

PROGRAM IMPROVEMENT SURVEY

This survey was administered to mentor teachers during Spring 2017 semester.

Professional Role	N=	Early Field Experience	Practicum	Student Teaching	ML/Secondary	SPED	Fall 2015	Spring 2016
Mentor Teacher	66	29	33	18	5	3	32	56

Using the 3-point scale, how would you rate UHWO Teacher Candidates' Dispositions towards teaching and learning in the elementary schools?

	Professional demeanor and attitude Range	Collegiality and ability to work collaboratively Range	Overall communication skills with students Range	Overall communication skills with peers Range	Overall communication skills with mentor teacher Range	Overall communication skills with school faculty Range	Overall communication skills with principal Range	Overall communication skills with parents Range
Mentor Teacher	2.67 2-3	2.76 1-3	2.62 2-3	2.68 2-3	2.79 1-3	2.64 2-3	2.62 2-3	2.50 2-3

Response Legend: 1 = Unprepared (unacceptable) 2 = Prepared (acceptable) 3 = Highly Prepared (Target) N/A = Not Applicable

Using the 3-point scale, rate how well-prepared you believe UHWO Teacher Candidates were with regard to their Knowledge, Skills, and delivery of Instruction:

	Lesson Planning and Preparation Range	Delivering Effective Instruction Range	Classroom Management Range	Differentiated Instruction: ELL Range	Differentiated Instruction: SPED Range	Differentiated Instruction: All other diverse learners Range	Assessment to Inform Practice Range	Technology in the Service of Learning Range	Knowledge of Content: English Language Arts Range	Knowledge of Content: Math Range
Mentor Teacher	2.46 1-3	2.29 1-3	2.1 1-3	1.95 1-3	1.95 1-3	2.11 1-3	2.11 1-3	2.17 1-3	2.44 2-3	2.3

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How would you rate the teacher candidate's impact on student learning, based upon his/her performance in your classroom?

Response(s)	Count
Cannot determine	4
Acceptable	31
3Excellent	31

In the future, how likely are you to mentor (or accept into your school), a UHWO teacher candidate?

Response(s)	Count
Unlikely	3
Likely	18
Very likely	45

Response What do you believe to be the UHWO Teacher Candidates' major strengths and needs?	Response What do you believe to be the overall UHWO Teacher Education program strengths and needs?
Her major strengths is her passion for teaching and the love of learning. With time is will become an effective teacher and I hope she will take on the role of a mentor one day.	The passion for learning and creating lifelong learners. The positive relationship bond that is foster in your program.
Nicole's strength was planning and giving thought to all her lessons. She also was able to communicate effectively to me and	I am pleased with the Education program that UHWO provides and with the students that I mentor. They have been very great at

to the students. She is a vivacious teacher and learner. She could improve on classroom management (making sure that all of the students are participating and engaged in learning).	communication and open to suggestions.
She has very strong personality, resourceful, knowledgeable of content areas, reliable, honest, and most of all team player.	She is very proficient and resourceful. She will be one of the best teachers that will make her students successful in their chosen career.
nr	nr
Strengths: Commitment to observing a classroom and building relationships with students and teachers. Willingness to ask questions and learn from a mentor teacher.	Strengths: The program provides students with opportunities to experience a classroom. They are able to gain first hand knowledge of routines and activities. Needs: Provide early experience students with a clearer understanding of their responsibilities during the observation process.
Beth uses a variety of teaching strategies including flexible groupings to allow cooperative learning. She explored different ways to motivate and engage students. They played games and have fun while learning operations in math. Her lesson are prepared in advance. All materials are readily available when she delivers her lessons. Classroom environment is usually positive. Students could be more attentive and could be prompted to listen for instructions. As Beth increases her time in a classroom she will be able to establish her own expectations. Students will then, see her more as "the teacher" rather than a visitor .	Teacher candidates often comment how much they enjoy their classes at UHWO.
+takes initiative to do morning business and work individually with struggling learners. +On time and reliable +Address behavior issues quickly and has strategies to stop to it +Good rapport with students and all adults -Behavior Management	+Wide range of candidates, gender, age, etc. +Appreciate lesson plans turned in the week before -Difficult to complete to survey early when all three lesson not completed
Strengths: -Organized and reliable, takes initiative -Very reflective in her practice, and is able to take constructive feedback from others -Works very well with the staff at the school -Able to relate and understand the school's student and community population/backgrounds -Develops interesting and engaging lessons and activities	Strengths: - UHWO teacher education program offers various courses to prepare the teacher candidate -The teacher education program staff are very helpful and flexible when working with the mentor teachers Need: -Course specifically in classroom and behavior management -Student teaching experience should be a whole year instead of one semester only
This school year they were very good with classroom management, flexibility, taking initiative, being self directed, adding to grade level discussions. They were much more confident than last school year.	I believe the strength is their small cohorts which allows them to learn from each other via deep discussions. Having a group that they have for support is important to keeping them going. They seem to understand what is going on when we are at grade level meetings. They are problem solvers who figure things out without needed much guidance. Needs - learning to reflect on student learning, what was my effect - not so much what I did, what student did, etc.
Strengths: *Professionalism *Engaging lessons Needs: *Take more initiative (Not just going through the motions and doing the minimum) *Assessment and how to use it	Strengths: *Communication Needs: *More technology
Strengths: -Very competent -Unique personality and is comfortable being in front of the students -Take more initiative and helps out around the classroom -Good rapport with students - Still willing to learn from others -Takes criticism well and adapts	Strengths: -Minimal work for mentor teacher -OP experience is good to have before student teaching -Learning how to plan/create lessons -Professors are helpful during the students' experiences Weaknesses: -Class work is not necessarily related to real life

teaching accordingly Weaknesses: -Time management - Classroom management -Paying attention to detail -Putting more effort and going above and beyond when possible	experiences -More structured student teaching schedule
Strengths - Interact with the students - Incorporate skills that are new to the classroom Needs - More time to interact with the students	I feel that the main strength of the UHWO Elem. Program is that it is always making improvements that will benefit future teachers as well as the students they will potentially teach.
Strengths: -Proactive approach to getting things done. -Use of technology. -Differentiation -Desire to start on a date earlier than the scheduled Day 1 Needs: -understandings of RTI and the variety of ways to address it within the classroom within a specific block of time -sensitivity with parent communication and possible liabilities to occur	Strengths: -relationships with Mentor teachers -making changes in the program as needed, evolving! -including more opportunities for the understanding of special education -preparing candidate placements with early notice Needs: -addressing RTI.....there is a huge push for permanent weekly implementation schoolwide...proper design and time management is challenging for all teachers who are new to this process....tackling it during their education program will prepare a smooth transition into their own classroom.
Strengths: - Willingness to try new things - Prepared before teaching lessons - Prior knowledge of content standards - Able to be flexible and think of their feet Needs: - More practice of classroom management strategies	Strengths: - Students focus on content knowledge and uses what is learned in the classroom Needs: - Consistent assignments from semester to semester (from one cohort to another) - Share a rubric with student teachers for observations - Course on classroom management? - Mandatory integration of technology (if classroom has capabilities) - Have teacher candidates observe a variety of classroom observations throughout the semester
Strengths: Willingness to learn Pleasant disposition Reflective Good communication	Needs: More background for candidates in differentiated instruction Strategies for RTI implementation within the classroom
Positive disposition Takes Initiative Respectful Cooperative Willing to try new learnings With more experience, more engagement in integration of content and lessons including lesson studies and group/collaborative projects.	organized and emphasis on student's engagement and well mannered disposition in classroom setting.
Keene is able to work well with a faculty group. He has good classroom management skills and builds positive relationships with each of the students in the classroom. Keene is able to adapt his instruction to meet the needs of an inclusive classroom.	The communication within the program is great.
Major need is classroom management, including time management, behavioral management, and structural management (what students should be doing at all times during a lesson to eliminate off-task behaviors). I believe this comes with experience. Major strengths are positive student relationships, professionalism, basic content knowledge (however, will need to be able to simplify knowledge so that it is accessible to kids at this level). Knowledge of assessment and how to gain understanding from looking at student responses and work seems to be pretty good too. I'm hopeful that Ms. Kinne will develop these strengths more as her teaching experiences continue.	Strengths: developing knowledge of pedagogy in teacher candidates, nurturing culturally responsive attitudes towards teaching and learning in a student-centered environment. Challenges: developing and holding students to an expectation of professionalism (although I see much improvement from prior semesters), basic content knowledge, assessment strategies, how to differentiate instruction assessment for diverse learners.
professionalism, calm demeanor, patience with the students, passion for teaching	Strengths: Lessons are well planned, candidates are professional Needs: Lessons grouped into a unit would make more of an impact. It would be useful if the running records and writing

	samples collected could be analyzed and a plan is made for the student in study. Then later in the quarter we could see the impact of the interventions.
Strengths: willingness, mature, eager, excited, self-motivated, professional attire attitude, caring, helpful, teachable, dependable, perseveres, determined and flexible. Needs: equipping students with what they need to be an exceptional teacher	Strengths: produces qualified teachers by the end of program, exposure to students and to classroom teaching and student - teacher placements. Needs: Relook at the expectations of Early field candidates in formal observations when they know very little.
Strength: the willingness to work with the students Needs: understanding the mathematics before coming into a mathematics class.	Strengths: getting the students into the classroom early. Needs: Sometimes creating hours with candidates with busy schedules is difficult.
I think the candidates are strong in the education foundations and curriculum.	I think they need to have more training in working with parents, difficult parents, how to problem solve conflict with students and parents, how to work with special needs/ed students and how to differentiate lessons for special needs/ed students and ELL students. I think they also need to learn how to conduct a parent teacher conference, and have hands on training in doing report cards, and working on the Infinite Campus program. I allow my student teacher to sit in on parent teacher and IEP conferences so she would not be surprised during her first year of teaching. I also allow the candidate to do attendance, and report cards on the Infinite campus. I'm not sure all mentor teachers provide this hands on training due to the sensitivity of material and of trust using their account. Anything more than the text book training will benefit the candidates.
Anna was well prepared for student teaching this semester. I believe a lot of it had to do with the many experiences she had prior to student teaching such as her part-time position at an elementary school as well as A-plus. She had many strengths that she showcased over the past 4 months in my classroom. Anna was very flexible and took feedback well. She asked a lot of great questions as to why I did certain things particularly and she often reflected on how she could improve in her teaching. She was very professional and came to school prepared. Anna did well as an instructor in my classroom and exceeded my expectations. She was ready to jump in whenever I needed her to and she was open to all opportunities that were given to her. I would like to see Anna relax and let loose a little more in the classroom and just remember to have fun. I think with time and experience in her own classroom, she will be a fine educator.	Strengths: - communication between mentor teachers and placement coordinators/professors - professionalism displayed through student candidates - early field placements - clear expectations from all (mentors, student candidates, professors) Needs: - helping student candidates align common core standards to their lessons (not necessarily in their plans/template but a deep understanding on how the standard connects to their outcomes/objectives) - somehow placing student teacher candidates so that they may observe parent-teacher conferences
Able to work with students that are struggling and make accommodations based on what they need.	More classes on classroom management with explicit examples of how to deal with classroom management (strategies).
The candidates know what is expected of them in terms of observation hours and lesson completion. They were eager to learn and appreciative of any feedback. They were very strong at writing lesson plans based on the content standards. Both of my candidates started off strong, but had difficulty managing the requirements of school, classroom observation time, and other	It has been a great experience working with UHWO. Professors Kamai and Oba are very supportive and appreciative of mentor teachers. I would like to have even more interaction with the staff, especially those overseeing the candidates. I think the program needs more consistent monitoring of candidates through biweekly or monthly visits to schools. In my past experience, this has really

personal matters.	helped the cohort leaders know their candidates in the school setting, as well as helped to build relationships with the school and teachers. I feel more comfortable knowing that the professors are familiar with their candidates in a classroom setting instead of relying mainly on mentor feedback. They can also monitor their progress and intervene earlier if necessary. I think it would be very beneficial for the program to encourage or even require that candidates be in the classroom at the beginning of the year, end of the year, and for special events to truly experience all the responsibilities of a teacher. It would also help me if there was clarification about what counts as observation hours. One of my candidates was in the classroom during lunch, which counted as observation hours, but the other came in the afternoons, which resulted in her having to put in more time with the students because her time did not include our lunch period.
Teacher candidate needs to work on shortening the length of work given at one time. The teacher candidate has started to become better and cycling the room and using her proximity to keep students on task.	The Teacher candidate did well with creating ideas for lessons and instruction. Her lessons addressed all learners and had students involved in groups.
Some of her strengths was writing lessons plans, being professional, managing the class, and communicating.	Very impressed with the program and the candidates that come to the schools! Great job!
Eager to teach Always willing to help out around the room Asks good questions Willing to work one on one with students	Awesome program. I really enjoy working with UHWO. Area of need- Need to familiarize teacher candidate's with common core standards. They need to know that is what we drive our instruction from.
- She is professional - She is flexible - She wants to learn and puts in the extra effort when necessary - She is punctual and always comes to her assigned observation dates - She reflects and always tries to be better the next time - She has worked on all things that I suggested. Going forward I hope that she finds her teaching style and that she is able to speak up for herself when necessary.	-There needs to be more communication between the advisors and the mentor. Other than watching 1 lesson we never see the advisors. - There needs to be more explanation to the mentors on what is expected during field experience/Student teaching. - The program needs to train the teachers in professionalism more.
UHWO Teacher Candidate's strengths are: - Friendly - Easily moves around the classroom - Easily assists the students while working UHWO Teacher Candidate's needs are: There were no visible needs due to the Teacher Candidate's first experience in the classroom.	UHWO Teacher Candidate's overall strength is she is able to soak in information and apply it while working with students. There were no visible needs due to the Teacher Candidate's first experience in the classroom.
Her major strength is her ability to relate to her students.	She needs to work on classroom management.
*flexibility *positive attitude *knowledge of content *teachable attitude *organization	Program was organized and all parties were aware of what the goal and procedures were. The mentors from UH along with the Teacher Candidate were easy to work with and had knowledge of how to ensure students were learning and engaged in learning.
My teacher candidate is a natural! She just needs to be more dependable and do the necessities, like paperwork, in a more timely manner.	It's a good program and I got good feedback from my teacher candidate. I think the communication between UHWO and mentor teachers could be stronger.
Professionalism, flexibility, willingness to try different strategies.	My candidate was a Middle School candidate --- it was my first time with working with someone in this program, as I've recently

	transferred to work in a middle school. I appreciated that he understood this age group, and was very professional and eager to help. I think that most beginning teachers/candidates don't have much background on assessment and evaluation.
Needs: classroom management Strengths: passion working with students, hard working	No comments. Seems to be a great program.
-desire to learn -willingness to work hard	Not sure I know enough to make such a suggestion.
Eager to learn and work with the students Willingness to listen to suggestions and to adjust her practice. Calm demeanor with the students.	Overall I am very pleased with the support from UHWO that I have received. I think the students are unclear with the expectations so there was confusion with assignments that made it stressful for the student teacher.
Positive attitude Willingness to learn Willingness to work with most students Attendance was poor Would not work with all students esp. those with behavior issues	Great support from UHWO's faculty Great exposure for teaching candidates to see/experience what a classroom is like from a teacher's point of view.
Strengths: candidates are experienced working with students Needs: candidates seem to not fully understand the requirements until well into the observation period	Strengths: strong candidates Needs: better communication with UHWO students on requirements
open minded, knowledgeable (content and strategies), observant, inquisitive, willing to communicate	N/A since I teach middle school.
1. prepared 2. Confident	Needs know how the school works and apply that to the system
Lydia's major strengths are her willingness to reflect and adapt her lessons to meet the varied needs of her students. She has shown time and time again that she possesses the flexibility needed to be a classroom teacher. As for her needs, I feel that Lydia needs to take control of her classroom and work on the timing and delivery of her lessons. This is just a minor need and one that can be met with extended time in the classroom and a familiarity with the class schedule.	This is difficult for me to answer because I do not have much experience with your program outside of the two teacher candidates that I have had in my classroom. The first candidate that I had during the Fall semester came to a handful of time before she dropped her UHWO class. That candidate was fresh out of high school and was not comfortable in the classroom environment wearing the teacher hat. The second candidate that I currently have is a gem. Lydia is very comfortable interacting with the haumana and very capable of running her own classroom. I am very happy with Lydia and I hope to share my classroom with more teacher candidates like her.
Strengths- Prepared proactive independent inquisitive eager to learn Needs- concept of scope and sequence of lessons classroom managements during instruction and transitions confidence in teaching	Strengths- Communication collaboration Needs- support for teachers in planning and preparing lessons
TC is very patient towards the students. She is willing to help with the classroom, and she is very willing to learn the skills and knowledge needed to be a classroom teacher. TC needs to work on being more confident with classroom management...to not be afraid to be firm with the students.	It is a strength for students in the TEP to have an "observation" semester. This gives them a chance to see the daily routines of a classroom.
Teacher candidate needs to spend more time in class to get to know the student and interact with them. By doing this they should be able to know and understand the level of the students they are working with. Student candidates should teach more than 1 or 2 classes to understand the process of teaching long term. Instead of doing a one lesson hit or miss. Student candidate	Not applicable

seemed to be more interested in putting in the hours rather than being with the students.	
Building relationships- strength.	Needs- more mentor involvement. Only saw mentors once.
Strengths: Content Knowledge Lesson Planning Professionalism Classroom Management Needs: Continue Building his toolkit of resources for the future	Strengths: Professionalism Classroom Management Content Knowledge Needs: Lesson Planning - Direct & Active (how to build off each other) Communication - clear communication between university supervisors, mentors, and student teachers
Teacher candidate tried to keep lessons engaging with students, even with the constraints of the state mandated curriculum. Needs - Rocky start trying to figure out scheduling.	Strengths: I think it is a good idea for students to get the opportunity to student teach at different schools. Needs: I think students should have more time to actually teach. One or 2 lessons does not help the classes get to know them in order for them to listen to the student teacher.
Strengths: 1. Ability to listen and implement any feedback she receives 2. Synthesis of advanced teaching philosophies through conversation and writing 3. One-to-one connection with students Needs: 1. More experience in front of a crowd	Love this program. Please continue.
Strengths are lesson planning and use of technology. Needs are stronger emphasis on professionalism such as timeliness, professional communication via e-mail, (no texting language) and honoring the professional atmosphere of the school.	Again, I teach middle school, not elementary, but strengths seem to be educational methods imparted to students as well as classroom management skills. Needs might be to emphasize professionalism with teacher candidates.
Strengths: Teacher candidates were very reliable and willing to help in whatever way needed. They provided an extra set of eyes and were very willing to jump into whatever lesson I was teaching that day. Needs: Other candidates (not my own) really need to be aware of professional dress and being prompt and reliable. I was always told that you should dress better than your mentor teacher and dress for the "job that you want, not the one you have."	Secondary Teacher Education program - Strengths: Support from the University advisors. Needs: Eliciting feedback from mentor teachers for teacher candidates taught lessons. Perhaps a specific form that we can use to discuss and debrief with teacher candidate.
I believe that candidates MUST be willing to devote additional time into the practice in order to become effective and to truly learn. Once every two to three weeks is far to few opportunities for learning and growth for all concerned (mentor teacher, candidate and student).	.
The student teacher understands the social studies standards, delivery method and differentiation strategies are essential for growth as a student teacher.	Student teachers needs to be taught how to utilize core programs that are being used within the DOE. It is great to come up with their own lessons based on the standards, however through my experience, once they get into a school they are going to need to adapt to a program that's being implemented.
Strengths include lesson planning and written planning. Needs would be to work on management and differentiation strategies.	Lesson planning is definitely a strength but may be TOO focused on. While the lessons are important teaching the skills needed for student teachers to be student-centered (student data driven/formal assessment driven) may be more helpful to the student for when they actually enter a classroom of their own. Providing a variety of management strategies would also help new teachers to find a system that works for them before they actually jump into a classroom.

Emilie's major strengths include coming to school on time, dressing professionally, submitting lesson plans in a timely manner for review, using a variety of classroom management strategies, working with small groups, using Wonders and Stepping Stones digital curriculum and resources, collaborating with grade level teachers, flexibility in changing plans, and prepared with lessons and needed materials. Some of her needs include working with grade level teachers in creating student assessments, using assessment data to drive instruction in Science and Social Studies, contributing ideas in faculty and grade level meetings, and communicating on a regular bases with parents.	This is my first year mentoring a student teacher from UHWO. Dr. Kamai and Dr. Major were friendly and offered helpful information regarding the program. I was provided a description of the program, requirements for the student teacher and Mentor teacher to complete. I felt my student teacher was prepared and ready for her student teacher semester field experience. The weekly seminar offered assistance for my student teacher in discussing areas of interest, need, and challenge. At this time I see no area of need, I found my experience to be positive and enjoyable. I especially appreciated the handmade thank you card!
strengths: assessments, planning needs: time and behavior management, enthusiasm and extra effort	strengths: professors response and support to mentor, extra activities to help build me as a mentor needs: Lesson planning, expectations of professionalism
Jaydon is very personable and if he can translate that into his teaching style. He has to develop into a great teacher.	N/A
N/a	N/a
Student candidate has a good heart and is driven to be a good teacher. They just need to discover the kind of teacher they want to be, what that will look like, sound like, and be like in practice. The raw talent is there, and as look as they are continuing to seek exposure to all the different kinds of teaching out there and braid that experience and pedagogy with their own personal style and values, they will be a great teacher one day.	Hard to say sense I have only been exposed to this one teacher candidate. I would hate to make any assumption about the program based on this one single experience.
She is very personable and communicates well with others. She has a good attitude and appears to enjoy working with the students. She interacts with students in a meaningful way, finding out more about the child, not just about academic performance. As Keyisha gains more experience I think she would be a great teacher.	Since this is an early field experience, I like that the University is providing opportunities for students to get a pulse on what it is actually like in the classroom. The more experience the candidate can get the better prepared the student will be for managing their own classroom one day.
Content knowledge is one of her strengths. She should work on planning for a wide range of learners and how to scaffold while still being time efficient.	I would like clearer guidelines of what teacher candidates are supposed to do during their early field experience.
Knowledge of content (Strength) (Needs) More time in the class	n/a
Strength: Content knowledge and willingness to take constructive criticism and make corrections. Very easy to work with. Weakness: Experience which will be gained over the years to come. Haylie will be a good teacher wherever she goes.	N/A High School setting
Classroom Management, Relationship Building, understanding SPED	Curriculum and Instruction
I think Irene strengths are her love of children and her interaction with children. I think her needs is self confidence with content. She knows more than she gives herself credit for.	I don't feel I know enough about the program comment. However, I know my teacher candidate has a hard time juggling a job and doing field experience in General Education and Special Education at the same time. She often doubted weather or not she was going to be able to finish the program.

Flexible Technology Use	Not at the elementary school level
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