be exposed to the daily operations, student learning, planning, and classroom management.
Some of the best support had been during this last semester being able to have many guest speakers that were in the field, that had something to do with the career. For example representatives from DOE, the HTSB, and the principal.
I believe that the resources provided to us, gave new teachers the ability to handle situations (Classroom and outside) with many different approaches.
UHWO taught me to look beyond the teaching norms that have been so prevalent in America's classrooms for so long. They gave me radical practices that reflect a new movement of teaching.
UHWO provided me with an abundance of knowledge and allowed me the opportunity to learn in various diverse classrooms.
I think that each of the professors throughout the four blocks have helped to prepare me to teach students with different learning needs.
I wasn't in the Elementary program, so perhaps there should be a survey for secondary. It's unfortunate that even this close to the completion of the program Secondary Ed Candidates are still overlooked.

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?

notify us of upcoming changes with the contract as well as assisting with the political side of teacher
I know I will be leaning on my supervisors and professors for advice on strategies as begin my teaching career. and maybe some resources especially in science and math-
UHWO could help me by providing PD courses that would help me continue to grow my craft and keep me updated with new teaching methods.
We all start in small steps when we first begin in a new place. We put our toes in the water before jumping in. That is what I plan to do with my teaching career. To take the first year of teaching and go from there. But to continually to strive to be better not for myself but for the students under my care.
Just being available for me to get the help when needed. It lets me know that we can come back and you folks are there for us if we have any questions or concerns when trying to emerge into the profession.
Provide support for us in the first few years of teaching. Maybe emailing us and/or having classroom visits to see how

notify us of upcoming changes with the contract as well as assisting with the political side of teacher
we are doing. That would be much appreciated :)
Becoming a new teacher is exciting, yet a little overwhelming. So, being able to provide support for new teachers such ourselves would be something great. Maybe having a reach out group for new teachers, or even a blog that allows ourselves to communicate with one another whether it is sharing ideas or asking for ideas for certain concepts.
The UHWO Ed program would best continue to assist by offering possible PD courses and outreach that could somehow benefit both parties. Similarly,
I feel that if the faculty is still available for words or advice, guidance, and constructive criticism this will be a great help in stepping into the profession.
Support and assist with the transition into becoming a full time teacher.
It would be of great assistance if the Education faculty at UHWO communicated that it would be okay for us to seek advice, voice any questions or concerns as professionals in the field.
During the first year of teaching allowing us to come back and earn PD credit by providing support to the incoming teachers.
I believe that the UHWO supervisor following up on student teachers during their first year is enough to provide adequate support and mediation.
take the comments of graduates seriously to improve the curriculum for upcoming students.
By allowing me to reach out to University Supervisors, when I need advice.
I really appreciate that our professors are willing to help us even after we are no longer in their class. It is helpful knowing that we can contact our previous professors for help with a lesson or resources.
Just being available to reach out to with questions regarding best practice or resource information would be helpful.

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	15
No	1
Not immediately	1
Total	17

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

Answer Choices	Responses
Yes	5

Answer Choices	Responses
No	6
At Job Fair	5
No, but I have an interview scheduled	3
Total Responses	17

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

Answer Choices	Responses
Yes	2
No	13
Offer Pending	2
Total	17