

Alumni Survey (AY 2018-2019)
N = 33
33% response to survey rate

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

Semester	Response Percent	Response Count
Spring 2018	56%	6
Fall 2018	44%	5
Total	100%	11

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

Semester	Response Percent	Response Count
Fall 2019	56%	6
Spring 2019	44%	5
Total	100%	11

3. How long have you been teaching?

Answer Option	Response Percent	Response Count
1 semester	44%	5
1 year	56%	6
Total	100%	11

4. Elementary School Teachers Only: What is/are your current teaching

Position	Response Percent	Response Count
Full time classroom teacher: Regular	100%	11
Full time classroom teacher: Inclusion	0.00%	0
Full time special education teacher: Resource Room	0.00%	0

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

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.

- Took part in planning/executing Honowai Elementary's 50th Anniversary Food Truck Rally and participated in the 21st Century grant (Homework Help and teaching the Japanese Language).
- None
- N/A
- N/A
- None at this time.
- None
- When I first started teaching I was a second grade beyond teacher for ELA. I also worked as an ELL teacher for grades 1, 4, and 5. Currently I am a fourth grade general education teacher. I am a part of Rtl-A PLC.
- N/A
- No
- N/A
- No
- N/A

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

Answer Choice	Response Percent	Response Count
K	22%	2
1	0.00%	0
2	0.00%	0
3	33%	4
4	33%	4
5	11%	1
6	0.00%	0
7	0.00%	0
8	0.00%	0
9	0.00%	0
10	0.00%	0
11	0.00%	0

Answer Choice	Response Percent	Response Count
12	0.00%	0
Other (please specify)	0.00%	0

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	0	2	9	0	11	1.82	1-2
Elementary Math	0	2	9	0	11	1.82	1-2
Elementary Science	0	2	9	0	11	1.82	1-2
Elementary Social Studies	1	2	8	0	11	1.64	0-2
Middle-level English	0	0	0	0	0	0	0
Middle-level Math	0	0	0	0	0	0	0
Middle-level Science	0	0	0	0	0	0	0
Middle-level Social Studies	0	0	0	0	0	0	0
Secondary English	0	0	0	0	0	0	0
Secondary Math	0	0	0	0	0	0	0
Secondary Science	0	0	0	0	0	0	0
Secondary Biology	0	0	0	0	0	0	0
Secondary Social Studies	0	0	0	0	0	0	0
Other (please specify)	0	0	0	0	0	0	0

9. Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Answer Choices	Responses %	Responses Count
un-prepared (Unacceptable)	9%	1
prepared (Acceptable)	27%	3
well-prepared (Target)	64%	7
N/A	0%	0
Total Answered	-	11

10. Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Answer Choices	Responses %	Responses Count
un-prepared (Unacceptable)	9%	1
prepared (Acceptable)	27%	3
well-prepared (Target)	64%	7
N/A	0%	0
Total Answered	-	11

11. Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Answer Choices	Responses %	Responses Count
un-prepared (Unacceptable)	9%	1
prepared (Acceptable)	64%	7
well-prepared (Target)	27%	3
N/A	0%	0
Total Answered	-	11

12. Please provide support for your ratings re: The Learner and Learning.

- A lot of information was shared and learned upon graduating from UHWO. More of what I am capable to do came from the experiences with my mentor teachers throughout the years as well as self-reflecting to ensure I find ways to improve my practices.
- Having to deal with a student that had a very concerned parent about his IEP being met, I learned through my teaching career that there are some parents that believe that if their child isn't being taught through their expectations, then they are not being taught correctly. I was not prepared to teach for the parents in this community.
- N/A
- I was somewhat prepared for the learner and learning standards. There were just many unique situations that I didn't know how to apply what I learned or I didn't learn about yet.
- I remember touching upon all of these during my blocks.
- Standard 1: I use the knowledge that I learned from UHWO about the stages of development every day in my classroom to better understand where my students are in their development and to determine if there are any areas of concern that needs to be addressed.
Standard 2: At UHWO I learned that diversity can come in many different forms: cultural; socioeconomic; or abilities. I often use the suggestions that I learned about at UHWO to help meet the needs of my students. For example, to meet the needs of my diverse population, I incorporate books from many different cultural backgrounds.
Standard 3: In my classroom we promote a supportive and encouraging community. We do so by creating a strong community at the beginning of the year. I use many principles that I learned during my classroom management courses at UHWO (creating rules as a class, staying consistent, etc.).
- I have taking the content knowledge of acquiring these skills. However, through observations and student teaching was I able to grasp and apply the content and knowledge. They go hand in hand.
- I was efficiently able to differentiate lessons to learner needs and use teaching strategies learned to adapt to learner abilities. I was able to foster a positive learning environment for my students where each student had the ability to thrive.
- N/A
- N/A
- I was efficiently able to differentiate lessons to learner needs and use teaching strategies learned to adapt to learner abilities. I was able to foster a positive learning environment for my students where each student had the ability to thrive.

13. What content area(s) have you been prepared to teach? Check all that apply.

Answer Choices	Responses %	Responses Count
Elementary English Language Arts	100.00%	11
Elementary Math	100.00%	11
Elementary Science	100.00%	11
Elementary Social Studies	100.00%	11
Total Answered	-	11

14. Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Answer Choices	Responses %	Responses Count
un-prepared (Unacceptable)	9%	1
prepared (Acceptable)	27%	3
well-prepared (Target)	64%	7
N/A	0%	0
Total Answered	-	11

15. Standard #5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Answer Choices	Responses %	Responses Count
un-prepared (Unacceptable)	9%	1
prepared (Acceptable)	27%	3
well-prepared (Target)	64%	7
N/A	0%	0
Total Answered	-	11

16. Please provide support for your ratings re: Content.

- With the neverending possibilities of teacher resources and the help of my grade level, I am able to understand the content as well as delivering it to my students.
- One of the standards covers religion and I wasn't prepared to teach a controversial issue.
- N/A

- The program prepared me well for content, however experience was the most valuable teacher and it is coming along with time. I like to reflect back on what I learned and am seeing how lots of it is beginning to make sense, lots of information I took for granted because I just didn't experience enough to understand yet.
- English blocks covered these thoroughly for secondary candidates.
- Standard 4: UHWO has prepared me to teach these subjects by explaining things in greater detail and also providing us with examples of how the lessons could be taught. We were often asked to complete these assignments as if we were the students we now have in our classes. This helped us to make think of engaging and meaningful activities. Standard 5: At UHWO they often encouraged us to use activities and lessons that could be expanded into other subject areas, such as a math activity that would include a writing portion. I use these experiences and ideas to create thematic units in my classroom that become more engaging lessons for my students.
- Studies through the courses have prepared you with what to possibly expect. The best experience is being within the classroom and cohort discussions. With that in mind, that is how one can gain experience and understanding of students, how they react, and how they can be taught.
- Student teaching and the content courses helped prepare me for the real classroom. It gave me real life possibilities in the classroom to adapt and create content rich, but engaging lessons.
- None
- N/A
- N/A

17. Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Answer Choices	Responses %	Responses Count
un-prepared (Unacceptable)	9%	1
prepared (Acceptable)	27%	3
well-prepared (Target)	64%	7
N/A	0%	0
Total Answered	-	11

18. Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Answer Choices	Responses %	Responses Count
un-prepared (Unacceptable)	9%	1

Answer Choices	Responses %	Responses Count
prepared (Acceptable)	27%	3
well-prepared (Target)	64%	7
N/A	0%	0
Total Answered	-	11

19. Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Answer Choices	Responses %	Responses Count
un-prepared (Unacceptable)	9%	1
prepared (Acceptable)	27%	3
well-prepared (Target)	64%	7
N/A	0%	0
Total Answered	-	11

20. In meeting Standards 6, 7, and 8, how well prepared were you to incorporate Educational Media and Technology into your Assessments, Lesson Planning, and Instructional Strategies?

Answer Choices	Responses %	Responses Count
un-prepared (Unacceptable)	18.00%	2
prepared (Acceptable)	18.00%	2
well-prepared (Target)	64.00%	7
N/A	0.00%	0
Total Answered	-	11

21. Please provide support for your ratings re: Instructional Practice

- PLC is where all the planning and instructional meetings take place. Discussing how our content should be presented, modeled, shared, and practiced is very important. We research and share ideas to ensure our students get the best out of what needs to be learned. Incorporating technology and media is one of my strong points in teaching as I am able to teach my students to be aware of technology and what it can do for their learning and execution.
- Yes we did learn multiple methods of assessment, but I didn't know what to do with it after. I knew to use the assessments to further instruction and plan around what students know and need to learn. What I struggled with is keeping the data, knowing which to trash, which to keep, and how to organize the information. The technology wasn't really used in the classroom other than computers for students to use school programs for reading and math. It would have been nice to learn how to monitor student's use and apply the information into the classroom contents.
- N/A
- I am glad that I learned tons of instructional strategies and methods of assessment from the program. Being able to experience a full school year with a mentor teacher from start to finish was very enlightening.
- Strategies and techniques extensively covered in ELA blocks. Still have my notebook with instructions.
- At UHWO we were exposed to many different ways of assessing our students progress. I still use many of these assessments. The assessments are varied so that I can always find an assessment strategy that fits my needs. I then use the assessment data to drive my instruction. UHWO has taught me how to use this data to determine a goal for my students and then plan accordingly. I am able to use technology in my classroom everyday. At UHWO I was exposed to many different technologies and how they could be used in our classroom.
- There are so many ways to assess a student, just depends what you are targeting or even observing. Therefore, through experience with the program and being in the classroom I was able to do so. Incorporating technology within the classroom is important, we do kahoot, as well as, mystery science. Our school has adopted iReady.
- I was able to use technology in my planning every day. I used Newsela, Prodigy, XtraMath, and iReady to monitor and assess students through student-tailored assessment and content level.
- None
- N/A
- The UHWO program covered this a lot.

22. Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Answer Choices	Responses %	Responses Count
un-prepared (Unacceptable)	9%	1
prepared (Acceptable)	27%	3
well-prepared (Target)	64%	7
N/A	0%	0
Total Answered	-	11

23. Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Answer Choices	Responses %	Responses Count
un-prepared (Unacceptable)	9%	1
prepared (Acceptable)	27%	3
well-prepared (Target)	64%	7
N/A	0%	0
Total Answered	-	11

24. Please provide support for your ratings re: Professional Responsibility

- Constant communication with staff, admin, and parents (through notes or clasdojo).
- I wasn't equipit with the understanding of how important it is to keep in touch with parents. I didn't practice it in our college classes nor did I have exposure to it in any of my observation/mentor classes. I learned the hard way that parents get really upset when the students share information with them and didn't hear it from the teacher.
- N/A
- I think I can always continue to improve in professional responsibility. I learned about the responsibility of engaging in ongoing professional learning, such as attending PD courses, and going through the EES process.
- Covered much of this during student teaching, although experiencing the "real" situation of a school has made it difficult to attempt.
- At UHWO we were always encouraged to develop strong relationships with our peers as well as with our mentors. They always modeled what a good working relationship looked like. They shared many ways to show professionalism, especially during interviews. I used my interview binder that I made during my student teaching to get hired at the school I am currently at. They taught us valuable skills of how to conduct ourselves in the workplace. They always stressed the importance

of working together and reaching out to other teachers for help. Even 4 years after I have graduated from UHWO I know that I can still turn to my professors if I have any question or need some advice to better meet the needs of my students. This helped me to become a teacher that others can rely on as well.

- The program trains and teaches you how you should be involved and where to look for opportunities; however, it is up to the individual to gain more confidence to want to out oneself out there and communicate on a daily basis with everyone around them.
- I was able to quickly, efficiently and respectfully engage in conversation with parents, peers, and administration when needed.
- No
- I can always do better in being professional and responsible about it
- I felt confident

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

Answer Choices	Responses %	Responses Count
un-prepared (Unacceptable)	9%	1
prepared (Acceptable)	27%	3
well-prepared (Target)	64%	7
N/A	0%	0
Total Answered	-	11

26. Please provide support for your rating re: My Impact on Student Learning

- Though it is my first year, I am most excited when my students get what I'm teaching. They are able to provide examples and even when asked months later, they are able to remember and briefly explain what the lesson was about. They are also able to use it outside of the classroom.
- After being in the classroom on my own for my first year, I wished I had an experienced teacher in my classroom that would give me feedback on the little things such as classroom management, record keeping, assessments, use of data, etc. I learned these things only when I found out that I was going to be evaluated on it for EES.
- N/A
- Participating in the final study in which we analyzed our own implementation of research-based instructional strategies helped me to bring effective strategies into my own classroom. I feel that has helped me make a positive impact on my students' learning and seeing their growth in reading, writing, and math is evidence of that.

- Emphasis on relationship building taught in ED courses is important. It pays off.
- I have seen many of my students grow leaps and bounds from when they first walked through the door. I have students that started the year not knowing how to write their names but at the end of the school year they were able to read on grade level (DRA 4). I am able to make connections to my students so that they feel safe enough to share the hardships that they are facing outside of our school. They love coming to school and feel safe. They enjoy learning because of the engaging activities that I am able to plan due to my training at UHWO.
- If I did not take the courses needed, nor gain classroom experience and be paired with one of the best school in my opinion, as well as, teachers, I would not be so blessed and feel so prepared and confident in knowing this is my career as I am. Like I mentioned before content, knowledge, and experience, go hand in hand, and that is what the UHWO program has done for me.
- I received a “highly effective” rating by my administrator on my DOE evaluation
- I don’t know
- Daniellson scores were good

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

- Providing relevant classroom experience (advice and stories) and hands-on activities that allow us to use in the classroom.
- The best thing about the program is that we got exposed to being in the classrooms and cover each subject.
- N/A
- Pretty much everything they could possibly do; I was ready from the start of my teaching journey after graduation with my portfolio, I was ready for my interview and landed a position at an amazing school, I had the support of my colleagues and [redacted] at the interview day, and I know I was equipped with a "Teacher's Toolkit" that I use on a daily basis.
- Placing me in the communities I want to teach in for field experience, and providing me with an Education advisor who knew me and my needs.
- They gave me the knowledge that I needed to be a confident educator. I feel like I am prepared with both the knowledge and the experience to meet the needs of my students. They have provided me with strategies to build a strong relationship with my students, keep my students engaged, and to teach them the content that they need to be successful. UHWO was able to give me the foundation that I needed to become a successful teacher.
- The best idea that have followed through with, was putting me in the field to gain experience and being able to observe their students in the field and give great feedback.
- Student teaching was the best and most preparatory piece of the program. Being in the classroom full time helped prepare me for what being a teacher truly entailed.
- I felt confident and ready

- Being placed in different schools around the island

28. What UHWO Teacher Education program changes do you recommend, in order to better prepare future candidates for effective classroom teaching and learning?

- Socratic seminars. I feel they have some benefits as to having the class take turns in speaking their minds about the topic. However, I also felt that the conversations then turned into debates and arguments.
- I recommend more time in the classrooms and giving the student teachers more responsibilities in the classroom. Instead of having to plan for one lesson, have them plan for a week in the early blocks. Give the future teacher candidates some real-life scenarios that they might encounter. For example, having to deal with difficult students, obnoxious parents, unsupportive admin, or grade-level teachers that are not a team player.
- N/A
- Continue to have the practicum/student teaching as a full school year. Continue to allow teacher candidates to experience different school districts prior to student teaching.
- More opportunities to observe and analyze teaching practices with classmates in their student teaching classroom
- Less fish-bowl type discussions
- Don't assume that mentor teachers are teaching student teachers all the "little" but important things (attendance, parent/teacher conferences, cum folders, beginning/ending the school year, how to communicate a student's negative behavior to a parent, standards-based report cards, infinite campus, pde3, tseas, etc.)
- No lesson studies during student teaching. For me, I felt it was too late by the time we did it. Lesson studies could have been done prior to student teaching in our blocks because we could have used the experience and data to better prepare ourselves for collaborating during our field experiences.
- They have done things great However possibly have a class where they may understand grading systems and report cards and how to prepare for meetings, EES, SLO development, as well as, report cards. We went over them briefly; however I do believe having a class on the side with those major components of a teacher is useful. Rather just understanding the surface of it all, being able to do it and get approved and rated yourself, that is how we will learn the concepts and better ourselves with the school's and administration's expectations.
- More time in the classroom during the practicum times (other than student teaching).
- N/A
- N/A

29. 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 Choices	Responses %	Responses Count
Unlikely at this time	0%	0
Most likely	36%	4
Highly likely	64%	7
Comment	-	0
Total Answered	-	11

30. 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.)

- Classroom management
- I say to look into the programs that most schools are using, especially on the Westside since UHWO focuses on the Westside. For example, using CHAMPS in the classroom, math programs, reading programs, technology for assessment, and definitely classroom management.
- N/A
- supporting struggling writers in the primary grades daily 5 or workshop model support in teaching physical education, art, STEM, classroom environment SEL PBIS
- Tech alternatives for low-income schools and populations.
- Computer Technology.
- PBL NGSS 21ST century skills
- Class management, STEM.
- Differentiating
- Classroom management
- N/A

31. Please let us know if there are other questions you would recommend we ask on this survey, in support of the continuous improvements of our programs?

- N/A
- None
- No
- N/A
- None at this time.
- N/A
- N/A