

Teacher Candidate (K-12) Exit Survey Fall 2019

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 %	Response Count
un-prepared (Unacceptable)	00%	0
prepared (Acceptable)	57%	12
well-prepared (Target)	43%	9
N/A	0%	0
Total Answered	-	21

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 %	Response Count
un-prepared (Unacceptable)	0%	0
prepared (Acceptable)	62%	13
well-prepared (Target)	38%	8
N/A	0%	0
Total Answered	-	21

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 %	Response Count
un-prepared (Unacceptable)	00%	0
prepared (Acceptable)	57%	12
well-prepared (Target)	43%	9
N/A	0%	0
Total Answered	-	21

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

- UHWO 's teacher preparation program provides multiple opportunities to allow the students to learn about how a student learns through the pedagogy taught in the foundational courses such as psychology, then the preprofessional block including classes EDEF 200-310 as well as throughout the blocks. It is drilled every day that students learn differently. They come from different backgrounds. Even taking the basic SPED reinforces that fact. As educators, we need to understand and learn how to teach students of all learning abilities and backgrounds.

It is highly encouraged that a student from UHWO integrate themselves into the school they are observing. Whether it be at grade-level or at school level, we are encouraged to get involved and get to know the other teachers. It is through this that we learn how to work with other teachers as well as our mentors to create that supportive learning environment.

- Able to work with a group of colleagues to ensure the success of the students. I am also able to understand student strengths and weaknesses through formal and informal strategies.
- Collaborated with mentor teacher and fellow grade level teacher when creating lessons and classroom management.
- Standard #1- Being a part of different classrooms with students of all ages we were able to capture how learners grow and develop.

Standard #2- Working with different mentors, professors, and classmates that come from diverse background. Lesson study was a challenge because we had to work closely with people who had different beliefs and work ethics.

Standard #3- A lot of responsibility fell on us to be motivated to get through this program. Pushing through the trials is what made us better professionals in the end.

- I have been providing modifications and accommodations after reflecting on my practice and student performance. I want to improve on challenging higher level students more because I have been more focused on accommodating students with high needs.
- Worked with teachers in my team to talk about the students and how we could make our classrooms inclusive for everyone. Would discuss strategies we use to help different students with material.
- We cover a lot of different scenarios in class, however the most learning occurs in our observation and student teaching classrooms.
- The program provided me the knowledge of learner differences and possible examples of common scenarios to differentiate and accommodate student differences. However, such preparation remained mainly in the realm of theoretical and not in practice.
- Coursework and field experience focused heavily on these areas as problems of practice, pedagogy and reflection.
- I have learned to include supplemental material in addition to course alike curriculum in order to engage students with particular interests, MyOn measured reading levels, and cultural

interests. For example, for one of my students during student-teaching, I let them write their argumentative essay using the prompt: "Is hip hop music poetry?" That was not one of the prompts that my class selected from, but I let this student write an essay on their personal interest after noticing how engaged they were when I included the genre in with my unit.

- Lessons were developmentally appropriate and altered to meet student needs. The lessons challenged the students to an appropriate level. Used various learning styles in lesson. Incorporated student help into lessons so students actively participating in their learning. Made learning interactive by introducing science and math games. Creates positive and safe learning environment by reinforcing class rules. Whole group, small group, and one-to-one were used. Myon, i-ready, wonders, stepping stones, and kahoot were used in instruction.
- N/A
- A lot of what we learned was during our observational practice and student teaching semester.
- I feel the teacher education program helped prepare me to be comfortable with different learners and learning environments but I know there is always room for improvement.
- Creating lesson plans that were discussed and collaborated with my mentor teacher. Planning student's diversity in learning style, what best helps them.
- Throughout my student teaching semester, I engaged students in the active learning process through small-group and whole group discussions. Students also engaged in peer-discussions and were provided with opportunities to work and tutor 1-on-1 with me, typically afterschool and during independent practice.
- I feel prepared from the program. I feel confident going into the field.
- The program can only teach you so much. A lot of it I learned being in the classroom, more specifically student teaching.
- Standard #1: I believe I am well prepared and trained understand that every learner is capable of growth, and that no two students are alike. Standard #2: I understand how to differentiate for students. I also understand that all students do not learn the same, and that it is my job to figure out how to reach all students' learning abilities. Standard #3: part of my student teaching required me to collaborate with not only my mentor teacher but the other kindergarten level teachers, and I believe that we work well together to collaborate lessons that will benefit the students.
Standard #2: I understand how to differentiate for students. I also understand that all students do not learn the same, and that it is my job to figure out how to reach all students' learning abilities. Standard #3: part of my student teaching required me to collaborate with not only my mentor teacher but the other
- I feel that UHWO gave us several resources to understands students individual differences and encouraged us to create lessons that would reach all students in their preferred learning style.
- Professors/Drs. provided studied and real-life, applicable lessons/skills in preparation for teaching, and the learner and learning.

CONTENT

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

Answer Choices	Responses %	Response Count
Elementary English Language Arts	52%	11
Elementary Math	52%	11
Elementary Science	52%	11
Elementary Social Studies	52%	11
Middle-level English	24%	5
Middle-level Math	9%	2
Middle-level Science	9%	2
Middle-level Social Studies	9%	2
Secondary English	19%	4
Secondary Math	5%	1
Secondary Science	0%	0
Secondary Biology	5%	1
Secondary Social Studies	19%	4
Other (please specify)	9%	2
Total Answered	-	21

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 %	Response Count
un-prepared (Unacceptable)	0%	0
prepared (Acceptable)	76%	16
well-prepared (Target)	24%	5
N/A	0%	0
Total Answered	-	21

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 %	Response Count
un-prepared (Unacceptable)	0%	0
prepared (Acceptable)	76%	16

Answer Choices	Responses %	Response Count
well-prepared (Target)	24%	5
N/A	0%	0
Total Answered	-	21

Please provide support for your ratings re: Content.

- While at UHWO, we take classes on ELA, math, science, and social studies to prepare us for the time when we will have to teach our students. This program provides us with opportunities and resources that will help us along the way to teach the content to our students. The program provides us with different tools to ensure that we are able to tie the current content with current events. I gave myself a 1, because the content programs used at the public schools vary quite a bit. UHWO can never fully prepare a candidate for this standard, because we don't have access to every single type of school program in use. They do their best and that's all anyone can ask.
- I am able to connect content to personal interests using analogous strategies.
- Was able to use proper inquiry tools to support different lessons
- Standard 4- Creating lessons to ensure mastery of content was difficult to do when we only had to teach 3 lessons a semester. I feel like I started doing this only in my solo weeks.

Standard 5- If mentor teachers do not teach this way it is hard to do this. Will probably be easier to do when I have my own classroom and have more freedom to teach how I want.

- I believe that there is much more to learn about history and social studies especially since there are a lot of disciplines and perspectives involved. I will have to learn more content and these perspectives even after I graduate.
- Was able to break down topics so the students could approach the problems with different strategies. Connected material to the real world as much as possible to show real life use
- We learn a lot. Like seriously. A lot.
- The program has encouraged me to create learning experiences that encourages critical thinking, collaboration, and creativity amongst students. However, the program did not really help in the actual creation process of such activities.
- Coursework and field experience focused heavily on these areas as practice, pedagogy and reflection.
- I taught a unit based on the popular novel "The Hate U Give." Students were to write an argumentative essay pertaining to social justice issues, using the novel as a primary literary source.

I had students who struggled with the novel, because of the length of the text. Therefore, for them I supplemented the novel with excerpts from Nic Stone's "Dear Martin" and "Becoming" by Michelle Obama. With the selected excerpts from those texts, students

were able to engage in the same discussion and write the same essay as the rest of their class, but were not intimidated by the size of the text.

- Thoroughly researched and planned subject areas. Asked mentor, professors, grade level teachers, and fellow student teachers for support. Sought out resources through research. Misconceptions were addressed promptly during lessons. Think-pair-share was used constantly to activate prior knowledge and have students practice using academic language. In Science experiments, student inquiry driven methods were used where students investigated and discussed content together. Science and Math integrated lessons. Created activities where students used skills in authentic ways. Science experiments had students investigate, critically think, problem solve to grasps concepts. Students demonstrated understanding by creating artwork like water cycle art assignment.
- N/A
- Taking a lot of English classes helped and our methods class helped us find new strategies.
- I feel I have a good grasp of the content but I'm far from mastering it so I can't expect my students to master it
- Understanding the student's interest and what type of engaging activity will help the student learn the concepts better. Modifying lesson plans and activities to support student learning and engagement based on their ability.
- My lessons and activities involved multiple opportunities for students to think critically and to understand concepts and skills in a deeper manner. I encouraged and utilized real-world application to manners that relate to the lessons I taught.
- I feel prepared but I'm always leaning more and more content as I go.
- We didn't really touch on content in the program, I learned most of the content as I was in the classroom.
- Standard #4: while preparing my lesson plans, I always consider the different intelligences that students attain. Whether they are visual learners, kinesthetic, or musically learners I always try to teach my lesson so every learner has an opportunity to understand when I am teaching.
Standard #5: As previously mentioned, I understand I noticed the nurse think a like therefore I try to always make the learning engaging and base it off the multiple intelligence as previously mentioned, I understand I noticed in this think a like therefore I try to always make the learning engaging and base it off the multiple intelligence theory.
- UHWO made sure that we were well trained in breaking down or decomposing the standards and concept concepts to encourage the growth of critical thinking skills.
- Professors/Drs. provided studied and real-life, applicable lessons/skills in preparation for teaching standards, and the why and how.

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 %	Response Count
un-prepared (Unacceptable)	5%	1
prepared (Acceptable)	62%	13
well-prepared (Target)	33%	7
N/A	0%	0
Total Answered	-	21

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 %	Response Count
un-prepared (Unacceptable)	0%	0
prepared (Acceptable)	62%	13
well-prepared (Target)	38%	8
N/A	0%	0
Total Answered	-	21

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 %	Response Count
un-prepared (Unacceptable)	0%	0
prepared (Acceptable)	57%	12
well-prepared (Target)	43%	9
N/A	0%	0
Total Answered	-	21

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 %	Response Count
un-prepared (Unacceptable)	0%	0
prepared (Acceptable)	67%	14
well-prepared (Target)	33%	7
N/A	10%	0
Total Answered	-	21

Please provide support for your ratings re: Instructional Practice

- 6. At UHWO, we're introduced to the basic types of assessments with the hope that as you progress through the program either through mentorship or research, the candidate will pick up a variety of other methods. The only issue with that is if the mentors assess the same way, then they are just reinforcing the methods that the candidate is comfortable with. The variety of assessments will come in the future. However, as Hawaii moves towards authentic assessments and more Project Based Learning. Perhaps it is time for UHWO to have them join the curriculum.
- 7. It there is anything that I feel UHWO has prepared me for, it is lesson planning. I have never felt so prepared to write lesson plans for so many different grade levels and learning levels. Throughout blocks one and two, the type of lesson plan used was so detailed that it required my brain to think of multiple ways to ensure that the content was being learned by all of my learners by high and low.
- 8. Another thing, I feel prepared for is instructional strategies. One of my favorite classes was Art Integration. This class introduced a variety of ways of integrating art into everyday content. This helped me understand how to bridge the connection between different content areas and apply it in meaningful ways.
- Educational technology was one of my favorite classes. Learning about different technological tools that allow the students to integrate technology into their learning was a great experience. With all of the technology in today's world, they need the ability to be able to see how technology can be used to their advantage in the career field they choose rather than just for entertainment.
- I am able to create lessons that utilize the resources available at my school. I am able to change the lesson as needed to fit the needs of the student.
- Used assessments to keep track of students progress and to determine how to differentiate for students who scored low on assessments.
- Standard 6- Understanding of assessment came over time. It was a difficult concept to understand early on in the program.
- Standard 7- we were given a lot of planning time. I feel well prepared for this standard.
- Standard 8- student teaching is where this really flourished for me. Being able to put all my instructional strategies out there was great! I got to see what worked and what didn't.
- Most are rated as prepared because a lot of the formal and informal assessment strategies, pedagogy and teaching strategies have been learned from student teaching. However, I know that I have more to learn.
- Used technology available to enhance lessons through Desmos, Google Slides and online resources. Used formative and summative assessments to gauge student learning.
- We are taught how to use a multitude of methods.
- The program has provided me knowledge and practice on how to apply technology and media in instruction, as well as a few strategies on how to encourage students to develop understanding of the content. The program especially provided a wide array of assessment examples to implement in the classroom.

- Coursework and field experience focused heavily on these areas as practice, pedagogy and reflection.

- I have used an anticipation guide and likert scales for pre-assessment. I also record anecdotal data, use likert scales, and assign short open ended prompt questions for formative assessment.

In addition to course alike texts and assessment, I also provide students with my own unique resources that match their individual learning needs and personal interests.

I use videos, print outs, on-screen texts, Socratic seminars, literature circles, written conversations, write around, write a letter to your future self, think pair share, games, and many other strategies to engage my students.

I have students write by hand and on the computer. They also read paper and digital sources. They will be making Google Slides for a presentation next week.

- Math pre-tests were given to determine areas needing extra support and instruction. They also showed student strengths. Used pre-test to see which students knew little about content and were given extra support during instruction. Students were given verbal and written feedback in writing journals to strengthen writing. Students were also given one-to-one support. All assessments were unbiased and used to inform practice. Accommodations were made to activities for students. Used standards to plan effective lessons. Pulled students for one-to-one support during selected times. Kahoot, stepping stones tools, and youtube were used in the service of teaching and learning. Used formative math assessments to plan lessons to meet student needs. Grouped students during activities like math games to support learner needs. Analyzed math assessments to determine what support students need. Used thinking maps in different content areas to link lesson objectives and content standards. Academic vocabulary taught through songs, readings, and activities. Students discovered new content knowledge through many resources like songs, readings, and experiments. Created thinking maps to articulate newly learned content area concepts and academic vocabulary. Analyzed math assessments to determine wha support students needed.

- n/a

- Again, a lot of what we learned was in our observational and student teaching semester where we could apply and practice strategies.

- More practice on differentiation would be better

- Most of the assessments were the student's independent work. Another example of assessment was during review games during math, to see the student's growth and understanding at that point.

Working on explicit instruction, breaking down expectations and directions for the students.

- Differentiated lessons to support the needs of all learners. Involved students in critical thinking and real-world applications.
- I feel prepared.
- I think we learned a lot about assessment in our courses which definitely helped me in my placements.

- As a future educator, I know and understand that it is important to clue different medias in order to effectively engage students during learning. During my lesson planning, I always have in the back of my mind every student and their learning needs.
- We have learned to create our own digital portfolio, use different technology sources in the classroom and were exposed to different ways to incorporate technology in our lesson plans,
- Professors/Drs. provided studied and real-life, applicable lessons/skills in preparation for teaching standards, and lesson planning.

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 %	Response Count
un-prepared (Unacceptable)	0%	0
prepared (Acceptable)	67%	14
well-prepared (Target)	33%	7
N/A	0%	0
Total Answered	-	21

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 %	Response Count
un-prepared (Unacceptable)	10%	2
prepared (Acceptable)	48%	10
well-prepared (Target)	42%	9
N/A	0%	0
Total Answered	-	21

Please provide support for your ratings re: Professional Responsibility

- 9. The education club continued to offer the spring conference that had professional learning courses to assist with ongoing learning for the candidate. UHWO (in the 3rd block) started offering webinars and conferences on Oahu that students were allowed to attend to expand their professional development.

10. While UHWO didn't push for leadership development within the program, I was able to find the education club and expand my leadership and collaboration experience and

skills through HSTA and NEA. It was through my mentors that I was able to learn about how to collaborate with the families of my students and other school professionals.

- I seek out professional development and opportunities to better myself as an educator. I also seek out advice and strategies from any credible sources.
- Meet with mentor teacher after every lesson and solo week to discuss pros and improvements that can be applied for the next solo week or lesson.
- After a few rough semesters, I feel like I finished my time in this program very strong. I've shown commitment to the profession, to the students, and to the school that I am at. I continue to collaborate and work closely with teachers at this school and have built a good rapport with the principal there.
- I have been going to multiple professional development opportunities, faculty and department meetings, IEP meetings, SPED department meetings, and participated in helping with spirit week and choreographing part of the cheer and dance. I want to gain more experience in interdisciplinary collaboration.
- Would work with the Alg II team to create pacing guides for the course. Would reach out to my mentor or other colleagues for guidance or recommendations if I felt stuck.
- We are repeatedly drilled about how we affect the students in the classroom.
- The program provides ample opportunity to reflect on our teaching practice through reflections, discussions with mentors and supervisors, and PD opportunities to further our own learning. They also provided us some opportunities to collaborate with other individuals to further student growth (e.g. students, other teachers [cohort members on projects], and community members)
- Coursework and field experience focused heavily on these areas as practice, pedagogy and reflection.
- For professional development, I attend events and do my own personal research for growth. For example, I am doing my student-teaching (and plan on teaching) in a Title I school, so I took it upon myself to read a book on serving homeless students. That piece of literature change the way I think and approach particular students. The results have been successful.
- Professional development included thinking maps, new teacher information, and technology integration. Reviewed student work like science worksheets and math work to modify future lessons planned. Created goals with mentor and initiated them as soon as possible. Continued to preserver and try different strategies.
- n/a
- N/A
- Need more work on collaborating with with people outside my own classroom.
- Being able to remain professional to write in students' homework journal/ communication log to have support from the parents.
Parents gave better input on how their child learns and what I can do to better support them in their learning.
- Worked alongside with sixth-grade teachers to teach and plan lessons.
- I attended staff meetings, talked to parents, participated in school-wide events.

- I don't necessarily think this was taught, I don't think it really can be. It's something you already know/learn through experience.
- Student teaching has taught me all about reflection. The main thing that I would reflect is how well my students react to the lesson and how affective the lesson was. Then I think of ways of how I would change it the next time I teach it.
- I believe that UHWO offers students multiple opportunities to take on leadership roles and train/ teach us.
- Professors/Drs. provided studied and real-life, applicable lessons/skills in preparation for teaching, and learning and collaborating with mentor teachers and teacher candidates.

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

Answer Choices	Responses %	Response Count
un-prepared (Unacceptable)	0%	0
prepared (Acceptable)	52%	11
well-prepared (Target)	48%	10
N/A	0%	0
Total Answered	-	21

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

- Is one always well-prepared for student learning? This was a great learning experience and I will continue to learn more as I head into my own classroom. While I am very close to my classroom, there were days that my students were able to catch the lesson quickly and other days in which we had to review for the next day or so to build on that foundational piece.
- I provided a project for the students to understand the problems that exist outside of their home. I also connected with the students to find their interests and abilities to learn in a classroom.
- Was able to provide meaningful lessons with students by incorporating relatable experiences for students.
- Students caught on to the concepts that I was teaching because I tried to make it fun and engaging. If they needed extra practice I was always available for them and in fact encouraged them to come in after school and during lunch recess for help.
- I believe that I provided a lot of opportunities for students to use inquiry through C3 standards, group work managed by roles, and new assessment strategies. I also think that by providing accommodations and modifications, I was able to impact student learning.
- Being in the classroom and preparing lesson plans from the beginning of the program has given me a lot of confidence to take over my own classroom next year
- I feel that I had a major impact on student learning in the classroom.
- My position as the student teacher (and being considerably closer in age to the students), made it easier for me to connect the content in ways (e.g. pop culture

references) that students would better understand. I was also able to coordinate with my mentor to work in smaller groups with students to improve on content and skills in the classroom.

- Through a variety of instructional strategies and assessment tools I tracked data of student learning.
- In April, I still have students remembering concepts and vocabulary (such as code switching and text connections) that I taught them back in January. Their academic informational writing has strengthened tremendously.
- After giving the students many assessments throughout the semester, I was able to see how student growth in every one of my students.
- n/a
- My students and I had a lot of fun this semester learning and growing together; implementing new strategies for them and activities to help them learn better.
- The time in the classroom made building relationships with students possible so it was easier to ensure learning
- I believe that my Student Teaching experience and learning was very helpful because I got to go into the class every day. Being able to be with the students every day, I notice their growth and potential in their learning.
- Developed positive relationships with students. Designed lessons to improve and touch on social, mental, and emotional well-being. Encouraged students to partake in the thinking processes. Reflect and touch upon student feedback, if students were confused, needed clarification or learning objectives were not met, lesson were re-taught in small and whole group, as well as 1-on-1.
- The students respond to me and I've implemented many things into my classroom. I am confident I've made a positive impact on my student's social, emotional, and academic learning.
- I think I impacted student learning in many ways. I taught way more than 3 solo weeks and completely took over multiple subjects. After reviewing assessment data I can say that I have impacted student learning.
- I know I had an impact on my mentor teacher because she is adopting some of the lessons that I have taught the students. I've also noticed that she is also taking into consideration the way I do classroom management.
- I think West Oahu prepared us to create innovative and hands on lesson plans that keep students engaged and make meaningful connections to the material presented. I know that the student have retained the material thought because they are able to use that information to form new ideas.
- Because of our collaboration and dedication to the students, I was able to apply mostly what I learned through my mentor teacher's modeling, and follow through and deliver her many impactful lessons/ways.

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

- The mentors that I was placed with provided me with experiences that I will never forget. I have learned so much from them and will take that with me forever.
- Giving me the opportunity to see all of the real aspects that come with teaching. Student teaching has shown me that content becomes second nature to the educator. Its the connection, politics, parents, and everything else that teachers need to tread cautiously with.
- Lesson Planning
- Prepared me to teach content.
- UHWO did best in providing experiences in the classroom and resources during seminar. These two combined provided a lot of tools, strategies and resources to help with our teaching.
- Classroom management
- It exposed us to a multitude of teaching strategies.
- The program gave me the necessary knowledge on learning differences, as well as adolescent behavior and abilities in order for me to make judgments and adjustments as needed in the classroom.
- Student teaching served as a comfortable place to get to know myself as an educator. It was like riding a bike with training wheels and taking them off as the semester went forward. I learned who I am as an educator and where my strengths and weaknesses are.
- Through a diverse required course list including Special Education, Culturally and Linguistically Diverse Students, and Education Psychology; The UHWO teacher prep program opened me up to the vast plethora of information that I need to further my personal research on in order to grow as an effective educator in Hawaii.
- Prepare myself for what teaching will really be like.
- Place us at different schools in different areas of the island to help us understand different demographics and socioeconomic statuses the students may have.
- Giving us strategies and resources we could use in the classroom really helped.
- Lesson planning, curriculum planning, getting feedback on my teaching
- I think UHWO Teacher Education program helped prepare me by breaking down the subjects into semesters. Being able to focus on one subject area one semester as a time, then student teaching is a semester to pull it all together. Also having that opportunity to experience in different schools and communities because it gives me different perspectives on curriculum and etc.
- Effective teachers learn and grow through experience.. Throughout my time in the program, I have always seen teachers as the "know-it-all" beings in the classroom, and I want my students to know that we are all learning together and from each other. To me, being a learner shows that I am here to serve my students, while also being their leader and #1 supporter. I believe that to teach means to serve, always placing the needs of students before my own. There is so much to learn from them, and I have the opportunity to grow alongside them as their teacher.

- Yes.
- Placing us at different schools and grade levels each semester really helped in preparing me to be an effective teacher.
- I believe the U H West Oahu teacher education program prepared me with understanding different types of teaching methods, understanding that learning can be fun and effective, understanding differentiation.
- I think they were very encouraging to try different teaching strategies and offered tons of resources in order to create innovative lessons.
- Taught me about the diversity in students/schools, and showing me it through observation and student teaching placements, and from different mentor teachers especially in our last block of classes.

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

- Promoting more professional development and leadership opportunities other than becoming involved in the school that they are observing. The educational world doesn't end at the front door of their school. They should be more knowledgeable about what is going on around the world in terms of education especially here in Hawaii.
- A small allowance of money for either personal well being or supplies so the student teacher can focus solely on teaching.
- None
- I don't know if it's possible, but maybe a solo week in an earlier block besides just student teaching.
- Include discussions on special education during seminar because it was difficult to get ideas or share experiences with only two special education candidates. We also only got to talk to our supervisor a few times throughout the semester (observation and maybe two Zoom meetings at most).
- Don't overwork certain professors so they have more time to reflect on their students
- I would recommend that the load of work during student teaching be lowered in order to reduce stress.
- Better communication between the education faculty and students on the requirements necessary for students to fulfill (e.g. credits, licensing exams, paperwork to access specific classes and graduation) in order to graduate from the program.
- None
- I do think that curriculum and unit building is missing from the program.
- Make sure all field placements are suitable for teacher candidates. Many of my placements were negative experiences for me.
- Move the Ed-tech class to the latter part of our program. By the time we were able to use the skills learned in that class most of us forgot.
- Maybe being more organized with staying on track with projects and assignments that are due.

- I think the semester before student teaching students should have to teach more than 3 lessons. We taught 3 lessons the previous semester so we should do more, like 1 week of teaching to better prepare us
- A recommendation would be to incorporate more information outside of the classroom and about the schools/DOE. For example, things that we as teachers have to go through with administration; requirements, meetings, expectations, etc.
- More seminars and class sessions that prepare us for job interviews. Also, helping us to be set up for success. Sample work of assignments and projects to refer to as well!!
- I think that the transition from block 3 to student teaching was rough. I have no idea what to recommend to make it more smooth.

The lesson study was a fun project, but I think it would be better in block three. I feel like student teaching should be solely for student teaching. Most of us are in the classroom 7am-5pm, and we know that this is the reality of

the profession we are choosing. It's just the fieldwork on top of coursework on top working. Another reality is that most people will need to work for some sort of income during this time. It's just a time of no luxuries but the work was rewarding enough to preserve.

I do recommend that there should be more support, a smoother transition, and less stress on the student teachers. I'm not sure how.

I think it was amazing that another student in my cohort was placed at the same school and same grade level. I'm sure the odds are slim. But if this is something that could happen for the other students, I'm sure it would help a lot. I think we grew professionally from constantly collaborating with each other. We also motivated each other.

- None
- I believe that the U H West Oahu teacher education program prepared me for teaching. Therefore I do not think any changes are necessary.
- More of a focus on different types of assessments and tracking academic growth.
- More, different teaching/observing opportunities like our lesson study teaching lesson. I was fortunate to have a mentor teacher setup other teachers to observe at the school. This would especially work if more than one candidate was at the school/grade level. Also if there was a school that would allow for candidates to observe particular lessons that are being studied in class, then debrief for a total, real-life experience.

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?

- Nothing that I can think of at this time.
- Sending teaching strategies such as articles or books, free teaching supplies, and occasional check-ins to ensure the teacher has not gone insane.

- Continue to help find schools that are hiring for those who are waiting to hear from schools.
- If they could be available for questions that we have that would be great!
- Provide opportunities for professional development or resources? So far the faculty have been very helpful throughout.
- Be available for questions in case we need some additional help in our first years of teaching
- GET ME A JOB :D
- Provide guidance on the next steps as a graduate (e.g. searching for a job, tips and resources as a first year teacher, etc.)
- Through keeping in touch, continuing to share opportunities for PD that they come across and always being open to giving advice as they have throughout our education.
- I think two way open communication pertaining to professional development would be mutually beneficial to a continued synergistic relationship between UHWO faculty and alumni.
- Notify me of professional development opportunities.
- N/a
- N/A
- Be resources for whichever line we end up teaching, advocate for us to get jobs.
- n/a
- Provide first-year teachers with resources to build our classroom.
- It's really disappointing that the teacher job fair is on the day of our graduation, our group feels at a big disadvantage/set back.

I think the faculty could really assist us by just really aiding for us & helping/making sure we get hired??? It shouldn't be too difficult I'm sure! We all know teachers are needed? But we are ALL worried.

- To be a resource when we need help with something in the future
- I think the best thing that U H West Oahu education faculty can continue to do is to send emails and updates or different job postings.
- Connecting with principals for professional opportunities in their school and offering resources when we are in the classroom.
- I liked how some previous teacher candidates, now full-time teachers, came to class. That would be my next step in learning from other mentor teachers.

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 Choices	Responses %	Response Count
Yes	86%	18
No	5%	1
Not Immediately	9%	2
Total Answered	-	21

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

Answer Choices	Responses %	Response Count
Yes	29%	6
No	52%	11
At Job Fair (spring candidates only)	0%	0
No, but I have an interview(s) scheduled	19%	4
Total Answered	-	21

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 Choices	Responses %	Response Count
Yes	0%	0
No	95%	20
Offer Pending	5%	1
Please provide location, grade level, and starting date	0%	0
Total Answered	-	21

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
- N/A
- None
- None
- So far there are none. Thank you.
- No questions
- None
- Keep number 35, but modify it to be inclusive of all education majors. Number 35 only addressed elementary majors and not secondary or middle level ones.
- None
- n/a
- None.
- N/a
- Would you recommend this program to others?
- Effectiveness of our teachers/supervisors
- n/a
- N/A

- No.
- No questions
- N/a
- What could have made the program better, what was lacking
- N/A