

**MENTOR TEACHER PROGRAM EVALUATION**

**AY 2018-19**

**N = 189 Mentor Teachers**

**84 respondents**

**45% response rate**

<b>Professional Role</b>	<b>K-12 N=</b>	<b>Early Field Experience</b>	<b>Practicum</b>	<b>Student Teaching</b>
Mentor Teacher	39	18	19	12

<b>Professional Role</b>	<b>SPED</b>	<b>Does Not Apply</b>	<b>Fall 2018</b>	<b>Spring 2019</b>
Mentor Teacher	0	0	12	37

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

	<b>Average</b>	<b>Range</b>
<b>Professional demeanor and attitude</b>	2.59	1-3
<b>Collegiality and ability to work collaboratively</b>	2.62	1-3
<b>Overall communication skills with students</b>	2.46	1-3
<b>Overall communication skills with peers</b>	2.51	1-3
<b>Overall communication skills with mentor teacher</b>	2.62	1-3
<b>Overall communication skills with school faculty</b>	2.48	1-3
<b>Overall communication skills with principal</b>	2.41	1-3
<b>Overall communication skills with parents</b>	2.36	1-3

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

**Using the 3-point scale, rate how well-prepared you believe UHWO Teacher Candidates were with regard to their Knowledge, Skills, and delivery of Instruction:**

	<b>Average</b>	<b>Range</b>
<b>Lesson Planning and Preparation</b>	2.37	1-3
<b>Delivering Effective Instruction</b>	2.38	1-3
<b>Classroom Management</b>	2.13	1-3
<b>Differentiated Instruction: ELL</b>	2.00	1-3
<b>Differentiated Instruction: SPED</b>	2.09	1-3
<b>Differentiated Instruction: All other diverse learners</b>	2.26	1-3
<b>Assessment to Inform Practice</b>	2.26	1-3
<b>Technology in the Service of Learning</b>	2.26	1-3
<b>Knowledge of Content: English Language Arts</b>	2.19	1-3
<b>Knowledge of Content: Math</b>	2.23	1-3
<b>Knowledge of Content: Science</b>	2.12	1-3
<b>Knowledge of Content: Social Studies</b>	2.1	1-3

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

<b>Responses</b>	<b>Count</b>
Cannot determine	2
Acceptable	26
3Excellent	11

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

<b>Responses</b>	<b>Count</b>
Unlikely	3
Likely	11
Very likely	25

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

- Strengths
  - having the block classes for each core subject
  - observations

Needs - see previous comments

- From past experiences, with the exception of one, the teacher candidates that were assigned to me were ready for the class room.

Not necessarily for my teacher candidate, but is there a classroom that deals with classroom management? I know that was a class that would have been beneficial when I was going to college. Class room management was learned on the job.

- + Mandatory four lessons
  - Behavior management
- Strength: Willing and capable candidates who truly love teaching and learning.

Need: More exposure to differentiated instruction and SPED/504 accommodations- how to diagnose, differentiating between and implementing accommodations and modifications, the referral process, SPED law (new changes), and how to read/implement the IEP. Project Based Learning is becoming the new focus of the DOE to ensure all students have access to meaningful instruction and learning opportunities, an introduction to this may be beneficial.

- The teacher candidates improve with each semester.
- Great program for the candidates!
- Strengths: Excellent UHWO Support

Needs: Class on Explicit Teaching (e.g. Anita Archer)

- Strengths: recognizing a need to improve, formative and summative assessment drives instruction, groups in cohorts are observing other candidates on lesson planning and instruction to gain feedback and to apply hands on learning from the classroom to real

life experiences, more candidate observations from professors (more feedback), meeting the team at the beginning to know the expectations for the upcoming year.

Needs: Common Core Standards and exposure to curriculum the DOE / School uses to teach core subject areas, also, Learning Targets and Success Criteria (based on the standards) so students know: where I am going? How I am doing? Where to next?

- UHWO Teacher Education Program strength allows the Student Teachers time in the classroom to determine if this is the best job career. Without out being allowed to trial and error, these candidates will burn out and feel displeased with the job expectations and duties.
- Ending with full time student teaching, I believe, is the best teacher, because some things can only be learned through experience.
- Overall, I think the strength of UHWO is that they let their student teachers have flexibility and freedom to teach during their student teaching semester. I have had student teachers from both UH Manoa and UHWO. I think UH Manoa requires much more from their student teachers and less from their mentor teachers. There is much more oversight and guidance. That being said, I think there needs to be happy medium between what UHWO requires and what UH Manoa requires. This year, I felt like my teacher candidate was checking off boxes. Her work is acceptable but I didn't see a passion for teaching and a dedication to the profession like I have seen with other teacher candidates.
- I LOVE the idea of Early Field Experience. That is a big plus of the program.

Better integration of timing of UH session and our session is a need. Would be good if the Early Field Experience class could start earlier to better mesh with K-12 schools.

- Same as above
- Strengths: Communication with UHWO placement coordinator, professors, and Teacher Candidates was open and well-planned. TCs have been respectful and helpful.

Needs: TCs could be better briefed on appropriate dress and expectations for their placement (not good etiquette to use their cell phones). I would also like to see TCs be given a list of expectations or tasks that they can do during their time in the classroom (example: what are some duties they can get exposure to such as making copies, laminating, calling parents or sitting in on a conference) so that they have different types of experiences besides observing. A list of assignments that the TCs will have to complete would be helpful to also be given to their mentor so that know what the expectations of the placement are (example: if there is going to be a student interview done for case study purposes, or if the TCs need to gather data on demographics, etc).

- I think giving more opportunities to visit various sites or classes will allow teacher candidates more perspective on teaching styles and pedagogy. I know that the education system is moving towards problem-based learning and engagement student to real-world applications, so giving them resources before they enter the classroom will better prepare them for success.
- Strengths - encouraging best practice, differentiation, communication between mentors and university faculty, giving strategies to candidates for management, encouraging self-reflection on practice

Needs - dissecting standards, talking about rigor, deciding what is a good resource to use for teaching, how to manage small groups or conferencing for reading and other subjects (systems for tracking student data), how to target instruction.

giving candidates more opportunities to "experience" what their kids do:

I feel like there could be more done to encourage candidates to work on the West Coast of our island. I always hear from teacher candidates that they didn't place where they wanted to - which is usually closer to where they live or work. There are many benefits to working out on the Coast - and understandably there are challenges too.

It would also be nice if they could do something with the data from their lessons once they've collected it. In many schools, we collect data, but we never do anything with it - it's strictly for reporting purposes, but if it's truly formative data, it should be used to drive your instruction. Maybe 2 of the lessons that they teach should be a data gathering one, and a second one that follows up on students who didn't get it on the first try. It could also be an enrichment if all the students did get it on the first try. It could also speak to how rigorous the lessons being taught are. This idea is similar to the SLOs (Student Learner Outcomes) that are implemented as part of the Educator Effectiveness System that the DOE employs to rate our effectiveness.

- Strengths: good communication with teachers on expectations
- Strengths: Teacher candidates have seeking spirit to learn; UHWO provides range of opportunities for teacher candidates to experience schools in different communities; teacher candidate placements are communicated, facilitated, and completed by UHWO instructors in a timely manner.

Needs: Teacher candidates need to be better prepared through instruction, collaboration, and reflective discussions.

- As stated above, the program is sufficient to getting teacher candidates a foundation but it is up to the individuals to acquire these skills and apply them to their own classroom, making the adjustments needed to be successful.
- I believe they're growing good teachers and it's important that they get to experience the realities of everything teaching before they get their own classrooms.
- Strengths - expectations are clear,  
Needs - Communication, More participation rather than observation, have them understand small group instruction,
- UHWO's biggest strength is their continuous effort to show growth and improvement. I am a former graduate and I can clearly see how much the education program has grown and become a better program for the teacher candidate's preparation in becoming a highly qualified teacher. I cannot think of any needs at this time that this program would need.
- Since this is my first year having an UHWO Teacher candidate - possibly more tools and ideas in how to use materials to deliver the instruction to the students. Teacher candidates can use the materials that the teacher provides to them however there may be times that they will have to research how to teach content differently. So in essence the teacher candidates need to be able to research/create lessons as eventually they will be hired to teach one day soon.

- The candidates are eager and excited to learn. They are accepting of constructive feedback and are confident interacting with students, staff colleagues, etc. They could have more exposure to current state standards for their chosen content areas and practice in preparing lessons/materials aligned with those standards.
- Strengths are getting the candidates into the field in their freshman year so they can determine right away if Education is the career they want to choose.
- I am accepting a student teacher next year and worked closely with her in the first semester. I am very excited to have her in my learning space next year. My experience with her leads me to believe that the program is doing a good job in preparing its students
- UHWO care for their students, work one on one with students when needed. UHWO supports their students.
- Brian was well prepared - he had a good knowledge base about the content, and was always professional. I'm not sure about what the program needs.
- Based on my observation through the student teaching experience along with interacting with the classes, the culture that was created seem to be thoughtful and nurturing. The instructors clearly expressed to the candidates the importance of teaching and the lasting impact it has. The teacher candidate also expressed that compared to another program, that UHWO fostered the interest in teaching and that is extremely important.
- Teacher education program's strength is that students are allowed many opportunities to gain field experience with mentor teachers. They have time to work in classrooms and apply the learning.
- Strengths:  
Good communication with the classroom teacher

Needs:

Have students develop science, social studies, art, music, drama, and PE, lessons so they have some of their own ideas. It seems like UHWO prepared student teachers for ELA/Math, but didn't spend much time on the other subjects.

- I would have liked to have had a gathering at UHWO Teacher Education program to get some insight as to the expectations and weekly requirements. However with the development of their Mentoring Our Future Educators Course, of which I am now enrolled, it has clarified many of my questions. I feel that I will be better prepared for any future Mentoring of Future Educators.  
I have truly enjoyed this opportunity and wish that the UHWO Teacher Education program become one of the leading education programs in the nation.
- Strengths: Students were able to receive a lot of feedback from veteran teachers.
- I believe that the UHWO Teacher education program provides students with lesson planning skills, including breaking down the standard and curriculum knowledge. However, one thing that the program can improve on is to better equip candidate on classroom management. They need to know how to handle tough situations, especially the students that want to challenge the teacher. They should also be able to use multiple ways to refocus attention back to speaker.
- UHWO has a great reputation for providing good developmental skills for the students. It teaches the students to have many different concepts of learning.

Needs: to increase awareness of the different scenarios that could happen in the classroom, not just with students, but with their families and co-teachers/admin. as well.

- The program's strengths are possibly excellent dispositions, lesson planning, and prep. The needs could be differentiation for all learners. There are classroom management considerations within the lesson plan, as well as differentiation, but I thought that the classroom management clarifications were a great thing to add in, that helped guide the teacher. Differentiation was not used as much.
- I think this program is very beneficial to teacher candidates to give them more of a realistic view of teaching. Often, the first years of teaching can be overwhelming because teacher education programs focus more on the instruction in the classroom. The reality is that the teacher candidates do not always get to experience all of the other responsibilities that are part of the job as well, such as faculty meetings, keeping track of data, and even school wide events (planning and facilitating). I think that more exposure to these types of things are more beneficial for the teacher candidate to see a full scope of expectations outside of things in the classroom. Although this varies from school to school, I think that having teacher candidates experience more time in the classrooms with the students is overall a huge benefit. I am so appreciative of the program from what I was able to see from the teacher candidate in my classroom. I know that he was given a range of courses that helped him to connect with the students and the mentor teacher. He was also able to apply a lot of what he learned to helping those students that need a little more attention and care in their learning. Mahalo for giving me the opportunity to be a mentor teacher this past semester.
- See above written answer.
- Student Candidates seem to have a good grasp of what a learning target is, and how to implement a lesson. Most students are well-prepared and are an asset in the classroom. Those candidates who do not meet expectations, are asked to repeat Student Teaching, when necessary.

Somehow, UHWO needs to expand its reach into more schools. The more Mentor Teachers, and the more schools, the better. Student Candidates would then be able to get varied experiences, for example, a school in Kalihi would be different from a school in Manoa. Different environments, different economic backgrounds, different styles of teaching, are all valuable experiences that will help in preparing a candidate for the real world.