

Teacher Candidate (K-12) Exit Survey Fall 2018

Using a 3-point Likert Scale, describe how well you believe the UHWO Teacher Education Program prepared you to meet the 10 InTASC (Interstate Teacher Assessment and Support Consortium) Core Teaching Standards in the following categories: The Learner and Learning; Content; Instructional practice; and Professional Responsibility.

THE LEARNER AND LEARNING

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)	10%	1
prepared (Acceptable)	70%	7
well-prepared (Target)	20%	2
N/A	0%	0
Total Answered	-	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)	0%	0
prepared (Acceptable)	80%	8
well-prepared (Target)	20%	2
N/A	0%	0
Total Answered	-	10

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)	10%	1
prepared (Acceptable)	40%	4
well-prepared (Target)	50%	5
N/A	0%	0
Total Answered	-	10

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

- Throughout the semester, all professors strongly emphasized the importance of differentiation and diverse learning. Different strategies were taught, this applied to this past few placements.
- Standard #1: Aware about students level of development (i-Ready scores - Math and ELA), if they are approaching, on level, or beyond. This helps to develop an effective lesson for everyone such as doing small groups. Another example is being aware of students such as ELL students (seat them with someone who can speak the same language to support the student).

Standard #2: Understand that students learn differently (auditory, kinesthetic, visual) so I provide different ways how to deliver a lesson or activity in the classroom to meet each students learning needs.

Standard #3: Maintain good rapport with students. Establish a firm but consistent rules for students. Help everyone in the classroom and make sure that each student is getting the help they need to become successful.

- In my classroom, I had a wide variety of students with different learnings. I had an ELL student and ISC students present in my class, along with students performing at the kindergarten grade level and the 1st-grade level. The wide range of learners that were present in my class really forced me to step outside of my comfort zone and be flexible with my teaching. I had to differentiate all lessons to ensure that all needs of each and every student were being addressed and met.
- Standard 1: Considers students i-ready, EL information, Student inventory and student learning inventories.

(Information provided by mentor): Takes into consideration the students, linguistic needs by ensuring she makes accommodations such as: 1) seating EL students near students english proficient students, 2) use a variety of multi-sensory strategies such as gestures, photos and hands-on activities.

Standard 2: Take into consider student learning, needs and strengths. Use this information to differentiate when teaching

Standard 3: (Information provided by mentor)

Creates a safe learning environment by maintaining and reinforcing classroom expectations. For example, when correcting students she references class and school-wide behavioral expectations.

Maintains a good rapport with the students and takes the times to get to know their academic and personal background.

Encourages student collaborating during appropriate times in her lesson (i.e. T-P-S, and group project/science investigations)

- Although I am not anywhere near where I would like to be in my teaching, I feel that I have a good understanding of what is necessary to meet said standards. For standard 1, I am aware that students learn differently (for a variety of reasons) and that each student must be approached accordingly. For standard 2, I understand that diversity of community, culture, and differences must be accepted, embraced, and valued as a benefit to the classroom. For standard 3, I believe that I have always created positive environments for collaborative learning because almost every lesson I have taught has included a large amount of small groups and partner work.
- I feel that we should have had more assessments that would have had us looking at our physical evidence of data to know where we need to look in terms of improving our teaching and seeking out resources to improve our teaching.
- Knowing about my learners and the diversity of each one of them allows me to be prepared to teach them according to their cultures, social emotional abilities, and learning capabilities.
- It was difficult to see how learners grow due to the constant grade level switch amongst the different field experiences/placements. However, I was prepared for learning differences because of [Redacted]'s SPED 404 course - learning about differentiation.
- Prepared in theory and some practice.
- My time here at UHWO taught me a lot. I learned so much valuable information that I can use in and out of the classroom. But I do feel like teaching is a learning experience, which is why I feel I am not "well prepared" for those standards.

CONTENT

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

Answer Choices	Responses %	Responses Count
Elementary English Language Arts	90%	9
Elementary Math	90%	9
Elementary Science	90%	9
Elementary Social Studies	90%	9
Middle-level English	0%	0
Middle-level Math	0%	0
Middle-level Science	0%	0
Middle-level Social Studies	0%	0
Secondary English	10%	1
Secondary Math	0%	0
Secondary Science	0%	0
Secondary Biology	0%	0

Answer Choices	Responses %	Responses Count
Secondary Social Studies	0%	0
Other (please specify)	10%	1
Total Answered	-	10

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)	10%	1
prepared (Acceptable)	70%	7
well-prepared (Target)	20%	2
N/A	0%	0
Total Answered	-	10

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)	0%	0
prepared (Acceptable)	80%	8
well-prepared (Target)	20%	2
N/A	0%	0
Total Answered	-	10

Please provide support for your ratings re: Content.

- Professors of this program were very specific in the tools used for inquiry and assessment which helped clarify any questions. Again, differentiation was strongly emphasized.
- Standard 4: Before teaching a lesson, I make sure that I go over it first so that I am aware of what I am teaching students. I spend time to teach myself about the subject/topic students are going to learn.
Standard 5: Connect concepts with real-life situations e.g. how do actions affect others? (ELA) - bullying related issue.
- Although the first-grade level was a grade I never had any experience teaching prior to student teaching, I really felt comfortable teaching the content. While teaching the content, I always made sure that my lessons were engaging while also meeting the needs of my diverse group of learners. I always made sure to plan accordingly and differentiate lessons where it was needed for the learners that needed it.

- Standard 4: (Information provided by mentor)
[Name Redacted]...
Is knowledgeable in the content area she is teaching and uses appropriate academic and domain-specific language with the students.
Is a self-directed learning and takes the time to learn more about a subject/content area she may be unfamiliar with.
Collaborates with her mentor teacher (me), other grade-level colleagues, and peers to identify a variety of tools and strategies she can use in the classroom.
Standard 5: Connect concepts learned to real life situations/issues. Lesson taught "How their actions affect others (Bullying related issues)".
- When it comes to teaching, I feel that I am prepared because I have basic knowledge of the content, and have some knowledge of how to make the content understandable to students. I understand and value the fact that I have a variety of resources to go to (ie. fellow colleagues, internet, professors, etc.)
- I believe teaching us different types of lessons from the many different grades would have benefited us. Putting us into situations where we need to figure out a lesson and classroom management not just for a certain grade but all grades would have been beneficial for me.
- I am prepared to create learning experiences as I apply the content areas.
- It was difficult to thoroughly understand the curriculum due to the constant grade level switch amongst the different field experiences/placements. I was unsure of how much the students actually knew because of the uncertainty of the curriculum. With more experience, I am sure I would be able to better understand the content.
- n/a
- I think it was very helpful to have my mentor there and other teachers available to get support. But at times, it was difficult to understand the curriculum itself. Over time, it'll come, but getting to know the curriculum was a little challenging.

INSTRUCTIONAL PRACTICE

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)	0%	0
prepared (Acceptable)	80%	8
well-prepared (Target)	20%	2
N/A	0%	0
Total Answered	-	10

Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by 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)	0%	0
prepared (Acceptable)	80%	8
well-prepared (Target)	20%	2
N/A	0%	0
Total Answered	-	10

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)	10%	1
prepared (Acceptable)	70%	7
well-prepared (Target)	20%	2
N/A	0%	0
Total Answered	-	10

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

Answer Choices	Responses %	Responses Count
un-prepared (Unacceptable)	0%	0
prepared (Acceptable)	50%	5
well-prepared (Target)	40%	4
N/A	10%	1
Total Answered	-	10

Please provide support for your ratings re: Instructional Practice

- We practiced throughout the blocks/ student teacher various teaching strategies and lesson planning. All activities done in class were all I found to be relevant and beneficial towards my growth as an educator.
- Do a pre-assessment and post-assessment to see what students already know and do not know and to check if they have learned what I want them to learn for each lesson. Use different strategies when teaching a lesson - teaching methods such as small groups.

Incorporate the use of technology when teaching a lesson - students go to Google Docs to do small groups.

- While planning for lessons, I really relied on pacing guides and the materials that were given to me by my mentor teacher. Prior to teaching the actual lessons, I always made sure to go over learning targets and objectives with my students. Doing this made my students aware of what we were going to and made them accountable for their own learning. I also always made sure that my students were included in the learning first hand by making lessons engaging and motivating.
- Standard 6: (Information provided by mentor teacher)

[Name Redacted]

Is aware of the different types of assessments formative (i.e. quick checks, student self-assessment, exit pass), summative (i.e. end of module exam, standard assessments), and diagnostic (i.e. i-Ready).

Uses assessments to help her identify student strengths and needs.

Participates in the data team process and set goals for students based on formative assessments and other sources of data.

Standard 7: When planning lessons I take into consideration how students learn, strengths and weaknesses.

Standard 8: Incorporates different teaching methods.

Provide different form of pre and post tests (Informal and formal checkups) to see what my students know

- I feel that I have learned this semester the importance of adequate planning. Not only does this include a smooth delivery of the content, but also to prepare for those students who excel and/or need extra help. As for Educational Media Technology, I feel comfortable and excited to utilize technology in the classroom.
- I felt that more time in our practicum classes focusing deeply on each portion of the lesson would have helped me create lessons.
- Yes, I use many different kind of assessment tools/worksheets and try my best to assess the students regularly. I understand that together teacher and learners can become effective in assessments to track progression. The use of technology in the classroom is another means for students to complete their assessments.
- I was prepared because one of my strengths is my organizational skills. We had a lot of practice lesson planning. We started off the program creating well thought out lesson plans and writing our explanations in paragraphs. By my last semester, I was able to create lesson plans easily.

What I found most valuable was...

- 1) Lesson Planning
- 2) Differentiation & Engagement
- 3) Collaborating with Peers

- Still developing my understanding of assessment and best practices.
- Although it was difficult, especially in the beginning of the education program, it has gotten a lot easier now. Planning the lessons was a challenge for me before, but also teaching those lessons became hard. But after all the practice, it became more natural. Teaching those lessons and using the right materials for students became a lot easier too.

PROFESSIONAL RESPONSIBILITY

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)	0%	0
prepared (Acceptable)	70%	7
well-prepared (Target)	30%	3
N/A	0%	0
Total Answered	-	10

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)	10%	1
prepared (Acceptable)	50%	5
well-prepared (Target)	40%	4
N/A	0%	0
Total Answered	-	10

Please provide support for your ratings re: Professional Responsibility

- Various PD opportunities were strongly recommended and there were many great opportunities to reach out to leaders within the program and various PD events.
- Collaborate with mentor teacher as well as other teachers (Resource Meetings), attend faculty meetings to plan how to better support school and students.
- From the start of the school year at Nanaikapono Elementary School, I made sure to be present at workshops and meetings prior to the students first day in August. During my student teaching experience, I also attended all grade level/data team meetings as well as faculty and staff meetings every Wednesday. I worked closely alongside my mentor teacher and other teachers in our grade level to ensure the best instruction for our

students. I also attended the school's open house to become familiar with my student's parents. I also had the opportunity to collaborate with a parent on behavior systems for their student. I also attended my students IEP and 504 plan meetings. I was also able to facilitate and lead 8 of my students parent-teacher conferences.

- Collaborates with colleagues, grade level teachers. Participates in data teams and professional development classes.
Uses information learned from other teachers and try to apply it with my students
- I never feel like my learning is done. I feel that I can always learn more and do better, and that whatever comes my way is there for a reason, so I am open to new opportunities and possibilities.
- I would have like to have known how to analyze my data to create a more informed lesson. Really breaking apart different aspects of lessons to see what works and what doesn't work for diverse learners
- Any opportunity to attend classes to enhance my teaching is great. Being able to work with families and community members can build relationships for life and will also be a learning opportunity for students.
- I was able to participate in the after school staff meetings to talk about events, curriculum, and issues. This allowed me to see and take part in the real world of a teacher. I was also able to collaborate with my peers along with other teachers about issues and advice about different teaching practices and activities.
- Still determining where else I can contribute to learning community.
- I feel very engaged within my school and am not afraid to reach out for extra resources to better my students. But, it is hard sometimes to find the right time to meet and find those extra resources because of all the teachers' different schedules.

Thinking back on your Student Teaching experience, how would you rate your impact on student learning in the classroom?

Answer Choices	Responses %	Responses Count
un-prepared (Unacceptable)	0%	0
prepared (Acceptable)	80%	8
well-prepared (Target)	20%	2
N/A	0%	0
Total Answered	-	10

Please provide support for your ratings re: My Impact on Student Learning

- I saw growth within each student as they progressed throughout the quarter. Academic growth was seen in through assessments and conversation.
- Students are able to learn and apply what they have learned in other concepts.

- In the beginning of my time in the classroom, I really struggled to adjust to the workload of being a full-time student teacher. My mentor teacher was really welcoming and allowed me to teach various content areas early on in the school year. This allowed me to become comfortable with teaching and being in front of my students. I became very acclimated with my students and their learning styles and needs very quickly.

Being a student teacher at the beginning of the school year was quite a challenge too because we all had to learn routines and adjust to the students. But I always made sure to model exactly what my mentor teacher did to ensure that our practices were consistent in order to have easy transitions during our teachings.

I believe that my students learned a great deal during my time in the classroom and know that they will continue to learn and grow throughout first grade.

- Students apply what they learned in ELA, SCIENCE, MATH S.S to other lessons.
- I had some setbacks during my student teaching, but I feel that after the last month of student teaching I have grown a LOT.
- Students were able to grasp the different concepts given to them such as topics in the ELA and Math portions when assessed
- I feel I made an impact on my students' learning. They were given various ways to learn and I was able to learn new ways in which to teach them.
- Student teaching was a great experience. I feel that during the blocks of our program, students should be given time to do some solo days to be better prepared for the student teaching semester. I learned a lot within this semester, and I am sure my students did as well. My students learned how to multiply for the very first time and majority of them understand the concept. Multiplication is used throughout our life, and I was able to teach this group of students something that they will be able to use in their future.
- Was able to look back on all of my semesters here to use what I found helpful over the years.
- Although student teaching was a lot, it taught me a lot of very valuable information. We do learn a lot throughout the blocks, but I feel like the best learning happens in the actual classroom, dealing and learning with the students.

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

- It taught me all aspects of what to expect within the classroom. Such as: lesson planning, classroom management, assessing, diverse teaching strategies, IEP's, professional development, etc.
- Placing me in different schools and different grade levels. I was able to learn different teaching strategies that I applied to all the classrooms I was placed to.

- The UHWO Teacher Education program prepared me best to be an effective teacher by giving me the opportunity to be in a very diverse classroom setting throughout my time in the program. From being in a SPED classroom, resource classroom, and general education classrooms I was truly able to see it all. My experiences prepared me for what was to come in student teaching and in my future teaching positions.
- Having mentor/guest teachers come and share their experiences. We were able to ask questions.
Allowing my to stay with my mentor teacher for block 3 and student teaching.
- Time in the classroom, and feedback.
- Gave me opportunities to work alongside teachers and observe them to give us strategies to use in our own teaching/classrooms
- I prepared me well as a teacher in the classroom with the diversity of student learners.
- 1. Create Lesson Plans
2. Analyze Student Work
3. Differentiation
4. Organization
5. Collaboration
- Provide the mentors for us.
- The one thing that I learned form the most during student teaching, was to always be prepared and plan ahead. I remember going into my solo teaching thinking that I could wing it, and go with the flow. But, I learned that the hard way! You really need to plan out your lessons ahead of time, because this causes your lessons to be messy, which then causes your students to act crazy, and it's just a whole messy situation.

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

- I think the best way for candidates to learn is for them to continue to have hands on experience within the classroom. This truly tests their knowledge and patience, as well as pushes them to come up with their own craft of teaching.
- Be in the classroom more and if possible, stay in one classroom for at least 2 semester instead of different teacher.
- One thing that I believe would better prepare the future candidates would be to have them do solo teaching days in the blocks. This would give the teacher candidates a little understanding of what is to come in student teaching.
- Have time to talk to students who want to teach in the mainland. Have mentor teachers who have experienced teaching in the mainland. Information on Teach for America Program.
- More time in the classroom, more lessons taught before student teaching semester.

- More time in the classroom that is required and spending more time building our endurance for whole day teaching, not just single lessons.
- Maybe a suggestion would be to lessen the duplication of items learned in one course and learned or need to create again in another course.
- Implement solo teaching days within the field experience/blocks as a requirement.
- Do something to make working possible. Loans and scholarships weren't enough to cover this semester's expenses for me personally. Reduce field hours or allow more flexible schedules.
- Implement practice solo days within the Blocks, so when student teaching comes we are a little prepared. It doesn't have to be like the whole 15 days, but maybe a day here or there... Just so they know what to expect when it's their time to do their solo.

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?

- All I could really ask for is to stay in touch or to be available when possible should we have any questions or further guidance.
 - Follow up with us and provide mentoring (1st year teacher).
 - The UHWO Education faculty can assist emerging teachers by keeping us informed or reaching out when workshops are being held on campus or opportunities to better our teaching practices.
 - Helping us get our foot in the door, providing guidance and information for teachers who want to teacher on island and off island.
 - emails for PD opportunities, more learning opportunities.
 - Check in's to see in what ways they can help in terms of classroom business, management, etc...
 - I would suggest to stay in touch with me and allow an open communication whenever necessary.
 - Reach out to us if there are any workshops or meetings regarding first year teaching or education in general.
- Overall, you all have been very supportive.
- Not sure if this is already available, but does UWHO offer free courses to educators for professional development credit?
 - I think just reaching out and being available if we ever need to talk, or if we ever need resources or even advice. Even coming in to talk to future student teachers would be great! Just because we have been through it and we understand what they are going through.

Upon graduation, did you 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?)

Answer Choice	Responses %	Responses Count
Yes	70%	7
No	0%	0
Not Immediately	30%	3
Total Answered	-	10

During your student teaching semester, were you interviewed by a school principal for a teaching position?

Answer Choice	Responses %	Responses Count
Yes	30%	3
No	70%	7
At Job Fair (spring candidates only)	0%	0
No, but I have an interview(s) scheduled	0%	0
Total Answered	-	10

During your student teaching semester, were you offered and did you accept an elementary teaching position? If yes, please provide location, grade level, and starting date.

Answer Choice	Responses %	Responses Count
Yes	30%	3
No	60%	6
Offer Pending	10%	1
Please provide location, grade level, and starting date		4
Total Answered	-	10