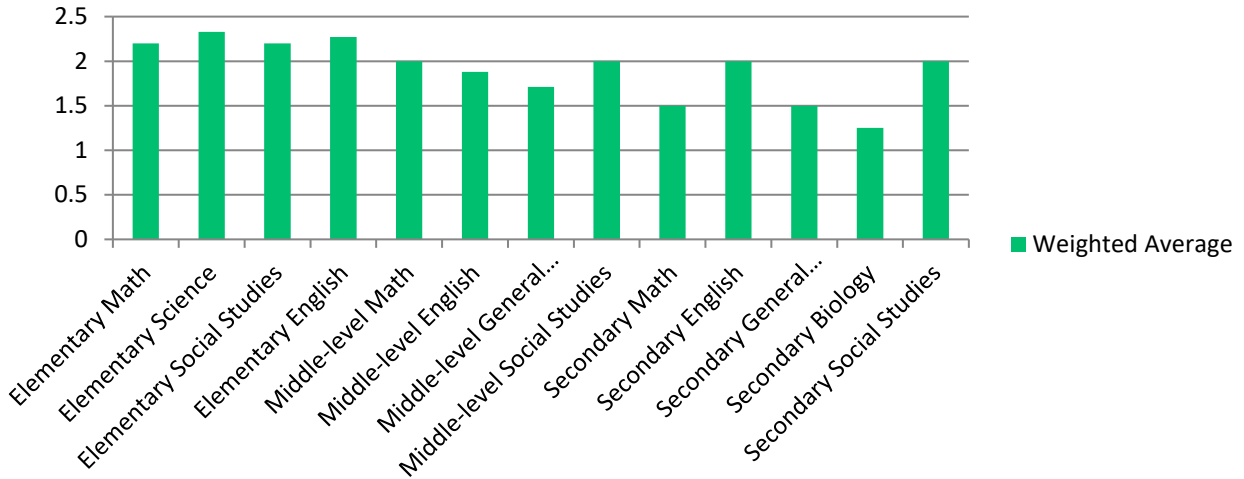


## Teacher Candidate (K-12) Exit Survey Spring 2018

Using a 3-point Likert Scale, rate how well you feel UHWO's 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.

	Well-Prepared	Prepared	Unprepared	N/A	Response Count	Weighted Average	Range
<b>Elementary Math</b>	2	8	5	4	19	2.20	0-2
<b>Elementary Science</b>	1	8	6	4	19	2.33	1-2
<b>Elementary Social Studies</b>	1	10	4	4	19	2.20	0-2
<b>Elementary English</b>	2	7	6	4	19	2.27	0-2
<b>Middle-level Math</b>	2	2	2	13	19	2.00	0-2
<b>Middle-level English</b>	3	3	2	11	19	1.88	0-2
<b>Middle-level General Science</b>	2	5	0	12	19	1.71	0-2
<b>Middle-level Social Studies</b>	1	5	1	12	19	2.00	0-2
<b>Secondary Math</b>	2	2	0	15	19	1.50	0-2
<b>Secondary English</b>	2	3	2	12	19	2.00	0-2
<b>Secondary General Science</b>	2	2	0	15	19	1.50	0-2
<b>Secondary Biology</b>	3	1	0	15	19	1.25	0-2
<b>Secondary Social Studies</b>	1	3	1	14	19	2.00	0-2

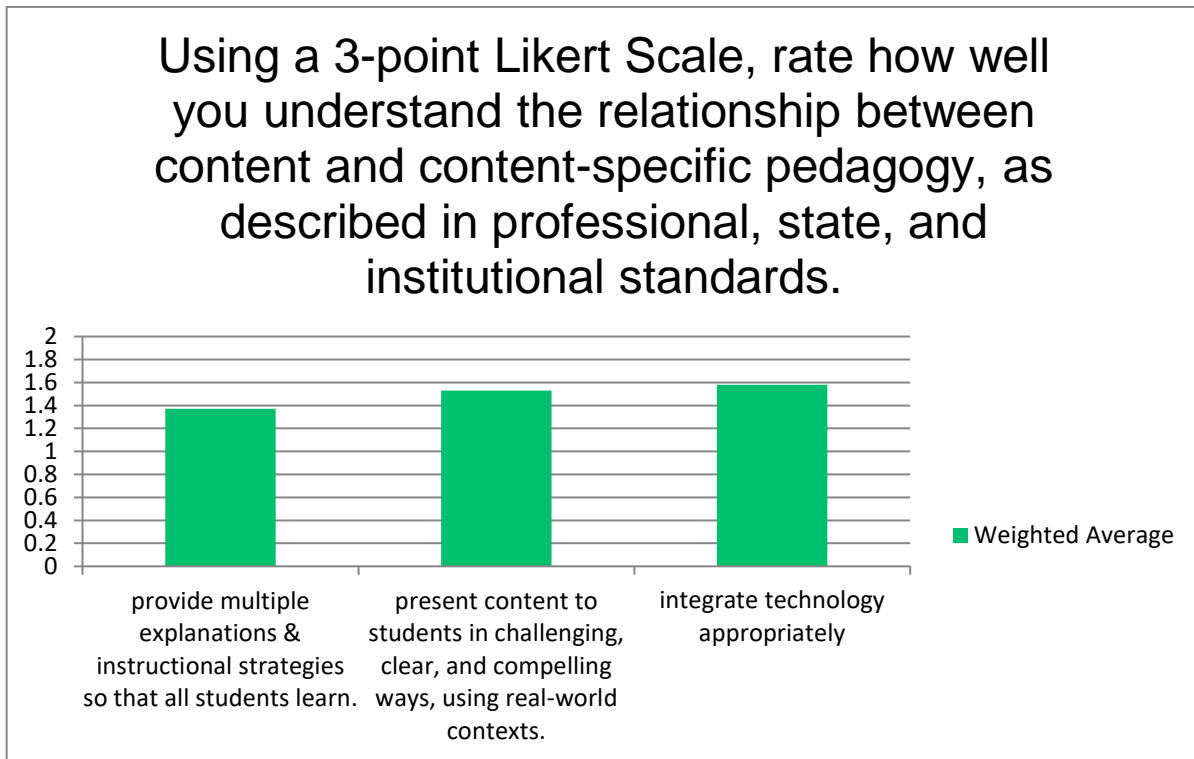
Using a 3-point Likert Scale, rate how well you feel UHWO's Teacher Education Program prepared you to demonstrate in-depth knowledge of content that you currently teach, as described in professional, state, and institutional standards? Check all that appl



Understanding of 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
<b>provide multiple explanations &amp; instructional strategies so that all students learn.</b>	7	12	0	19	1.37	1-2
<b>present content to students in challenging, clear, and compelling ways, using real-world contexts.</b>	10	9	0	19	1.53	1-2
<b>integrate technology appropriately</b>	11	8	0	19	1.58	1-2

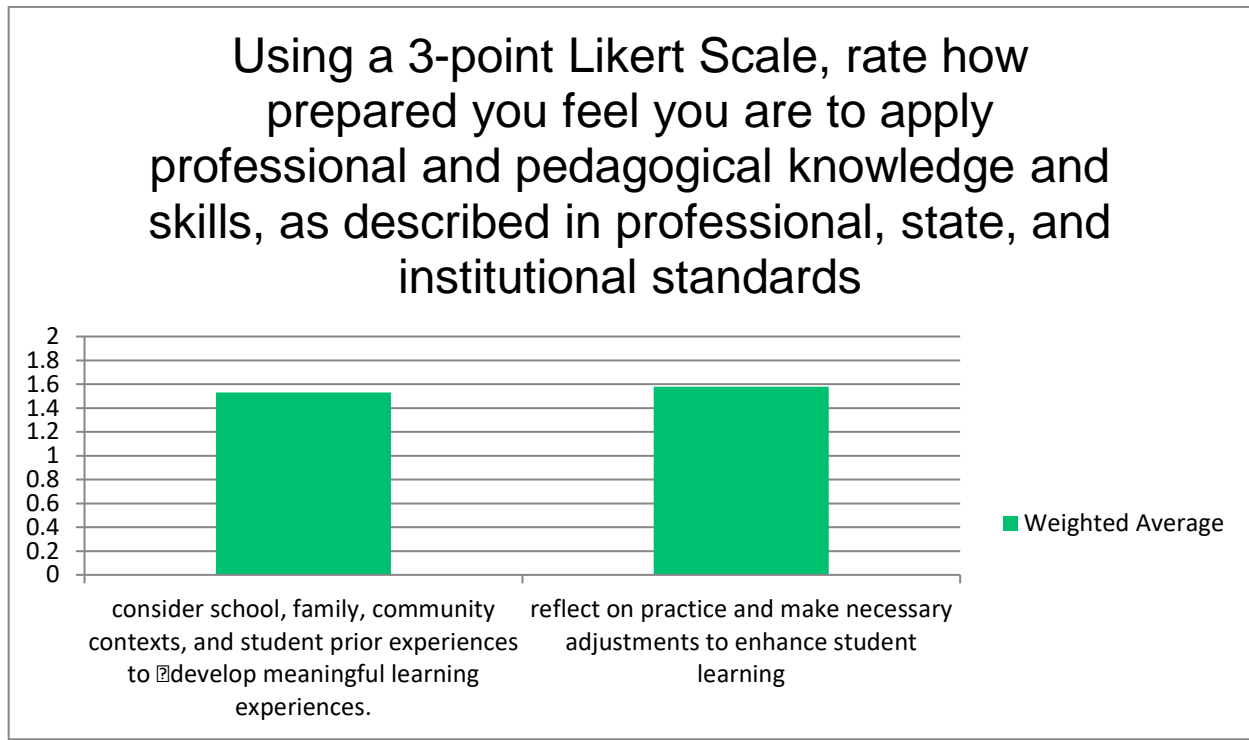
**Understanding of the relationship between content and content-specific pedagogy, as described in professional, state, and institutional standards.**



**Ability 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
<b>consider school, family, community contexts, and student prior experiences to develop meaningful learning experiences.</b>	10	9	0	19	1.53	1-2
<b>reflect on practice and make necessary adjustments to enhance student learning</b>	11	8	0	19	1.58	1-2

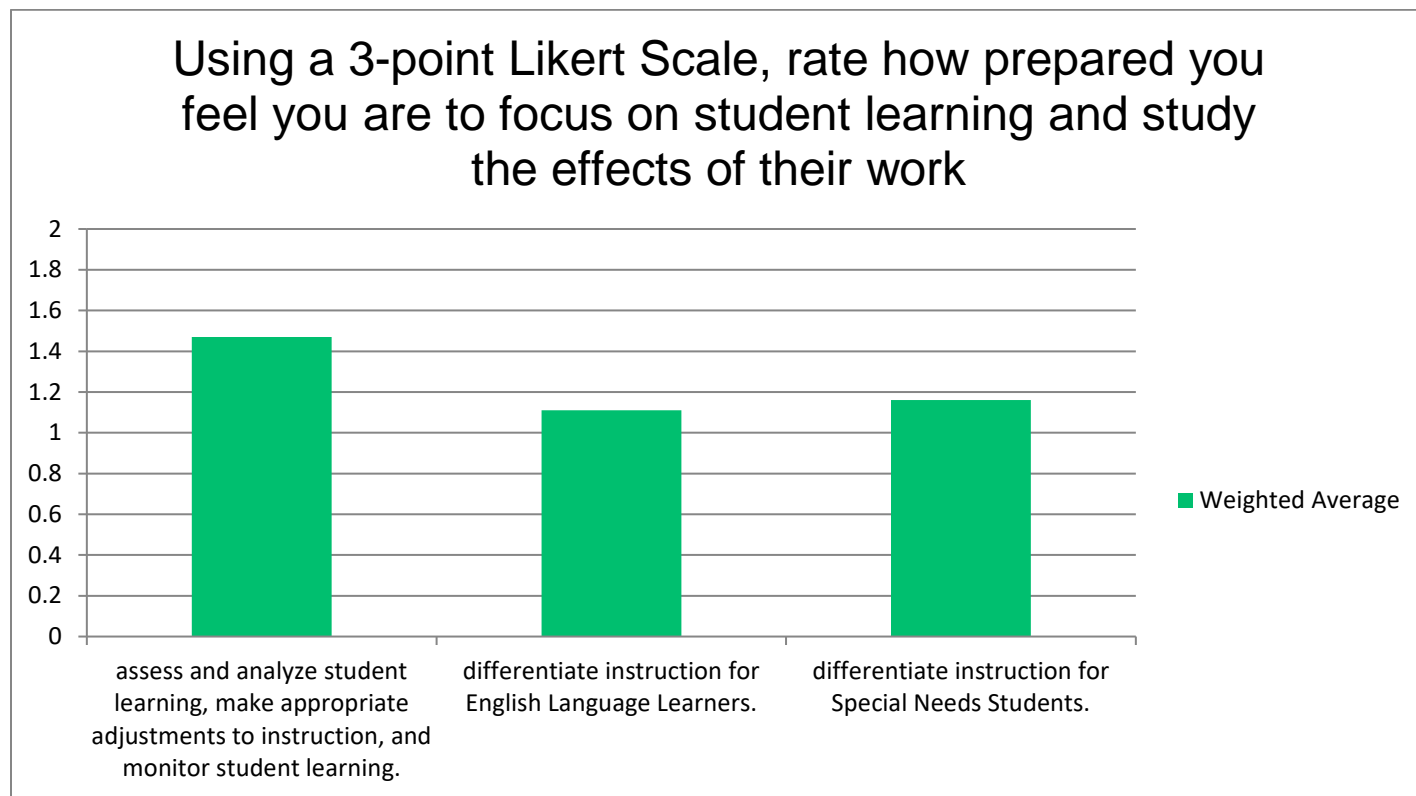
**Ability to apply professional and pedagogical knowledge and skills, as described in professional, state, and institutional standards**



**Focus on student learning and study the effects of their work**

	Well-Prepared	Prepared	Unprepared	Response Count	Weighted Average	Range
<b>assess and analyze student learning, make appropriate adjustments to instruction, and monitor student learning.</b>	9	10	0	19	1.47	1-2
<b>differentiate instruction for English Language Learners.</b>	4	13	2	19	1.11	0-2
<b>differentiate instruction for Special Needs Students.</b>	3	16	0	19	1.16	1-2

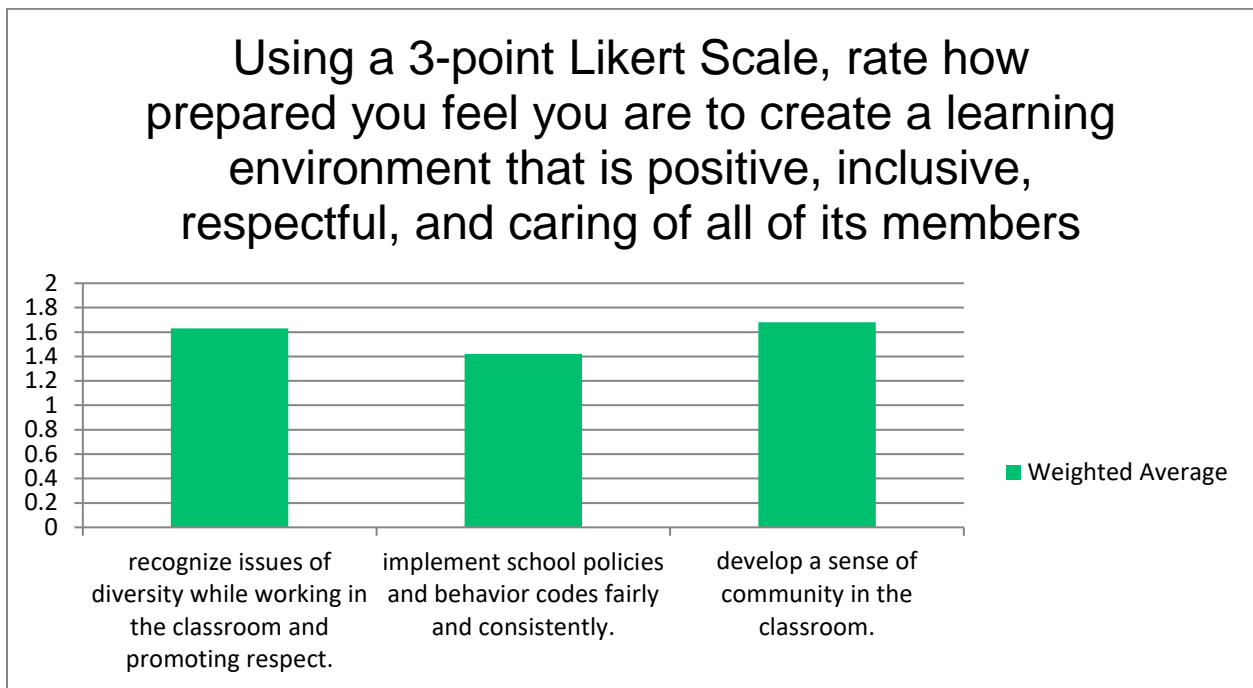
**Focus on student learning and study the effects of their work**



**Ability 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
<b>develop a sense of community in the classroom.</b>	13	6	0	19	1.68	1-2
<b>implement school policies and behavior codes fairly and consistently.</b>	8	11	0	19	1.42	1-2
<b>recognize issues of diversity while working in the classroom and promoting respect.</b>	12	7	0	19	1.63	1-2

**Ability to create a learning environment that is positive, inclusive, respectful, and caring of all of its members.**

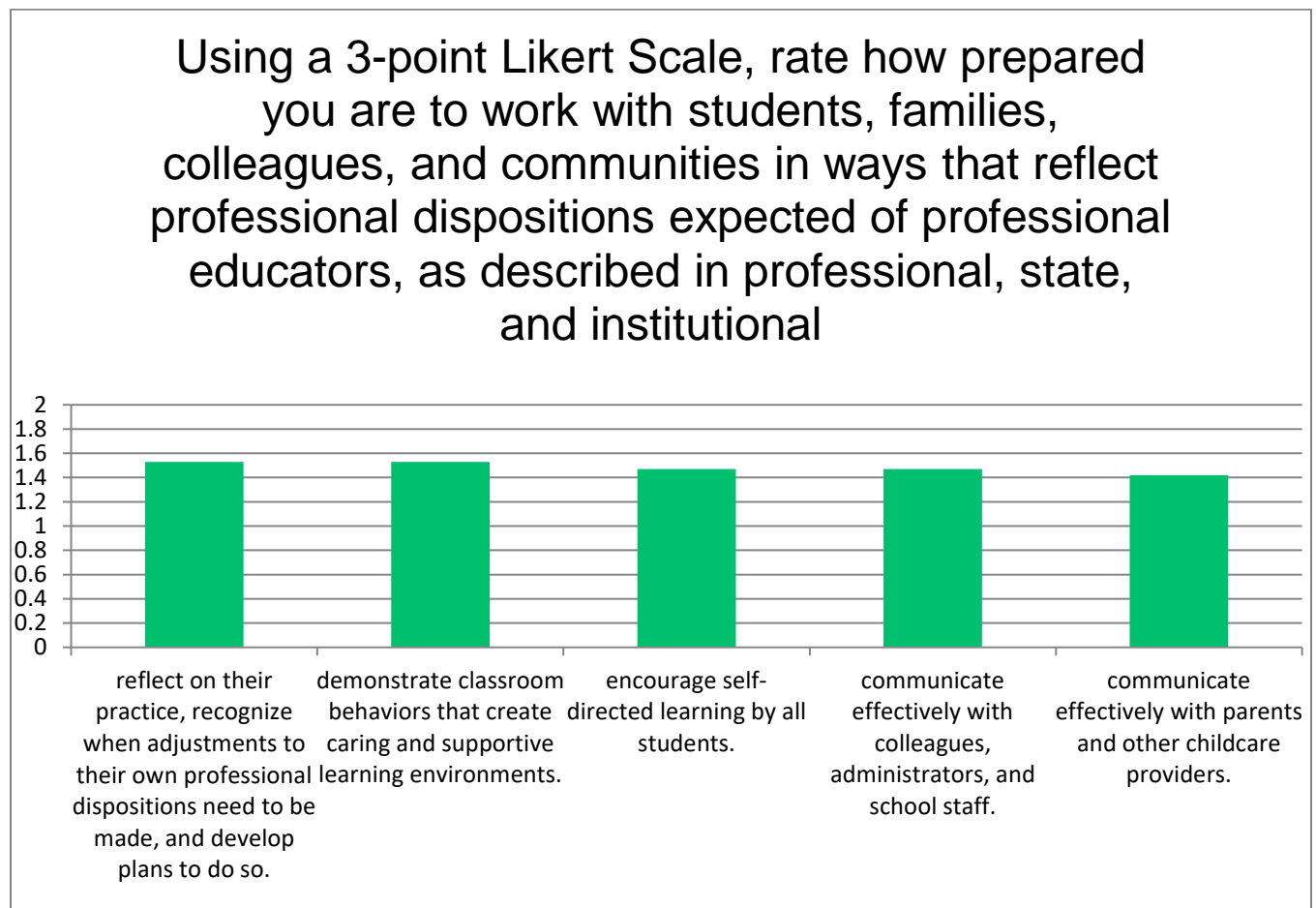


**Work with students, families, colleagues, and communities in ways that reflect professional dispositions expected of professional educators, as described in professional, state, and institutional standards.**

	Well-Prepared	Prepared	Unprepared	Response Count	Weighted Average	Range
<b>Reflect on their practice, recognize when adjustments to their own professional dispositions need to be made, and develop plans to do so.</b>	10	9	0	19	1.53	1-2
<b>Demonstrate classroom behaviors that create caring and supportive learning environments.</b>	10	9	0	19	1.53	1-2
<b>Encourage self-directed learning by all students.</b>	9	10	0	19	1.47	1-2

	Well-Prepared	Prepared	Unprepared	Response Count	Weighted Average	Range
<b>Communicate effectively with colleagues, administrators, and school staff.</b>	9	10	0	19	1.47	1-2
<b>Communicate effectively with parents and other childcare providers.</b>	8	11	0	19	1.42	1-2

**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.**



**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
<b>Thinking back on your student teacher experience, how would you rate your impact on student learning in the classroom?</b>	11	8	0	19	1.58	1-2

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

- I had a difficult placement. I was in an inclusion class with a large portion of the students having IEP's or 504's. I was not allowed to see these forms or attend meetings for the students' needs because the school felt it would breach confidentiality since I was not an employed DOE employee. This limited my ability to understand and meet the students' needs. Regardless, my mentor shared what information she could with me and I had to make my own conclusions about what these students needed. I was able to provide students with a variety of choices by which to access their learning. I put in extra time during the students' tutoring sessions after school to help them better understand the content. I made efforts to connect with students on non-academic topics to better student-teacher relationships. This, in turn, helped students to feel more comfortable coming to me for help.
- I am proud of my ability to encourage students to believe in their own learning abilities and identify needs to get them to where they need to be.
- My kids were sad that Mr. Hamada would be teaching them again.
- I was very involved in the classroom and I feel like the students really saw me as a teacher. I developed lessons that were engaging and I really got to know my students as learners.
- My impact on student learning was excellent due to my eagerness and drive to build relationships with my students from day 1. Students in the class really gravitated towards me a lot and saw me as another teacher figure in the classroom with them. I feel I greatly supported and helped students grow especially through small-group instruction to provide targeted intervention and instruction to meet the needs of my varying students.
- I feel that I have contributed a fair amount in student learning in the classroom. I tried to implement many things to see what works and what doesn't while also monitoring how student have grown throughout the process. I feel I am someone the students are comfortable with and who they find trust in because a lot of them tend to come to me



when they feel the need to talk to someone about their problems. Creating that classroom community has also helped me integrate technology to better fit certain students learning style, as well as other methods for assessment.

- student teaching gave me the opportunity to try new things and learn more about my own teaching style. i was able to achieve a goal that i set for myself, which was helping one of my own personal focus student pass my class by the end of my unit. many of the students also expressed to me that they enjoyed my teaching style because they said they were able to understand what they were doing. i also contributed to the 9th grade team of teachings by providing suggestions for the upcoming unit and for summative assessments. being part of the planning helped me better plan for my unit and assist the students.
- My impact on student learning in the classroom is creating a student-centered environment. I like to try and incorporate activities where the students are teaching me. A lot of times for math, we sit in a circle with manipulatives in the middle and have every child share an idea. Sitting in a circle allows the students to interact with everyone and as a teacher, I like to let my students take charge of their learning. I also incorporate group work when on the carpet. I put 2-3 students per group and each group will have a container of manipulatives. Having them in groups helps them to collaborate and share manipulatives with one another. Also, after I read a story to them, I like to have my students retell the story for comprehension with picture cards. My students enjoyed holding picture cards of important events from the story and putting them in order.
- I believe that during my student teaching experience I was very present with my students, both physically and mentally. I make myself available to the students when they are in need to talk or in for assistance on their homework. The most gratifying comment I had gotten this year was when one of my students after their science assessment told me that prior to the unit, he knew nothing about the periodic table, but now he knows a lot.
- I feel that I have developed very meaningful relationships with my students and worked hard to establish their trust and confidence in me. I developed lesson plans that addressed diversification in learning abilities and styles to ensure that all my students had the potential to be successful in achieving the learning targets and objectives and/or make advantageous progress towards meeting grade level standards. Before I began my student teaching semester, my students never appreciated science or social studies because they learned out of the book. I planned innovative lessons to give them a different perspective toward science and social studies. Now they look forward to it and sometimes plead to skip other lessons and do science or social studies instead. I changed their thinking on not knowing and making mistakes - to look at them as a learning experience rather than something negative. I also taught my students to be confident in their abilities and that with hard work, they can do amazing things. When I hear them say "I can do amazing things!" - I believe them, and they know that.
- I think my impact on student learning in the classroom is adequate. I feel that the students know that I'm there and that I want to see them succeed. And recently, I had a student tell me that I did a good job in my first official teaching year. I did have to correct him, because this is student teaching and not actual teaching. I did let him know that I

attribute my success with them solely on the fact that they welcomed me with open arms which made everything else very easy. I use the example of respect being a two-street. Every single day, I dedicated myself to greeting my students and really trying to have a conversation with them. Even the students that were really shy, I made it my mission to get them to talk to me. In the end the students know that I respect them and as result, I was able to gain the respect of 100+ sixth graders. Now if that isn't enough impact then I don't know what is.

- Students were amazing. I believe I had a great bunch of students that challenged me this semester as well as helped me grow into an effective teacher. A remarkable accomplishment I witnessed was being a part of the students' growth. Most of the kindergartners in my classroom are now able to write 3 sentences.
- I think that I provided students with a lot of differentiated learning by creating activities that gave them more ownership over their learning. For instance, I created a debate project that modeled higher level questionings that focused on the pros and cons of television. I did so to encourage students to think of the answers by relating it to their experiences, rather than having to find it solely in a text. The reason I bring this issue up is because their WONDERS curriculum seems to take away that power from them. Furthermore, I feel that I tried very hard to connect with all of the students in my mentor's class. I would take the time to know the kids, provide positive feedback, and assist them when needed such as in small groups. Overall, I believe that I extended myself to the best of my abilities in order to help the kids be successful.
- I know that I made an impact on student learning in a positive way, but I know that I can do better. So, right now, I'm trying to bridge the gap between acceptable and excellent, and I feel like UHWO gave me the tools I need to do that.
- I think my student learning in the classroom has provided a real situation as a new teacher. I have gained confidence and an understanding about things to expect inside and outside the classroom.
- I was able to build relationships with my students and in doing so I was able to differentiate my lessons to accommodate different learning styles. I was also able to participate in grouping the students based on learning levels so that the groups were targeted and specified to the varying needs of the struggling students.
- As a student teacher in my kindergarten classroom this semester, I feel that I have made a positive impact on my student learning. I have demonstrated my commitment to making school a place where my students feel safe, loved, and accepted by building a classroom culture that embraces their diversity. My students feel excited to learn and explore in our class because I provide them with wonderful hands-on learning experiences in our work stations and exploring texts together in our small reading groups.
- I feel that I've impact student learning in the classroom by providing integrated lessons as well as technology that engaged their learning.
- I think that I made a great impact on the students because I was a familiar face that was consistently there. The students gained my trust and I gained their respect. There are students that are comfortable with telling me their problems and I was able to lend an ear. I would also go to a teacher for advice on how to handle the situation and take their

advice and bring it back to the students. They always ask when I will be teaching them again.

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

- Cultural responsiveness, culture-based learning, Self-advocacy as a teacher, professionalism.
- Thinking of the students first!
- Giving me resources and letting me practice with them in the college classrooms.
- The program taught me how to build relationships with students to benefit them.
- The UHWO Teacher Education program best prepared me by being able to write and set up a proper lesson plan.
- The UHWO Teacher Education program did an awesome job at addressing the questions each student teacher had in order to become an effective teacher. Not only did the program provide relevant information, the program also made it relate to how we each teach, according to our different personalities and styles of teaching. The program has chosen great professors for each subject area to share their knowledge and skills to pass on and give ideas to us to become effective teachers.
- provide me with teaching strategies and helped me actually create assignments such as units that could be used during my student teaching. also, learning about different types of content and materials to implement into my classroom was helpful, such as creating a curation website.
- The UHWO Teacher Education program prepared me to be an effective teacher, but allowing us to experience different field placements and different grade levels. I learned a lot from my many mentors and students and actually being in a classroom setting.
- UHWO provided insight into a variety of teaching practices to reach various students. It has also taught me to be reflective, ever-changing, and to continue learning after leaving West Oahu.
- The in-classroom experience was critical in preparing me to become a teacher. The UHWO Teacher Education program broadened my content knowledge in core subjects and complementary content areas and provided me with tools and resources I can use to be effective in my teaching strategies and methods.
- I think it finally helped me get over my nervousness. It's still there but I have a greater sense of confidence when I step into a classroom now.
- The UHWO Teacher Ed program equipped me by providing amazing teacher prep programs. Through these programs, I received a lot of knowledge and skills to be a qualified teacher at a Coast school.
- I think that the best lesson I received from UHWO was about community. Throughout all of my elementary education courses, the professors would constantly stress the importance of the students' well-beings and to fight for social justice. These ideas have, ultimately, motivated me to teach on the west coast.

- The Teacher Education program (and Dr. Ikeda specifically) taught me how to model. We didn't just learn about creating a community, our cohort became a community. When didn't just talk about how to implement strategies or keep journal, we did them. The program also helped prepare me for lesson plan writing, because I had no idea how to do that upon entering the program.
- The UHWO Teacher Education program helped me prepare for by allowing me to have hands on experiences with the students, while providing me support, content and strategical practices that I can implement in the classroom. This experience allowed me to reflect on the type of teacher that I need to be to support my students.
- I was able to have real-world experiences in the classroom under direct mentorship from teachers who are in the field currently. Also, I was able to get advice on how to handle certain behavioral situations or classroom management situations when they arose.
- The UHWO Teacher Education program provided me with a real-world experience in real elementary school classrooms. These experiences truly contributed to my growth and learning as an effective teacher.
- Teach me the components of a lesson plan and show me the different learners that are out there.
- The program was very efficient with collaboration and having other teachers and DOE staff there to help guide us with our questions. The focused classes, blocks, were very helpful with giving us insights of what's to come in our own classrooms.

**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?**

- Keep in touch and respond if I have questions about my own classroom.
- Be there for me!
- Let me keep my UH email.
- Faculty can help by keeping lines of communication open in case questions arise or if there's something that I need that a faculty member can help me with.
- Keeping in touch with faculty members, providing maybe workshops to ease the transition into the teaching field/1st year of teaching.
- The UHWO Education faculty can continue to assist me as I emerge into the profession is by being there if I need any advice or need to be pointed in the right direction when it comes to my first year of teaching.
- let us keep our email
- The UHWO Education faculty could continue to assist me by being a support system. Being that I might start my first year of teaching, I will have many questions. I would like the UHWO Education faculty to still be around if I have any questions.
- UHWO faculty can best assist me after graduation by providing continual support. For instance, having someone notifying me of opportunities and events that could aid me in my teaching profession.
- Support services or coaching throughout the first year of teaching would be most helpful.

- Just continue to being an asset for us. A place we can communicate with other teachers about practices that are occurring in our classes.
- Continue to keep in contact and once experienced, I look forward to becoming a mentor teacher.
- I think it would be nice if the UHWO Education faculty hosted meetings for alumni to meet together to share their experiences as new teachers. It would be great if my classmates and I could still meet up and learn from each other.
- Just by being available if I have any questions during my first years of teaching.
- Providing support as a first year teacher. Offering advice and support.
- Possibly creating an alumni group where our cohort can add to it to keep in touch with one another and still keep the encouragement going and the common ideas going as well.
- The UHWO Education faculty can continue to assist me as I emerge into the profession by keeping me up informed of any other professional development, resources, or learning opportunities that I can attend, read, or look into.
- Keep in contact and be there to answer questions.
- Just keeping in touch and always having someone to turn to when we hit a stumbling block in our career. That would be most 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?)**

<b>Answer Choices</b>	<b>Responses</b>
Yes	19
No	0
Not immediately	0
Total	19

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

<b>Answer Choices</b>	<b>Responses</b>
Yes	12
No	3
At Job Fair	3
No, but I have an interview scheduled	1
Total Responses	19

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

<b>Answer Choices</b>	<b>Responses</b>
Yes	9
No	6
Offer Pending	4
Total	19

-Waianae High School, 9th, July 25. Training also in June

-Waianae High, 9th, July 31

-Nanaikapono Elementary School, 2nd Grade, July 31 2018

-August Ahrens Elementary, 3, August 1, 2018

-Dole Middle School, Kalihi; 7th Grade ELA; August 2018

-Nanaikapono, Grade 3, August

-Nanaikapono Elementary School, grade level placement is still pending

-Nanaikapono Elementary School, 4th grade, waiting on date

-Nanaikapono Elementary School/Kindergarten/July 31, 2018

-Nanaikapono Elementary School, 5th grade, 4/1/18

-Ewa, 2nd grade