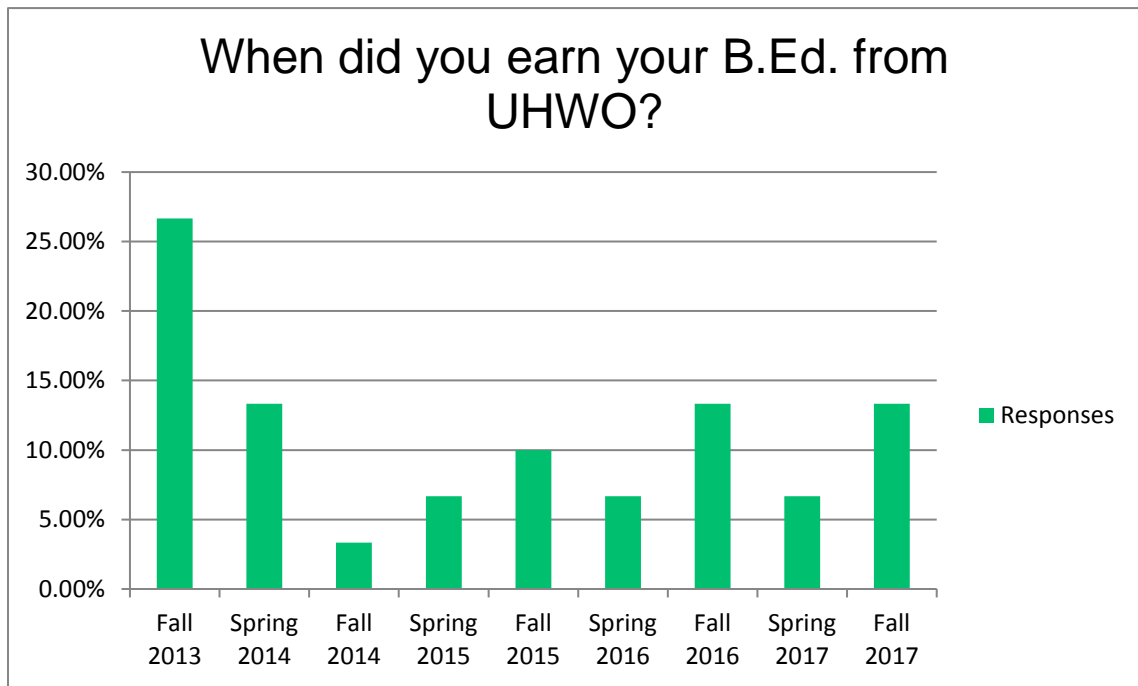


Employee Survey (AY 2017-2018)
(N = 30/82 37% response to survey rate)

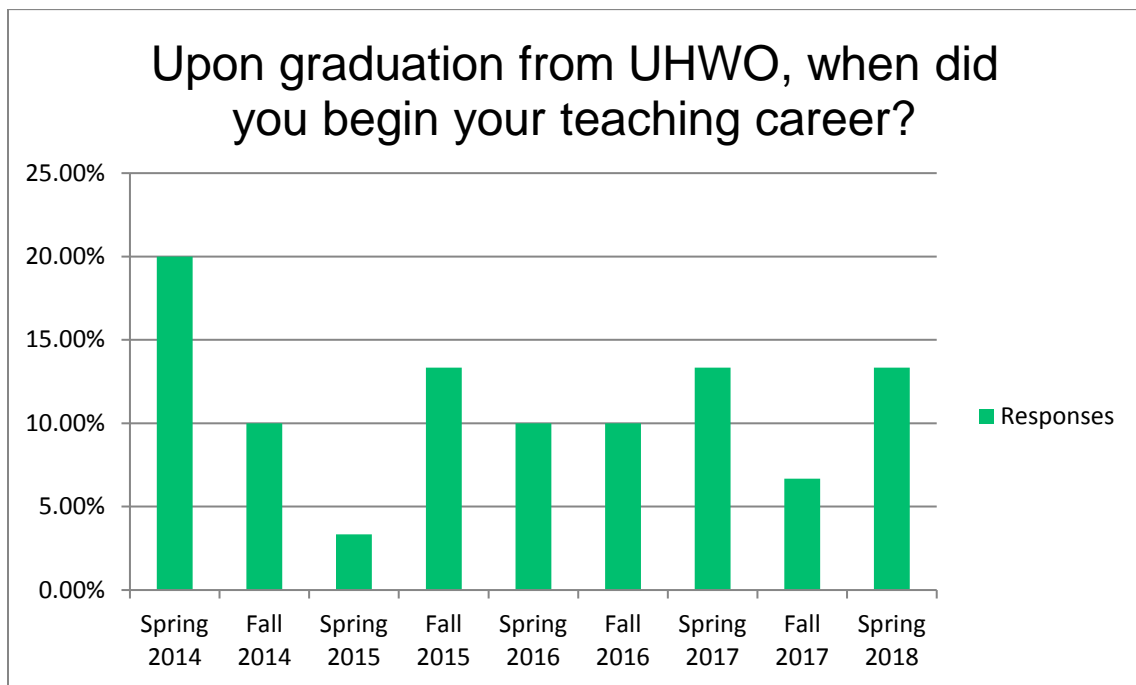
1. When did you earn your B.Ed. from UHWO?

Semester	Response Percent	Response Count
Fall 2013	26.67%	8
Spring 2014	13.33%	4
Fall 2014	3.33%	1
Spring 2015	6.67%	2
Fall 2015	10%	3
Spring 2016	6.67%	2
Fall 2016	13.33%	4
Spring 2017	6.67%	2
Fall 2017	13.33%	4
Total		30



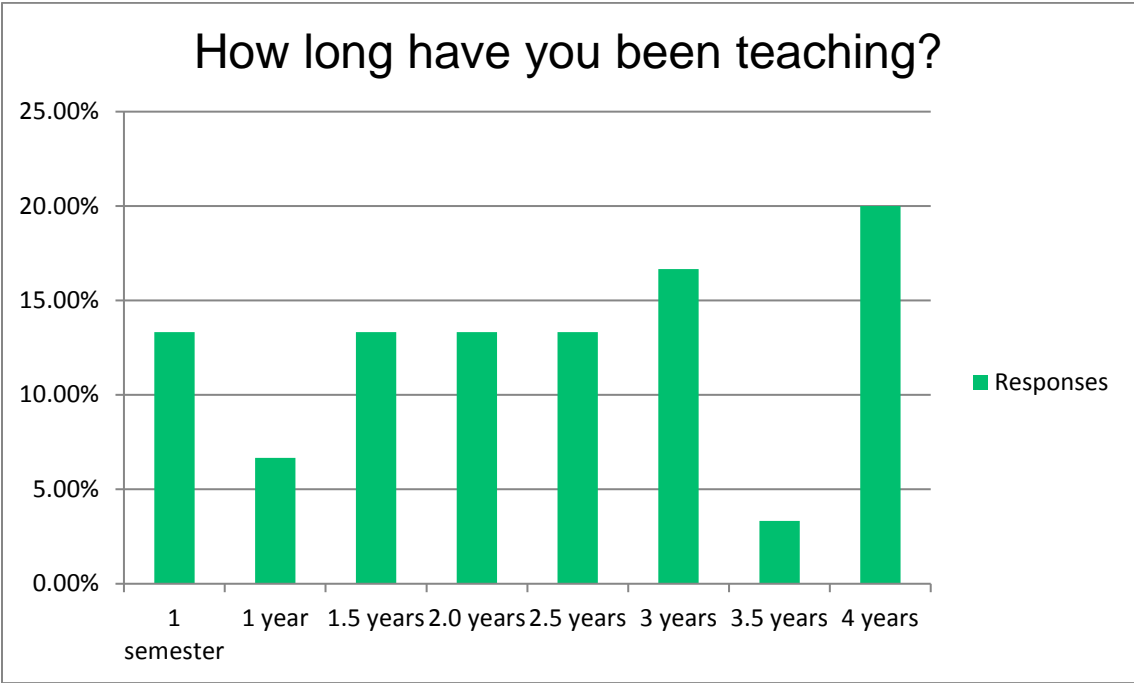
2. Upon graduation from UHWO, when did you begin your teaching career?

Semester	Response Percent	Response Count
Spring 2014	20.00%	6
Fall 2014	10.00%	3
Spring 2015	3.33%	1
Fall 2015	13.33%	4
Spring 2016	10.00%	3
Fall 2016	10.00%	3
Spring 2017	13.33%	4
Fall 2017	6.67%	2
Spring 2018	13.33%	4
Total		30



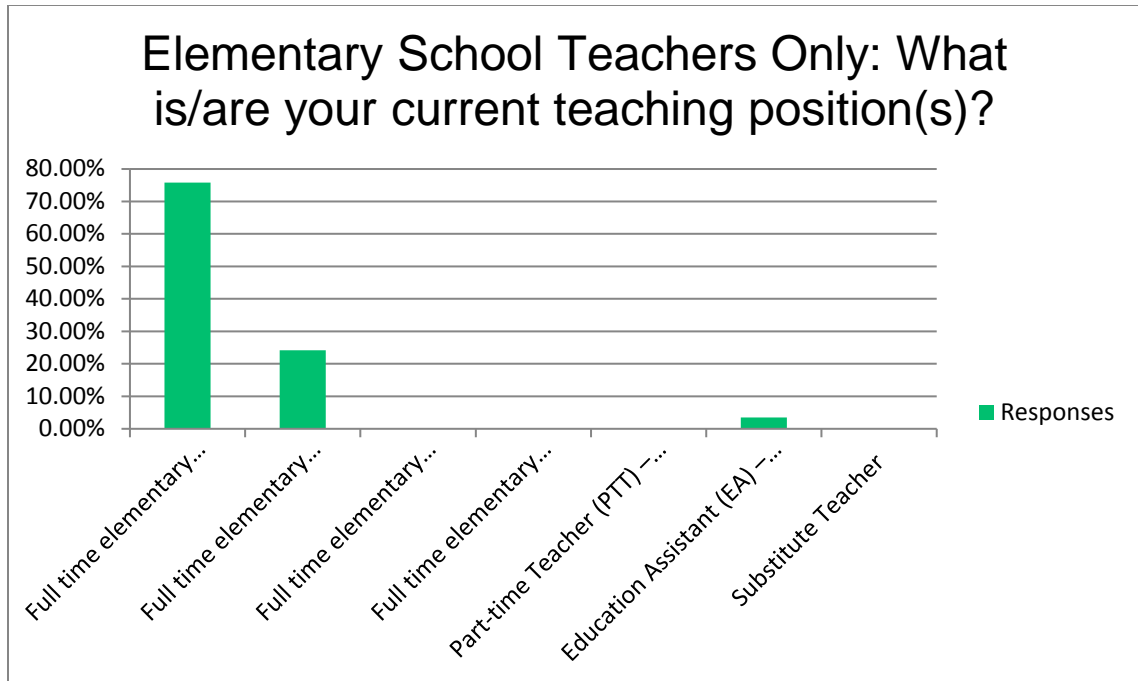
3. How long have you been teaching?

Answer Option	Response Percent	Response Count
1 semester	13.33%	4
1 year	6.67%	2
1.5 years	13.33%	4
2.0 years	13.33%	4
2.5 years	13.33%	4
3 years	16.67%	5
3.5 years	3.33%	1
4 years	20.00%	6
Total		30



4. Elementary School Teachers Only: What is/are your current teaching position(s)?

Position	Response Percent	Response Count
Full time classroom teacher: Regular	75.86%	22
Full time classroom teacher: Inclusion	24.14%	7
Full time special education teacher: Resource Room	0.00%	0
Full time special education teacher: Inclusion	0.00%	0
Part-time Teacher (PTT)-Elementary	0.00%	0
Education Assistant (EA)-Elementary	3.45%	1
Substitute Teacher	0.00%	0

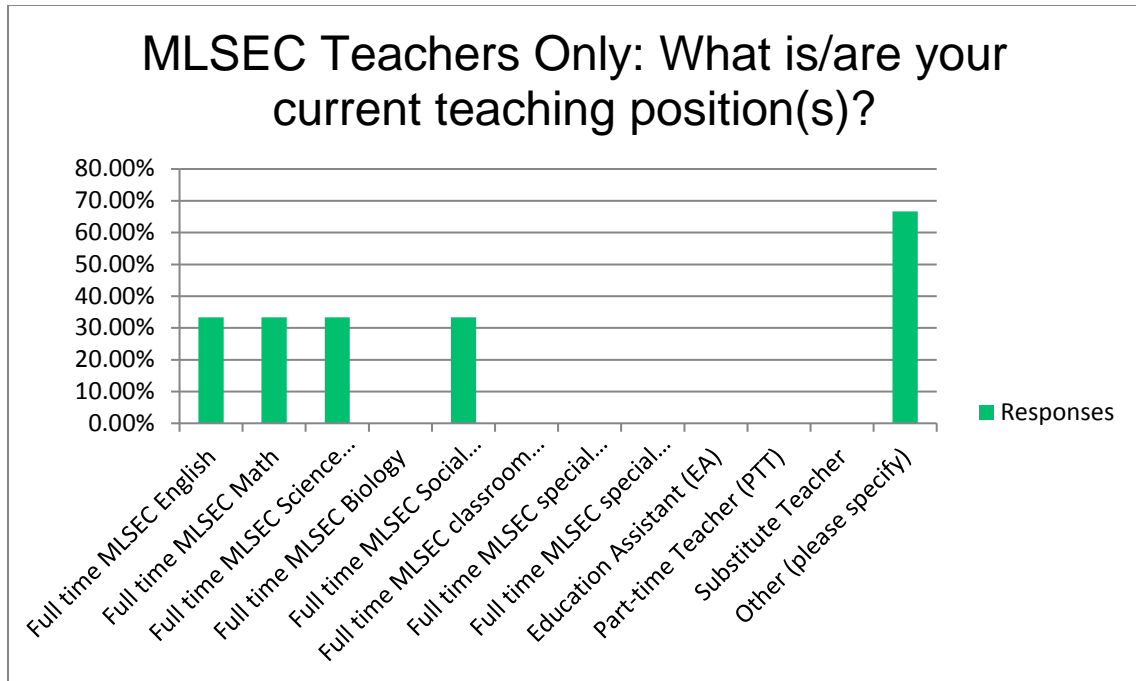


5. MLSEC Teachers Only: What is/are your current teaching position(s)?

Answer Choices	Response Percent	Response Count
Full time MLSEC English	33.33%	1
Full time MLSEC Math	33.33%	1
Full time MLSEC Science (specify subject area(s) below in "Other")	33.33%	1
Full time MLSEC Biology	0.00%	0
Full time MLSEC Social Studies	33.33%	1
Full time MLSEC classroom teacher: Inclusion	0.00%	0
Full time MLSEC special education teacher: Resource Room	0.00%	0
Full time MLSEC special education teacher: Inclusion	0.00%	0
Education Assistant (EA)	0.00%	0
Part-time Teacher (PTT)	0.00%	0
Substitute Teacher	0.00%	0
Other (please specify)	66.67%	2

Other:

- Secondary CTE Teacher
- Full time elementary teacher



6. In addition to your current teaching responsibilities, describe any other work related roles to which you have been assigned, such as administration, coordination, coaching, etc.

Responses to other work related roles

- I coached soccer as part of our 21st century after school program.
- Grade Level Chairmen
- Grade Level Chair 2017-18 SY
Grade Level Chair 2018-19 SY
Mentor Teacher for a college student doing observation May 2018
Volunteer Coach for Jr Lego Team grades 1-3. After school program; 2015-16,2016-17, 2017-18
- N/A
- Track coach - 2017 spring
WASC FOL Group category C: Instruction
- K Grade Level Co-Chair
- Media teacher consists of many extracurricular activities beyond the classroom. Also recently asked to be a class advisor and athletic coach (track & field)
- Physical Fitness Team
Yearbook
Speech Festival
- ELA head rep for grade level
- EA and PTT and substitute teacher and once in a while, a PPT
- Project Based Learning
- Robotics Coach
Track Coach

- ELA second grade beyond students
ELL Teacher for RtI services
- N/A

Responses to other work related roles

- N/A
- 21st Century tutoring, GLC (Next school year)
- None at this time. Just focusing on first semester of teaching
- Spring Showcase Chairperson, Geography Bee committee member
- Summer Enrichment Program
- N/A
- Track coach (1 of the assistants)
After school study hall
- HSTA/HYPE co-rep for the Windward Chapter
Windward District Executive Board Member
YHCR Chair member
- Grade Level Coordinator, Gifted and Talented Coordinator, WASC facilitator
- None
- I have been assigned to the ELA PLC. I also teach an after school art class.
- Grade level chair (GLC)
- N/A
- AVID site team grade level representative
- Coaching Wrestling/Judo

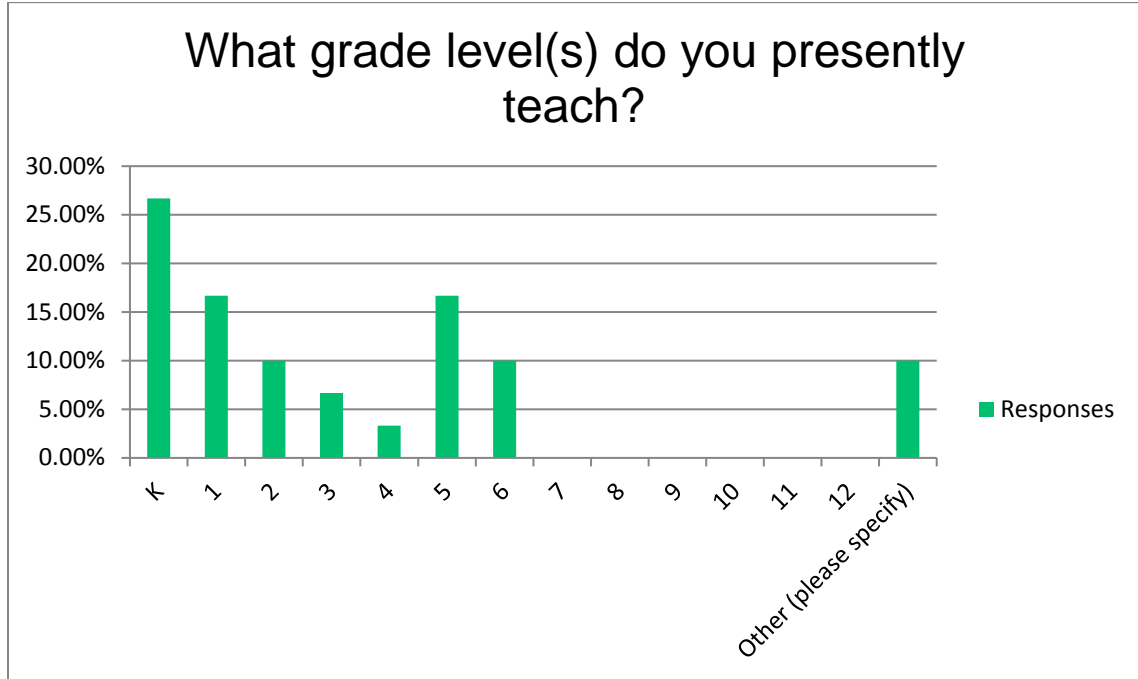
7. What grade level(s) do you presently teach?

Answer Choice	Response Percent	Response Count
K	26.67%	8
1	16.67%	5
2	10.00%	3
3	6.67%	2
4	3.33%	1
5	16.67%	5
6	10.00%	3
7	0.00%	0
8	0.00%	0
9	0.00%	0
10	0.00%	0
11	0.00%	0
12	0.00%	0
Other (please specify)	10.00%	3

Other:

- 9-12
- SPED 2-4

- 2nd grade ELA, ELL services to 1, 4, and 5

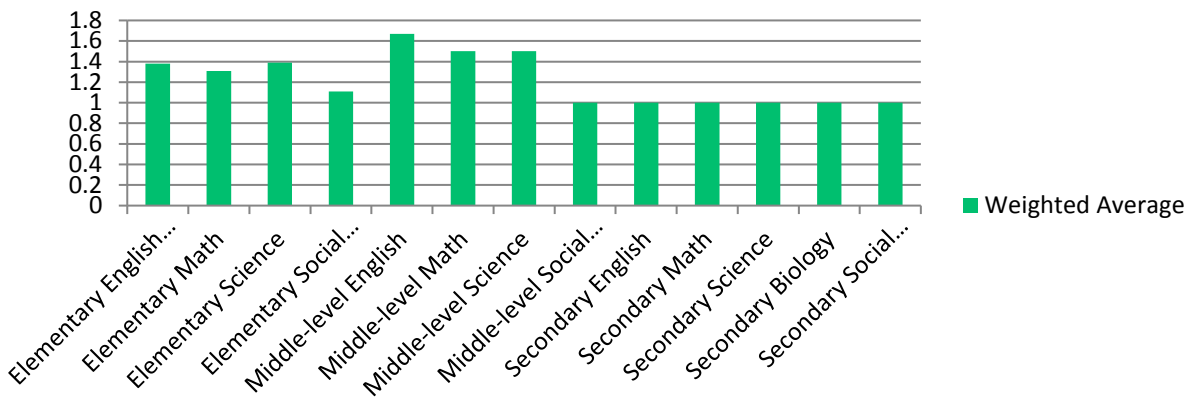


8. Using a 3-point Likert Scale, rate how well you feel the UHWO Teacher Education program prepared you to demonstrate in-depth knowledge of content that you currently teach, as described in professional, state, and institutional standards. Check all that apply.

Subject	Unprepared (0)	Prepared (1)	Well-Prepared (2)	N/A	Number of responses	Average Rating	Range
Elementary English Language Arts	2	14	13	1	29	1.38	0-2
Elementary Math	3	14	12	1	29	1.31	0-2
Elementary Science	0	17	11	2	28	1.39	1-2
Elementary Social Studies	4	17	7	2	28	1.11	1-2
Middle-level English	0	1	2	27	3	1.67	1-2
Middle-level Math	0	1	1	28	2	1.50	1-2
Middle-level Science	0	1	1	28	2	1.50	1-2
Middle-level Social Studies	0	1	0	29	1	1.00	1
Secondary English	0	1	0	29	1	1.00	1
Secondary Math	0	1	0	29	1	1.00	1
Secondary Science	0	1	0	29	1	1.00	1

Subject	Unprepared (0)	Prepared (1)	Well-Prepared (2)	N/A	Number of responses	Average Rating	Range
Secondary Biology	0	1	0	29	1	1.00	1
Secondary Social Studies	0	1	0	29	1	1.00	1
Other (please specify)	0	0	0	0	0	0	0

Using a 3-point Likert Scale, rate how well you feel the UHWO Teacher Education program prepared you to demonstrate in-depth knowledge of content that you currently teach, as described in professional, state, and institutional standards. Check all that ap

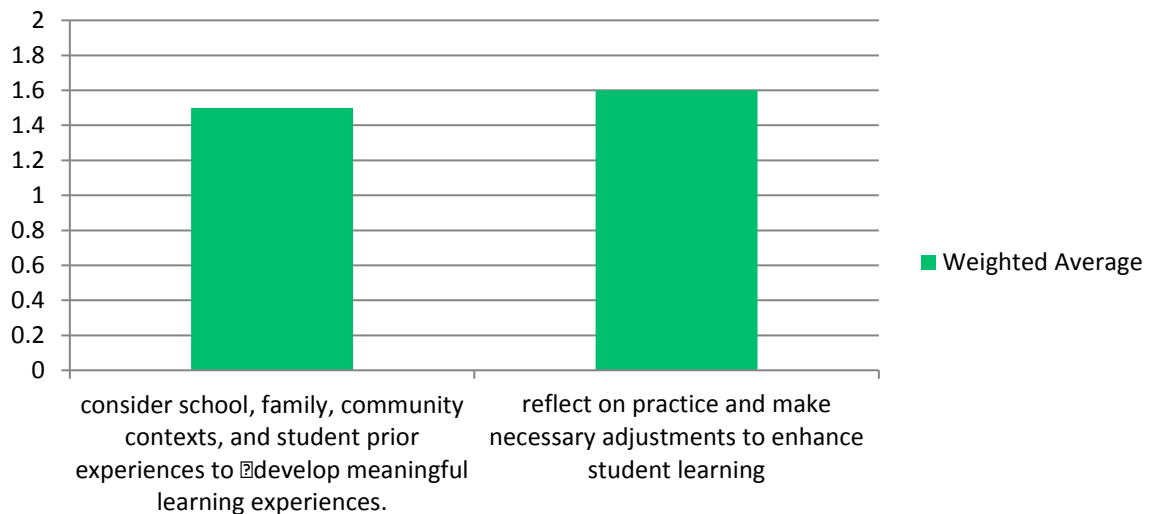


9. Using a 3-point Likert Scale, rate how well you feel the UHWO Teacher Education program prepared you to apply professional and pedagogical knowledge and skills, as described in professional, state, and institutional standards.

	Unprepared (2)	Prepared (1)	Well-Prepared (0)	Number of responses	Average Rating	Range
Consider school, family, community contexts, and student prior	0	15	15			

	Unprepared (2)	Prepared (1)	Well-Prepared (0)	Number of responses	Average Rating	Range
experiences to develop meaningful learning experiences.				30	1.5	1-2
Reflect on practice and make necessary adjustments to enhance student learning	0	12	18	30	1.6	1-2

Using a 3-point Likert Scale, rate how well you feel the UHWO Teacher Education program prepared you to apply professional and pedagogical knowledge and skills, as described in professional, state, and institutional standards

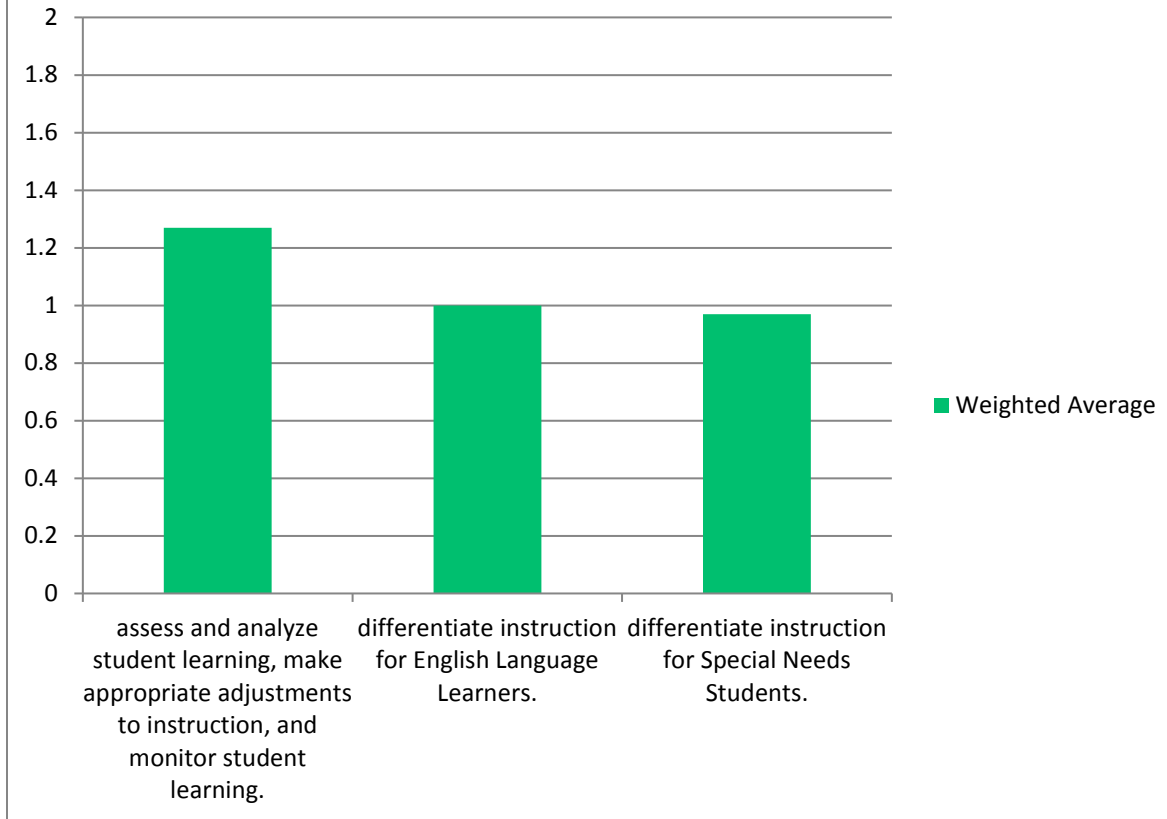


10. Using a 3-point Likert Scale, rate how well you feel the UHWO Teacher Education program prepared you to focus on student learning and study the effects of their work

	Unprepared (2)	Prepared (1)	Well-Prepared (0)	Number of responses	Average Rating	Range

	Unprepared (2)	Prepared (1)	Well- Prepared (0)	Number of responses	Average Rating	Range
Assess and analyze student learning, make appropriate adjustments to instruction, and monitor student learning.	2	18	10	30	1.27	0-2
Differentiate instruction for English Language Learners.	5	20	5	30	1	0-2
Differentiate instruction for Special Needs Students.	8	15	7	30	0.97	0-2

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

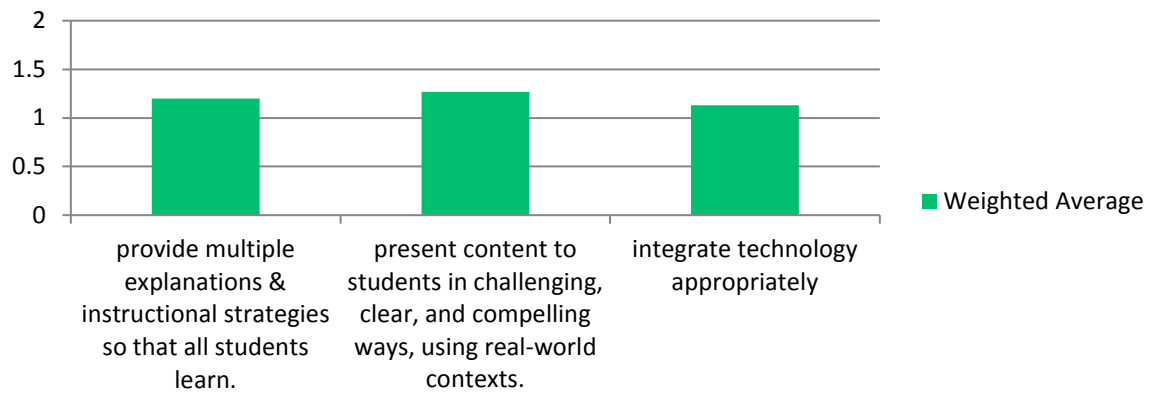


11. Using a 3-point Likert Scale, rate how well you feel the UHWO Teacher Education program helped you to understand the relationship between content and content-specific pedagogy, as described in professional, state, and institutional standards.

	Unprepared (2)	Prepared (1)	Well-Prepared (0)	Number of responses	Average Rating	Range
Provide multiple explanations & instructional strategies so that all students learn.	2	20	8	30	1.20	0-2
Present content to students in	2	18	10	30	1.27	0-2

	Unprepared (2)	Prepared (1)	Well- Prepared (0)	Number of responses	Average Rating	Range
challenging, clear, and compelling ways, using real-world contexts.						
Integrate technology appropriately	4	18	8	30	1.13	0-2

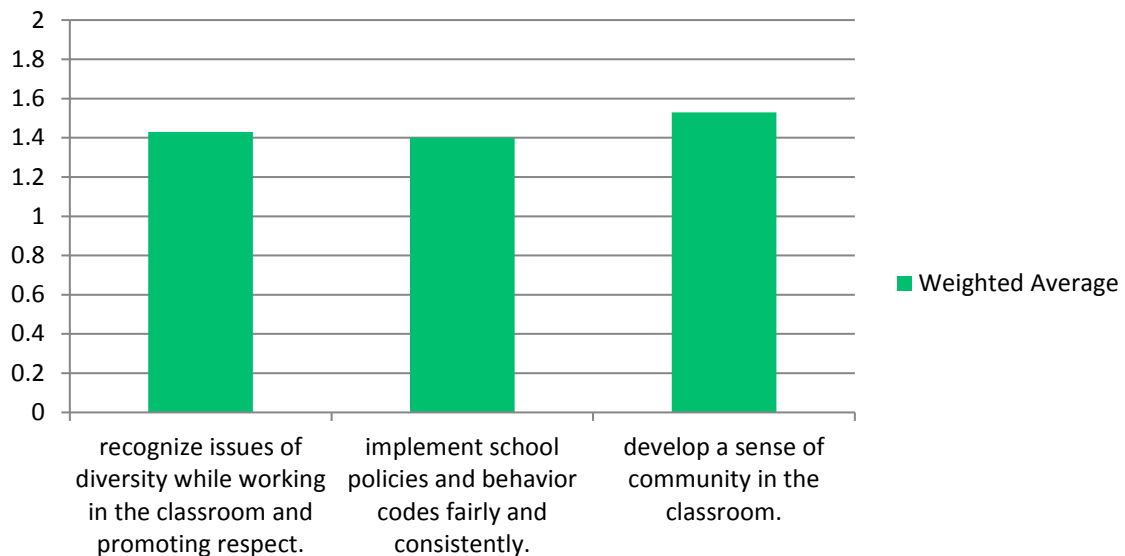
Using a 3-point Likert Scale, rate how well you feel the UHWO Teacher Education program helped you to understand the relationship between content and content-specific pedagogy, as described in professional, state, and institutional standards.



12. Using a 3-point Likert Scale, rate how well the UHWO Teacher Education program prepared you to create a learning environment that is positive, inclusive, respectful, and caring of all of its members.

	Unprepared (2)	Prepared (1)	Well-Prepared (0)	Number of responses	Average Rating	Range
Recognize issues of diversity while working in the classroom and promoting respect.	0	17	13	30	1.43	1-2
Implement school policies and behavior codes fairly and consistently.	1	16	13	30	1.4	0-2
Develop a sense of community in the classroom.	0	14	16	30	1.53	1-2

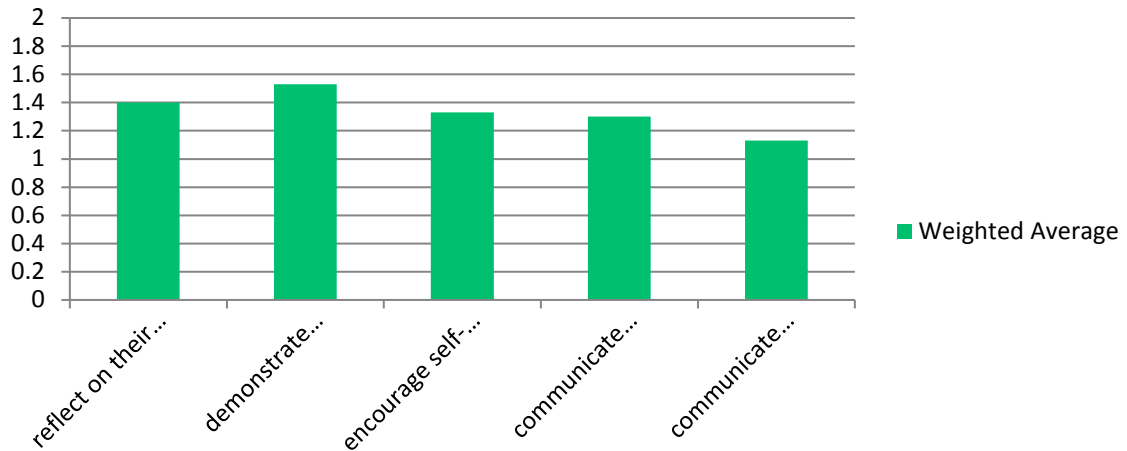
Using a 3-point Likert Scale, rate how well the UHWO Teacher Education program prepared you to create a learning environment that is positive, inclusive, respectful, and caring of all of its members



13. Using a 3-point Likert Scale, rate how well the UHWO Teacher Education program prepared you to 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

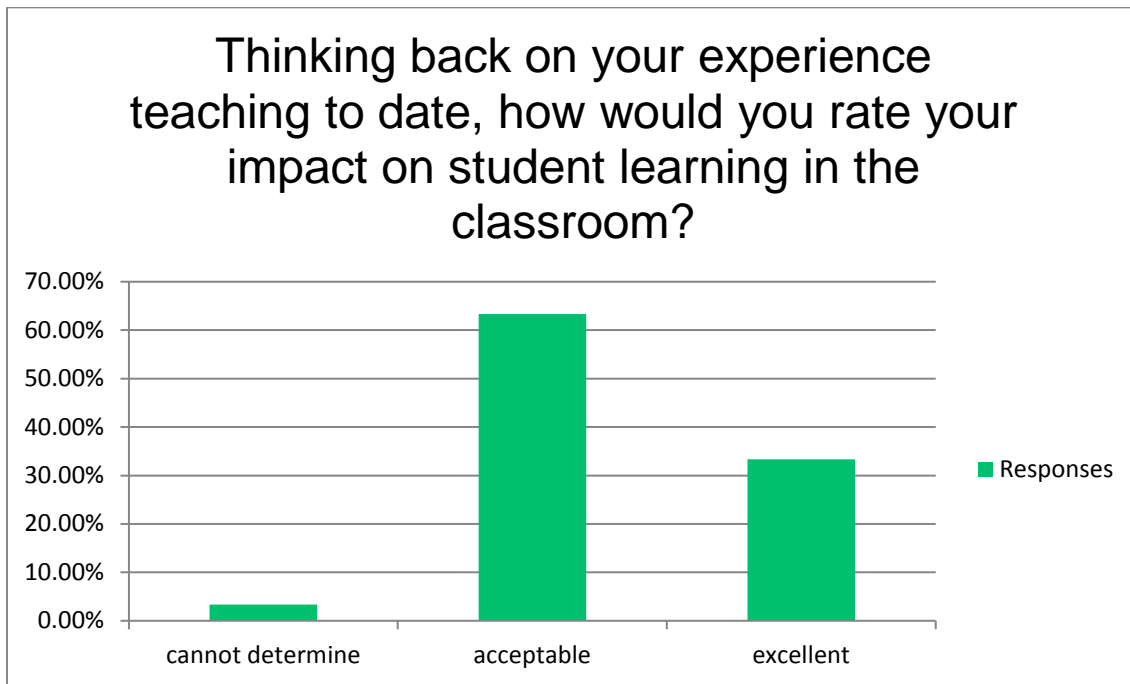
	Unprepared (2)	Prepared (1)	Well-Prepared (0)	Number of responses	Average Rating	Range
Reflect on their practice, recognize when adjustments to their own professional dispositions need to be made, and develop plans to do so.	1	16	13	30	1.4	0-2
Demonstrate classroom behaviors that create caring and supportive learning environments.	0	14	16	30	1.53	1-2
Encourage self-directed learning by all students.	2	16	12	30	1.33	0-2
Communicate effectively with colleagues, administrators, and school staff.	3	15	12	30	1.3	0-2
Communicate effectively with parents and other childcare providers.	4	18	8	30	1.13	0-2

Using a 3-point Likert Scale, rate how well the UHWO Teacher Education program prepared you to work with students, families, colleagues, and communities in ways that reflect professional dispositions expected of professional educators, as described in pro



14. Thinking back on your experience teaching to date, how would you rate your impact on student learning in the classroom?

Answer Choice	Response Percent	Response Count
Cannot determine	3.33%	1
Acceptable	63.33%	19
Excellent	33.33%	10



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

- I feel that I have made a impact in the classroom where my students receive clear expectations and get feedback in order to grow and feel confident as a learner. However, I feel there's so much more for me to learn and implement in order to become a effective teacher.
- I understand the longer someone has been teaching, the more experienced they are at their job. In my first year, I spent most, if not all, of my time juggling multiple things that were new to me. Now that I'm going into my third year of teaching I feel much more confident with myself because I am familiar with the content I am teaching. I am spending more of my time planning and reflecting on what I can do to reach each student instead of spending my time learning the curriculum and figuring out all the responsibilities teachers have throughout the year. I feel that has impacted student learning in the classroom in a positive way because I am growing as a teacher and am able to service my students more efficiently.
- I personally feel like teaching and making an impact on student learning mainly came from experience in the classroom with the students, building relationships with the kids, one to one working with students,

small group instruction, and reflecting on data and instruction with grade level teachers. This for me is when teaching took on a purpose and made it “alive” for me.

- As a 3rd grade general ed teacher I recognize my impact on student learning. I teach all subjects; English Language Arts, Math, Science, Social Studies, Music, Art, and PE. In ELA we differentiate our teaching for the different levels of learning. In my class we use small group as well as whole group instruction. We have a reading intervention team and several on-line reading programs. It's important to me to foster a love for reading for each student in my classroom. Reading is a life skill that affects every subject.

In 3rd grade Math I am responsible for teaching students multiplication tables among other areas. In the beginning of the year students have little or no knowledge of multiplication. By the end of the year I need to insure each student is proficient with their times tables.

At the end of 3rd grade students take the state Smarter Balance Assessment (SBA) for the first time, which measures their learning with students from around the state.

I always tell my students the most important thing that I can teach them in 3rd grade is to be kind to everyone. Building a positive growth mind set, sets the stage for a positive learning environment.

- I feel that the most important part of making an impact on any student's life is relationships. When personal relationships with each individual and genuine caring about them as a person, regardless of their academic abilities, are present, respectful and meaningful interactions are far more likely to occur. This guides them in their academic careers and opens the possibilities for learning. I feel that I have a loving and safe classroom environment for positive relationships to grow and flourish. Current students and former students have good relationships with me throughout their time here at Waipahu Elementary School and August Ahrens Elementary School as well. Student learning goes beyond the classroom and into their home lives and I know that I am making a strong positive impact on their lives through feedback from parents, with whom I also have positive relationships.
- As a visible learning school, I have had several “impact cycles” where I have focused on my impact on student learning. One impact cycle was on student self-assessment. About 45% of my students can determine whether or not they can meet our learning target based on their ability to meet the given success criterias.
- I have had some high and low points. My first year teaching was out of certification in a highschool classroom, however, pass rate among my students was 20% higher than the departmental average from the preceding year. I owe that success to the students because I created a system for self study and numerous opportunities to take their learning into their own hands. I didn't limit my lessons purely to the content of my course and the students chose to succeed. One student that was in danger of failing raised his average 30+% because I started to read the test to to him. Dyslexia? Discalculia? ADHD? I don't know. I know he had 0 confidence in his ability to pass when he came in, but when he saw that I prioritized effort and use of the tools available to fix his mistakes he became motivated. Just having me sit at the table and read the questions was enough to bring out the skill he'd developed over the course of that year.

When I did start teaching in cert, it was Kindergarten. I was completely unprepared for the emotional drain

18 five year olds would place on me. Over the last 3 years I have adapted, developed, or stolen classroom management techniques and lesson plans to cater to the academic and emotional needs of a variety of students. Last year, I had a singular breakthrough with a tantrum prone student in which he effectively articulated what was motivating the behavior, something our counselors and his parents had been unable to get him to do.

Despite those achievements, I have had mountains of trouble navigating what seem like inconsistent standards for EES. My entire grade level had put forward a SLO for the term, the product of 10 teachers with multiple decades of experience each. When I presented the same document to my observer, I had to take it back for edits 3 times. Not because the core elements were unacceptable, but I was just being held to a different standard by a different administrator.

- I believe teaching back in my hometown and community I am able to provide a positive environment and culture to impact student learning. Through media related extra curricular activities and media competitions and trips students are highly engaged.
- Students are making gains in all subjects
- I enjoy working with Sped students I feel that it not only helps the sped student but the gen ed students. teaching a whole child is what I like to strive for
- Cannot determine because I am only an EA.
- Throughout the year, seeing the progress students make or are making, even if it's a little - it's something.
- I believe my impact on student learning in the classroom is providing students with skills that they will be able to use in middle school. For example, I work very hard to help students master how to communicate with each other, dealing with conflict (internal/external), and how to present work they are proud of. I also try to instill harmony and positive classroom environment by providing opportunities where students can lead discussions or teach lesson (kindergarten buddy program)
- I always push myself to be better, that is what I reflect on a daily basis, or even on a daily moment while teaching or doing certain activities with certain strategies. Therefore, though I am constantly reflecting and changing my ways, I believe I am not excellent because I am still in the process of working on who I am as a teacher.
- All of my students show growth in ELA and Math. Their iReady and EasyCBM scores reflect this as well as their performance in class.
- Teaching kindergarten I can see that my students have learned a lot from the beginning of the school year. I get the data from students initial assessments that are given prior to the first day of kindergarten.
- I have successfully taught all content areas to my students. They have all shown growth academically and socially.
- Coming from UHWO I am much more equipped to cater to the student's individual needs and really focus on differentiation within my class. Within a lesson, I make a conscious effort to incorporate most learning styles as well as changing up the learning environment. This allows the students various avenues of learning content so that they have a clearer understanding.
- Through differentiated instruction and direct instruction I have been able to make sure that all of my students are gaining knowledge that is purposeful.

- After coming in without prior educational experiences, most students are receiving MP's in subject areas

Students are comfortable engaging in classroom discussions

Although my highest behavior student is tier-3 in ELA, I found his strength and proficiency in Mathematics

- Student math and reading scores and diagnostic tests have improved.
- I measure student impact based on growth (whether is small or large, any measure of growth is a celebration). I also measure student impact on attitude and behavior, if they love coming to school/class, then I must be doing something right.
- My first classroom was actually with 5th and 6th graders. I know I made an impact because all of their scores in the following year all went up to where it needed to be.

The past two years with my first grade students I know I made an impact because I have seen them grow as children and students. I have seen them grow in their social skills and in their academics. Thinking of how they began the year in their academics and observing the differences or growth is amazing. I know I made a little if not more of an impact because my first year students left me with growth and I see my current students and look at their tests and knowledge and I know that they will leave me with more knowledge than I thought they would end the year with.

- Each year, I instill a sense of belongingness with my students. For me, the biggest impact I have on student learning is teaching the importance of perseverance in academics and emotional behavior.
- Students are showing growth.
- I do my best to provide learning experiences that are both meaningful and memorable for my students. Learning their interests and strengths helps me to do so. By providing material of interests, whether it be through music, video images, realia, etc., my students connect deeper to what is being taught. We also participate in many discussions, giving them an opportunity to share their thoughts, has been very beneficial to helping them process their learning.
- I had impacted my students by giving them a strong foundational skills into reading, writing, and math.
- I believe I impact my students learning in the classroom a lot. I try to provide each student with the instruction they need to succeed. I differentiate my instruction to make sure that each student has a chance to get the concept. I also feel like connecting with my students personally has been a really big impact on their learning as well. The progress my students have shown from the beginning of the year to the end of the year is amazing to see.
- I feel that I have had adequate impact on student learning in the classroom. My students mostly perform to my expectations on assessments I provide to them. On standardized tests, my students made significant gains in ELA (with 95% of my class meeting 5th grade proficiency) and remained average in math.
- I think I have made a positive impact on the students here in my classroom. Being a male, polynesian teacher has shown many of the students of the same background that we too can make a positive impact in our community and in our schools. There is still much that I need to practice and learn and hope that I am fortunate to remain in the position that I am so that I can continue my works.

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

- The program really emphasized the importance of reflection. I feel that it's a practice that will continue help me grow as an educator. It's also a practice that I use with students because they also benefit from reflecting and communicating their thoughts and opinions.
- I learned the most of how and what a teacher does in my student teaching semester. Seeing what a teacher does day in and day out was the best in preparing me to be an effective teacher.
- I think the program did well for me in terms of providing a foundation for the core subjects. Classroom observation and practice mini lessons helped somewhat. But honestly I wasn't ready when I started especially when I compared myself to other graduates who got hired around the same time. I wish that the program gave insight into the background of teaching - things that are not seen to a regular person, the preparation, the meetings, understanding of standards. But these are topics that can only be offered by classroom teachers.
- Over the years... I have attended many colleges. I find the Professors at UHWO to be the best! UHWO taught me concepts for teaching that I have adapted into my classroom. I also learned to reflect on my teaching and explore ways I can improve.
- My teachers at UHWO are also genuine relationship builders and I feel that their relationships with me while I was a student there really impacted me to be that kind of caring teacher as well. Because the class sizes were so intimate, they were able to really get to know each of us individually, thus prepared me to make those efforts to with students and parents in my teaching career.
- Reflections helped me self assess on how effective the lesson was and how I can improve next time. It also helps me determine how to differentiate for learners who may need extra practice or interventions.
- Some of the policies and behavior of the UHWO administrators and professors gave me a clear idea of what to look out for in a bad school.
Grades that aren't consistent with assessment results, discrimination, an unwillingness to see that the world has changed from how it was 30 years ago and the demands placed on a modern student (particularly financial demands) are wildly different than those from 3 decades back.
- Through the practicum hours, student teaching and guest speakers who provided us as candidates with real world experiences I felt it helped to contribute and make me a more effective teacher.
- Being able to reflect on my actions and to make adjustments.
- Respect
- Differentiation in different subjects to help support student learning
- I was well prepared in creating lesson plans and differentiating for students. I was also grateful that we were able to share the lesson plans amongst our cohort.
- UHWO Teacher Education program really prepared me for the EES observations. Being that I came from a program where we were required to fill out multiple reflections, pre/post criteria, and got observed. When I was in the education system EES came naturally.
- The first thing is all about communication, it has helped me build up my confidence to know who I can turn to in need and who I can depend on. I am honored to be at the school that I have been hired at, because collaboration with colleagues and administration is key, we truly are like family.

- Being placed with a mentor each year was awesome. The program also helped me grow into a more discipline and responsible adult.
- I think the best UHWO Teacher Education program did best in preparing me to be an effective teacher is during the student teaching module. Having the hands on experience is what really helped me. Other assignments helped as well, but having the real experience made a difference.
- The awareness of the need for differentiated teaching.
- The thing that I appreciate most about the UHWO program is that it prepared me for all facets of teaching, not only the "in classroom" portion. They helped me navigate through the often confusing backstage responsibilities as well as given me tangible strategies for in the class.
- Knowing and understanding content knowledge and how to make learning meaningful.
- Working with individuals with different personalities (difficult or not)
Continuously adapting to work requirements
Reflecting on teaching practices
- The student teaching semester and spending all my time in the classroom
- To be reflective.
- I think that the UHWO program best prepared be in social studies. I took it with [Redacted] (sorry I can't remember the whole name) but he taught me about diversity. I think realizing and seeing the diversity of students and family in my classroom is very important. Understanding this, I am able to assume where I need to be and to relate to the student and/or family and connect with them in a way that, I suppose, not many people can. To show the student that you care is something very important. When the student sees this, they will change their behavior and try harder or their best, more or less.
- The UHWO provided mentor teachers that modeled effective teaching practices/beliefs.
- Student teaching semester was very effective. [Redacted] standards were very high and prepared us.
- The UHWO Teacher Education program afforded me multiple opportunities to collaborate with others which I feel prepared me to be an effective teacher. I strive to be an effective teacher and I've learned that does not happen working solo. Knowing how to work with others well, including my students, is crucial in the teaching field.
- Understanding the different strategies.
- There are many things that the UHWO Teacher Education program did that prepared me to be an effective teacher. The one thing that really helped me was writing lesson plans and it provided me with many different strategies to use in the different content areas.
- The UHWO Teacher Education program helped me to learn how to foster relationships amongst my colleagues. It also gave me some great mentor teachers and a few awesome professors to learn from. Looking up to effective teachers and being able to see them in the classroom is the most valuable experience I got from this program.
- They provided the experiences that help me to understand and build that rapport with students in order to be a positive influence in their learning.

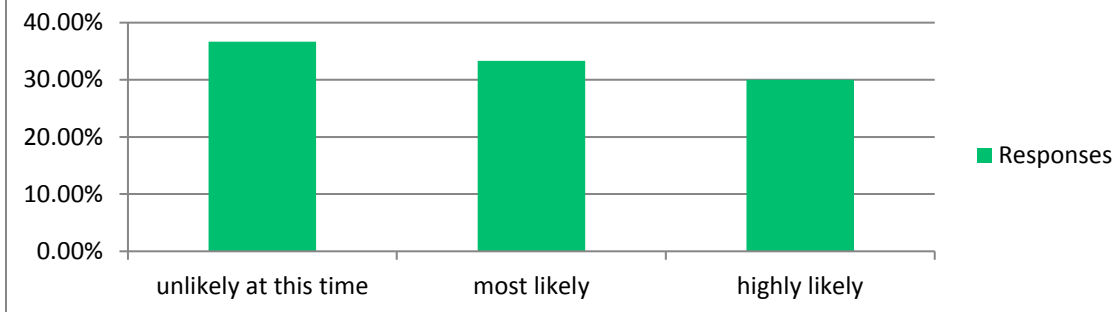
17. If the UHWO Education Division were to offer a 30-credit Masters Degree in Curriculum & Instruction, with licensure and non-licensure pathways, how likely would you be to apply to the graduate program?

Answer Choice	Response Percent	Response Count
unlikely at this time	36.67%	11
most likely	33.33%	10
highly likely	30.00%	9

Comments:

- Maybe in the future
- This Fall I plan to enter into the National Board Certified Teacher Program (NBCT). Currently I have a Bachelor's Degree, but I would like to continue my education and earn my Master's Degree in Education.
- I'm not looking to stay a teacher, possibly counseling or something else. Teaching was always just supposed to be a stepping stone for me career.
- Maybe in near future.
- Assuming BA holders would receive automatic acceptance into the program, I would be willing to apply. I would be unlikely to compete for a place at UHWO due to those issues mentioned in #18.
- I had just completed a masters program at UH Manoa but if it was offered closer at UHWO I would have loved that as well.
- Taking care of disabled parent now.
- I will be patiently waiting till their Master's for Elementary Education Program opens up so I am able to apply towards that degree and get further in my career, as well as, more knowledgeable; therefore, feel more confident in taking leadership roles.
- I would love to get my masters, but I'm not sure if I'll have the time to juggle work and school. I find myself bringing home work to do at home. I may take credit courses during the summer at my own pace.
- I put off working towards my Master because I been waiting for this program to begin.
- I don't feel that the education department at West O'ahu is prepared to provide a professional and comprehensive graduate program at this time. The bachelor's degree program should be improved greatly before they consider providing a Master's Degree program.

If the UHWO Education Division were to offer a 30-credit Masters Degree in Curriculum & Instruction, with licensure and non-licensure pathways, how likely would you be to apply to the graduate program?



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.)

- Computer technology, specifically to keep learning records, anecdotal notes, etc.
- Classroom management, literacy, math, science
- Mentor teachers, English language learners
- I would be very interested in taking credit courses in all subjects.

Schools are required to fully implement NGSS (Next Generation Science Standards) by the 2019-20 SY and no one really seems to know how to do this....so maybe a course that would lead to designing a year long NGSS Science based curriculum.

- Not sure.
- I'm interested in social emotional learning, sped inclusion, technology integration, etc.
- Literacy, arts integration, tech integration.
- I'm open to any and every workshop there is to offer. However, Computer technology is my common interest.
- classroom management, computer technology
- PD credits for mentors so that they can have step movement along with taking on student teachers
- More strategies for differentiation

- Project Based Learning
- Some in-service presentations or workshops I would like to see more developed is possibly Sped/Inclusion strategies or overview. I also think that UHWO could develop more STEM or project based workshops since most Elementary schools are gearing towards that direction.
- Coding, since it is one of the up and coming learning criteria or curriculum; it would be good to have PDs on report cards and expectations with Cum folders and attendance sheets; how to get out memos to parents for field trips; how to communicate to administration and office staff; how to use NGGS to the best of its ability, rather than just notifying about it through class; where we can turn to for free exposure and assistance with writing grants and getting supplies for the students, school, and classrooms; setting up classrooms, etc.
- Any courses I could earn PDE3 credits for would be great.
- Classroom management, teaching elementary writing
- Computer technology. Perhaps some PD classes to help us reclassify
- Classroom management
- Technology integration, cross content integration, classroom management, SPED inclusion/SPED, BFRS/MSL training, sign language
- Classroom Management
- Computer tech, class management
- N/A
- A class that teaches small group reading instruction, a class specifically helping you to understand the teaching profession with things such as EES or Danielson. Honestly, I'm not sure because so far in my experience, you can't teach everything, you have to pick it up and learn it as you go.

I think to have had an organized and stable math class would have helped very much.

- Integrating literacy through technology and differentiation for gifted/high performing students
- I wish I had the same mentor teacher for an entire year.
- I am interested in learning more computer technology in the classroom.
- Literacy, science, and classroom management.
- computer technology
- I would enjoy if [Redacted] or [Redacted] provided some PD in their respective areas of instruction. They were the best!
- Classroom management is one that would help the students coming into the profession.