

MENTOR TEACHER PROGRAM EVALUATION
AY 2017-18
Administered during spring semester.

Professional Role	K-12 N=	Early Field Experience	Practicum	Student Teaching
Mentor Teacher	84	30	32	14

Professional Role	SPED	Does Not Apply	Fall 2017	Spring 2018
Mentor Teacher	3	0	23	61

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

	Average	Range
Professional demeanor and attitude	2.59	1-3
Collegiality and ability to work collaboratively	2.57	1-3
Overall communication skills with students	2.48	1-3
Overall communication skills with peers	2.54	1-3
Overall communication skills with mentor teacher	2.56	1-3
Overall communication skills with school faculty	2.40	1-3
Overall communication skills with principal	2.42	1-3
Overall communication skills with parents	2.20	1-3

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:

	Average	Range
Lesson Planning and Preparation	2.27	1-3
Delivering Effective Instruction	2.25	1-3
Classroom Management	2	1-3
Differentiated Instruction: ELL	1.83	1-3
Differentiated Instruction: SPED	1.78	1-3
Differentiated Instruction: All other diverse learners	2.05	1-3
Assessment to Inform Practice	2.12	1-3
Technology in the Service of Learning	2.23	1-3
Knowledge of Content: English Language Arts	2.27	1-3
Knowledge of Content: Math	2.37	1-3
Knowledge of Content: Science	2.19	1-3
Knowledge of Content: Social Studies	2.16	1-3

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

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

Responses	Count
Cannot determine	6
Acceptable	32
3Excellent	25

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

Responses	Count
Unlikely	2
Likely	26
Very likely	35

What do you believe to be the overall UHWO Teacher Education program strengths and needs?

- The UHWO teacher candidates are always willing to engage and interact with students from the get go which makes mentoring enjoyable and easy.

The survey/evaluations mentors are asked too fill out are too lengthy and wordy. Many questions are semi redundant or "theoretically" analyzing a single lesson.

Teacher candidates are with us for a few hours per semester. I believe, in that short time frame we are looking for basics; classroom management, interaction with students, knowledge base of lesson delivered, lesson plan objectives, problem solving, etc.

- Strengths: My student teachers were well prepared to instruct students by having the necessary materials and lesson plans readily available.

Needs: To have better classroom management techniques.

- I believe that the overall UHWO Teacher Education programs strengths are having excellent courses that better prepare student teachers in the field and high caliber professors that help them attain their goals.
- I like the blocks that they have before going into student teaching but it's just they don't have enough classroom experience time.
- Based on the teacher candidates I have had in my classroom, they have been pretty well prepared. They have both been very knowledgeable about what they are teaching and seem well prepared in being able to write lesson plans. The candidates I have had the past 2 semester have taken initiative and come in more than needed for hours to get extra experience in the classroom.
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- The overall strengths of the program is the type of people I have seen. They are passionate about teaching and genuinely care for the students. The overall need would be behavior management but that come with experience in the classroom.
- One strength that the program seems to greatly have is providing assistance and guidance in applying for the DOE prior to students' graduation. In addition, I am very pleased that the UHWO Education Program is encouraging students to venture to the Leeward Coast to do their practicum/observations and student-teaching.

I believe the student-teaching experience should be a year long, instead of just a semester as UHWO students need to be exposed to what it is like to begin a school year, and what it is like to end it as well.

- Strengths:
 - Scaffolding the blocks for teachers to experience different subjects or focuses in teaching
 - Not too much of a workload for mentor teachers

Needs:

- N/A
- The programs strengths is that the student candidate is able to focus on a couple of content areas each semester.

One thing that the program can work on is having students have set days for classes so the students can stay the entire school day. Although, this may just have been an isolated issue with the conflict in schedule this past semester with my teacher candidate.

- strengths:
 - communication
 - bringing alumni to speak to upcoming teacher graduates
 - hearing from the community

needs:

- growth in the understanding of special education
- Strengths:
 - Always flexible with teacher candidates, nurturing and caring
 - Assignments are geared at furthering a candidate's understanding of the field.
 - Professors are very supportive, knowledgeable and friendly

Needs:

- More experience for candidates regarding differentiated teaching techniques- SPED/504, ELL, and culturally diverse learners.
- I appreciate the opportunity that you give your students to work in the classroom with the teacher and students. You provide for them the best teaching styles, strategies and organizational structures that help them be successful. Primarily, just giving them the experience to work with students of diverse needs is a big strength to your program. I am grateful for the opportunity that you give us to be a part of your student's journey in education and hope that they have been blessed with a meaningful and valuable semester with our class. Thank you.
- The program prepares the candidates well for a future in their own classrooms.
- + I know from past experiences that it is a well organized and structured program.
 - It needs to ensure a high level of commitment from it's Teacher Candidates.

- Strengths:
 - Lesson planning elements - connected to curriculum and standards
 - Doing a variety of assessments like running records
 - Encouraging good communication and active participation

Needs:

- Assessments used for instruction - pretests or next lessons based on assessments from first lesson
- Clear expectations for communicating with mentor teachers and working with students (most of the candidates I worked with actively helped students but some worked on their lessons/homework at the back of the class)
- Better coordination between field schedules and university
- Strengths: rigorous, relevant teaching & learning, communication with mentor teachers, current and real experiences for TC, mandating observation hours of EFE to be in the classroom to observe and see if this is the career for them, and just putting these TC's into the classroom with a mentor teacher is priceless for teachers to be and UHWO provides. Lastly, instructors come out to observe their TC in action and give feedback to the TC, again another priceless learning that is impactful.
- I believe that the strength is the preparation of teacher candidate entering the classroom. I also believe that another strength is their willingness to collaborate and learn. Coreen was very confident, and very successful in teaching the students in my class.
- I feel there are a lot of strengths. The students enter the classroom early in the program to get field experience. The students work with the mentor teacher and learn throughout their education. I think the program allows for students to learn real life teaching skills, which is great. I like that the program is placing students on the West Side of Oahu, because that is high need places.

I think there are some areas of need. First, I do not think the Teacher Candidate should need to do a research paper their final teaching semester. Second, I think there should be more dialogue between what is required of the mentor teachers. I felt like I was being asked to provide things I didn't know I needed to keep. For example, if we could get the task stream survey sooner rather than later, we can better keep track of what is happening within our classroom instead of trying to reflect back after a semester of learning for both of us.

- strengths: collaborative, professional, communicates well
- needs: possibly more instruction/practice in classroom management and standards
- I would suggest to lessen the load of work and have teacher candidate to concentrate primarily on student teaching. Reason being is that, teacher candidate would concentrate more on getting assignments done, compared to concentrating and focusing on teaching.
- I feel that the UHWO program is dedicated to producing quality teachers for the profession. I have had only positive experiences working with the UHWO staff and professors. They are very willing to work with mentor teachers to support the candidates. I appreciate that the program has high expectations for their candidates, and will quickly address any concerns about performance or professionalism. I feel that if candidates can learn different instructional strategies, they would be even more successful with lessons. Exposure to and modeling of these strategies would be very valuable for the candidates.
- The program needs to have their students be more prepared with classroom management strategies.

- The Teacher Education Program responds to emails and communicates well with us. More frequent visits to schools would be helpful to check in on teacher candidates.
- The only need I experienced was this Spring session. The Teacher Candidate didn't seem so interested in stepping out of her comfort areas. She also seemed that we were suppose to accommodate her and not her trying to fit in our schedule. All other experiences that I had were positive.
- Strengths:
 - Michelle jumped right in from the first time she stepped foot in my classroom.
 - Michelle worked well with a variety of students.
 - Michelle had a lesson plan ready to go.

Needs:

- Michelle needs time to refine and practice her teaching practice. This was her first lesson and she learned a lot of different strategies and skills to apply to her next lesson.
 - The UHWO Teacher Education program's strengths are holding teacher candidates accountable. The UHWO Teacher Education program can continue to encourage teacher candidates to engage, and be active in the classroom environment.
 - The students are passionate about education! All students who came into my classroom were also polite, respectful, and coachable.
 - I'm not quite sure as I have had very limited contact/knowledge about the program itself. I have had 3 candidates so far and they have all been very different. I think a lot of it is not necessarily a reflection of the program though, but rather of the different personalities of each. I can definitely tell how enthusiastic and invested each person is based on their performance in the classroom.
- Overall though, I have had good candidates and one excellent candidate :) Thank you for all you do to support and teach our future educators!
- Strengths:
 - Many candidates are local and already understand the culture of being in Hawaii. With this, many of them are also from local schools so they are getting the experience of giving back to their community.
 - The amount of hours that the TCs are expected to be in the classroom is sufficient and allows them to have the full experience of being a teacher.

Weaknesses:

- See comment above regarding more quantitative feedback.
- Although this was not a problem with my student teacher, it would be beneficial to have a pre-meeting with my TC and her UHWO mentor about expectations regarding school policies such as appropriate dress, expectations of duties, etc.
- Strengths: Exposure to classroom subjects and students, preparing candidates to plan and implement lessons

Needs: Working and prepping/implementing lessons for diverse learners. What does a teacher need to do if students finish early because it's too easy? What does a teacher do when he/she has 5+ students struggling with content 1-3 grade levels lower? How do you keep these diverse leveled students engaged/on task? Candidates need to be exposed to the responsibilities of teachers behind the scenes...frequently in contact/communication with parents, IEP meetings, process of getting a student qualified for SPED services, EES, leadership roles around campus (coaching after school programs, coordinating May Day, leading school assemblies, community-based involvement like high school parades,

Junior Lego League, Robotics, yearbook committee). More exposure to all the responsibilities and roles a teacher has to play.

- Strengths
 - asking questions
 - taking initiative
 - connecting back to her own classroom learning
 - relationships with students

Needs

- communication with mentor
- engaging with teachers other than mentor
- professionalism (dress code, being on time, communication about when she could come)
- first impressions with school community
- following through with plans
- Strengths: expectations of mentor teachers. Preparing teacher candidate with lesson plans and methodology.

Needs: n/a

- Students at or near the end of the program (based on previous experience with student teachers) seem well prepared to enter the teaching profession. I do believe that early field experience should not be offered to students at UHWO in their first year (maybe two) of college. They may not be quite ready to be in the field.
- I recommend that student candidates come with a more consistent pacing map. Classroom teachers are required to post learning targets and success criteria so that their students have a clear understanding of what is expected of them. WO should also provide their candidates and their mentors a set of clear expectations and rubrics so that they can self-assess their progress.
- I feel that teacher candidates would benefit more from additional observations by their peers and/or their professors. Learning from your peers is an important component when you have your own classroom because it is critical for teachers to be open-minded and inspired by those around them such as classroom set up and management, anchor charts, and how certain behaviors and situations are handled, etc. Opportunities such as these are crucial for professional growth and will help these teacher candidates understand that teaching isn't and should not be a 'closed and private' profession. Learning from one another is a great thing!
- needs: n/a at this time
- strengths: professors seem to be on top of communicating with teacher candidates, as well as the mentor teachers. I liked how the instructors would email me once in a while to check on the teacher.
- The UHWO teacher was excited and willing to learn and engage with students.
- Strengths:
Teacher candidates have been very personable with myself and the students in my classroom. Candidates have been willing to talk with the students to get to know them by name and to assist as needed.

Needs:

More support in lesson preparation and planning.
More emphasis on strategies that can be used for ELL students.

- On-sight experiences for your candidates. Being able to implement and apply their learned experiences in a real-world setting. Having the opportunity to relate firsthand of what can occur (positive/negative) in a classroom environment. Learning how to adapt and adjust most academic, social, physical, and/or emotional situations, at any given moment. I love what your program is doing for our future generations.
- Strengths:
 - Convenience of location and its Education program for future teachers
 - Timely response from UHWO professors when I need info./assistance

Needs:

- Instruction on Lesson Planning based on Hawaii DOE standards/Common Core
- Instruction on Classroom Management
- Instruction on Professionalism (attendance, attire, cell phone use, eating during class, language/tone towards students)
- Time for reflection and collegial discussion on field experiences - pros/cons, problem-solving, practices
- I do not have a clear enough understanding of what is being taught in the program. My teacher candidate did not talk much about what the program taught her. Our concern was to get her familiar with focusing on what was going on in my classroom and not so much about her curriculum. She did seem prepared for the task though.
- At the beginning of the semester, it would help the mentor to know how the Teacher Candidates are being evaluated at the end of the semester. When I had to complete the survey, I didn't realize what standards the Teacher Candidate was being evaluated on. For majority of the standards, I felt like it was unfair to give ratings to my Teacher Candidate when she was not given the opportunity to meet those standards. If I had known at the beginning of the semester that my Teacher Candidate had to meet these standards, I would have better planned which lessons she would have taught to meet the standards, or I would have tried to help her adjust her lesson plans to better meet the standards. Because of this, I feel like I was no help as a mentor, and that disappoints me, because I feel like I wasted her semester. I feel like I could have been a more effective mentor if I knew this is what was expected of her.

I also believe my expectations of the Teacher Candidate is very different from the class expectations. I feel that a Teacher Candidate who is expected to teach 3 lessons over the course of the semester should come in for observation for an entire school day, and multiple days during the week. A Teacher Candidate teaching 3 lessons needs to build a rapport with the students to be effective. My students barely knew I had a teacher Candidate in the room, because she showed up only once a week, for part of the day. This then gives students the feeling of a random person teaching them for the day. Some of my students thought the lesson wasn't important, because they assumed it was a practice lesson for the Teacher Candidate, instead of being part of the class curriculum. Also, a Teacher Candidate should experience an entire school day before they are expected to start their student teaching semester. This will give them a better idea of what to expect when they are going to take on multiple classes, every day during the week.

- I enjoyed my teacher candidate and willingness to learn. I also think that the field professor was also very knowledgeable and knows what the teacher candidate needs which provides a good foundation and structure for them. Thank you for having me as a mentor!
- Strengths: Professionalism, Mentees are willing to help outside of their requirements

Needs: Management class

- Teachers Candidates are prepared with lessons. They need more observation and field experience. They also need more classroom management classes to help with controlling their class.
- The UHWO program should increase the solo period time if possible so that students are better equipped during their first year of teaching.
- The UHWO program seems to follow other college teacher education programs in terms of observation/participation and then student teaching. I like how my student teacher was observed twice this semester for a science and social studies lesson. Perhaps observing the student teacher in each of the 4 content areas may be beneficial in their growth as teachers.
- The UHWO Teacher Education Program's strength is in its ability to prepare its students for the teaching community. I feel confident that through the program, the student teacher that I had the opportunity to work with will make an excellent teacher. He was prepared and had the knowledge and attitude to make a great educator. I am assuming his knowledge of lesson planning, the ability to differentiate to meet student needs, and his use of student data to adjust instruction are due to the UHWO Teaching Program.
- I think my student candidate was at a disadvantage this semester because the person who observed her lessons was not Dr. Kamai. Sometimes communication was a problem. I felt the observer didn't really know my student candidate so it was hard to build a relationship. When I asked the observer if there is anything we should be doing? focusing on? She smiled, and said everything was okay.
I feel more support given to the student candidate in the classroom would help whether they need it or not.
- Strengths - Allowing teacher candidates to work in the classrooms from early field experience. Provides the teacher candidates with multiple opportunities to work with students of various grade levels and working with multiple mentors. Allows them to explore various grade levels, work with students of various social-economic backgrounds, and develop an understanding if teaching is the career for them.

Needs - Providing more strategies to help develop the teacher candidates abilities and understanding of differentiating instruction.

- I believe the program has many needs. The classes do not align with what you want your teaching candidates to be when they graduate. You need to revamp the entire program to make sure it meets the rigor and reality of a classroom. If not, your teaching candidates will not survive or thrive in the classroom.
- Open communication between teacher, candidate, and UHWO teacher is a huge strength. I appreciated the informative emails regarding the course requirements and what to expect from each candidate.
- The UHWO teacher education program is good at communicating with their students/candidates and with the mentor teachers. Based on my experience, the candidates come into their mentorship with an open mind, eager to get all there is to offer in the classroom. The program is strong at fostering a sense of professionalism in the field of teaching. Some of the needs I noticed was requiring candidates to do more hands-on assignments that require them to work directly with students from planning through assessment. The candidate I worked with did a lot of observation with only 1 lesson implementation, but it did not require any assessments or data analysis.
- Strengths: offering pd credits to teachers, communication between CT and professor,

Needs: Classroom management, positive dispositions from students, higher academic learning, understanding the content in math/reading

- I thought the UHWO Teacher Education program is great! The Early Field Experience course gives teacher candidates a chance to see if teaching is really what they want to do. It also gives them a chance to see different classes and grade levels to give them an idea of what is being taught.
- There is good communication!
- I believe that UHWO has a very good Teacher Education program. The professors are very supportive and works with the students. The lesson plans are of high quality. Many revisions and effort can be seen in their work which promotes self reflection and high quality education.

I recently graduated from UHWO myself and I remember that there was a lack of prepping the students to be ready for school. To be more specific, students weren't taught how to do well in interviews, create a good resume and binder (resources). Another one is the classroom management piece. I can understand that students are supposed to observe their mentors and learn on the field, but I feel the students might also need a course in class room management as well. ,

- Unable to give feedback after just one candidate.
- The program provides numerous field experiences so teacher candidates have varied experiences.
- I don't feel I know the program well enough to answer this question.