

Alumni Survey (AY 2019-2020)
N = 37
27% response to survey rate

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

Semester	Response Percent	Response Count
Spring 2019	100%	10
Fall 2019	0%	0
Total	100%	10

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

Semester	Response Percent	Response Count
Fall 2019	90%	9
Spring 2019	10%	1
Total	100%	10

3. How long have you been teaching?

Answer Option	Response Percent	Response Count
1 semester	10%	1
1 year	90%	9
Total	100%	10

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

Position	Response Percent	Response Count
Full time classroom teacher: Regular	90%	9
Full time classroom teacher: Inclusion	0.00%	0
Full time special education teacher: Resource Room	0.00%	0
Full time special education teacher: Inclusion	10%	1
Part-time Teacher (PTT)-Elementary	0.00%	0

Position	Response Percent	Response Count
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	33%	1
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	67%	2
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.

- N/A
- UHWO New Teacher Lab
- UHWO Teacher Education Advisory Council
- Only teaching.
- Career Day Coordinator
- n/a
- Speech and debate coach

- Chaperoning field trips, helping with fundraisers, etc.
- I have not been "assigned" particular extra work, but I have "volunteered" to run two after-school clubs and get involved with the PTSO and SCC.
- PBL Committe participant
- N/A

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

Answer Choice	Response Percent	Response Count
K	10%	1
1	0%	0
2	0%	0
3	10%	1
4	30%	3
5	0%	0
6	0%	0
7	10%	1
8	0%	0
9	0%	0
10	0%	0
11	10%	1
12	0%	0
Other (please specify): PreK; 10,11,12; 7and8	30%	3

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	3	2	2	3	10	1.86	0-2

Subject	Unprepared (0)	Prepared (1)	Well-Prepared (2)	N/A	Number of responses	Average Rating	Range
Elementary Math	1	3	3	3	10	2.29	0-2
Elementary Science	1	3	3	3	10	2.29	0-2
Elementary Social Studies	2	3	2	3	10	2	0-2
Middle-level English	0	1	1	8	10	2.5	1-2
Middle-level Math	1	0	0	9	10	1	0-2
Middle-level Science	1	0	0	9	10	1	0-2
Middle-level Social Studies	1	0	0	9	10	1	0-2
Secondary English	0	1	1	8	10	2.5	1-2
Secondary Math	1	0	0	9	10	1	0-2
Secondary Science	1	0	0	9	10	1	0-2
Secondary Biology	1	0	0	9	10	1	0-2
Secondary Social Studies	1	2	0	7	10	1.67	0-2
Other (please specify)	0	0	0	0	10	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
un-prepared (Unacceptable)	0%	0
prepared (Acceptable)	70%	7
well-prepared (Target)	30%	3
N/A	0%	0
Total Answered		10

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

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

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

- N/A
- Through the program and observations/student teaching, I felt somewhat prepared. Having more, direct correlation between the two would have prepared me better.
- I feel like I can always improve, so I rated myself with acceptable.
- Professors were able to create in depth lessons regarding these standards
- UHWO has provided me a repertoire of strategies to implement in my classroom in regards to how to teach a diverse set of learners, encourage student engagement, and interact with others. Do not recall any strategies on how to self motivate students (hence the prepared rating and not well-prepared).
- In some of the seminar classes, I would have liked to have more teaching strategies and activities that can be used across all content areas.
- The student teaching semesters helped / actually being in the classroom for OP.
- It is important to get to know your students. What is important to them? What are they interested in? Who are they? What languages are spoken at home? These are all important contextual factors in determining molding the curriculum to meet the needs of the particular individuals in my classroom.

- The Semesters all focused in differentiation, EL and SPED accommodation, creating safe and classroom environments conducive for learning. They went into detail about different cultures and traditions that should be respected and understood.

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

Answer Choices	%	Responses
Elementary English Language Arts	60%	6
Elementary Math	60%	6
Elementary Science	60%	6
Elementary Social Studies	60%	6
Middle-level English	30%	3
Middle-level Math	10%	1
Middle-level Science	10%	1
Middle-level Social Studies	20%	2
Secondary English	20%	2
Secondary Math	0%	0
Secondary Science	0%	0
Secondary Biology	0%	0
Secondary Social Studies	20%	2
Other (please specify)	0%	0

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
un-prepared (Unacceptable)	10%	1
prepared (Acceptable)	60%	6
well-prepared (Target)	30%	3
N/A	10%	1
Total Answered		10

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
un-prepared (Unacceptable)	0%	0
prepared (Acceptable)	70%	7
well-prepared (Target)	30%	3
N/A	0%	0

Answer Choices	%	Responses
Total Answered		10

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

- N/A
- Through the program and observations/student teaching, I felt somewhat prepared. Having more, direct correlation between the two would have prepared me better.
- I need to dig deeper into the content rather than just hitting the surface.
- Professors would help us understand the standards of each grade level.
- UHWO has provided me the tools and knowledge on how to create learning experiences that is meaningful for learners (e.g. establishing relationships and knowing your students' culture and/or background to connect personal experiences to concepts learned)
- I feel I received good insight into my specific content area through the courses offered at UHWO and my content specific seminar class
- I feel like I would've been more prepared if we focused our classes more on creating actual lessons aligned to the standards and potential grade levels we would be teaching. I feel like I learned most of that during OP / Student teaching / my year 1 career instead of in college.
- I look to the grade level content standards and provide opportunities for kids to learn and show that they have learned particular skills. They then have opportunities to interact with one another.
- We learned all about the state standards, different curriculum to use in the classroom, how to create proper lesson plans that incorporate an essential question, target criteria, learning objectives and pre and post assessments.
- The program did not help prepare me for content, but it's specific to grade, I don't know how UHWO could even go about that.

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

18. 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
un-prepared (Unacceptable)	10%	1
prepared (Acceptable)	60%	6
well-prepared (Target)	30%	3
N/A	0%	0
Total Answered		10

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

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
un-prepared (Unacceptable)	0%	0
prepared (Acceptable)	80%	8
well-prepared (Target)	10%	1
N/A	10%	1
Total Answered		10

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

- N/A
- Through the program and observations/student teaching, I felt somewhat prepared. Having more, direct correlation between the two would have prepared me better.
- I need to dig deeper into the content rather than just hitting the surface.
- Professors would help us understand the standards of each grade level.
- UHWO has provided me the tools and knowledge on how to create learning experiences that is meaningful for learners (e.g. establishing relationships and knowing your students' culture and/or background to connect personal experiences to concepts learned)
- I feel I received good insight into my specific content area through the courses offered at UHWO and my content specific seminar class
- I feel like I would've been more prepared if we focused our classes more on creating actual lessons aligned to the standards and potential grade levels we would be teaching. I feel like I learned most of that during OP / Student teaching / my year 1 career instead of in college.
- I look to the grade level content standards and provide opportunities for kids to learn and show that they have learned particular skills. They then have opportunities to interact with one another.
- We learned all about the state standards, different curriculum to use in the classroom, how to create proper lesson plans that incorporate an essential question, target criteria, learning objectives and pre and post assessments.
- The program did not help prepare me for content, but it's specific to grade, I don't know how UHWO could even go about that.

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
un-prepared (Unacceptable)	0%	0
prepared (Acceptable)	60%	6
well-prepared (Target)	40%	4
N/A	0%	0
Total Answered		10

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
un-prepared (Unacceptable)	10%	1

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

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

- N/A
- Through the program and observations/student teaching, I felt somewhat prepared. Having more, direct correlation between the two would have prepared me better. This was more dependent on mentor teachers.
- I feel that I should do more for my school community.
- Professors had us collaborate with each other in group projects along with giving us continuous feedback.
- UHWO has taught me how to routinely self-evaluate my teaching practices in order to determine what I could do better based on my choices and actions to benefit my students' needs. They have also provided me opportunities to learn how to collaborate with students and colleagues to promote student growth. The only reason why I did not put down well-prepared was because I do not recall the program in teaching me to take leadership roles nor how to collaborate with families or the broader community beyond just "telling us" how important it is (standard 10).
- Working with others in our cohort and the elementary teachers, we practiced seeking leadership roles and being open to collaboration.
- I feel like it's only natural to have professional responsibility.
- I have worked with parents to provide after school reading comprehension tutoring for a particular student who needed the support.
- I collaborated with colleagues on many things, including re-starting a school book club.
- I have set up multiple observations in which I was able to observe more experienced colleagues to learn from them.
- We had an entire semester long class about ethics as a teacher and ways to make sure we are abiding by the oath we take as teachers. We are encouraged to volunteer in after-school programs, tutoring centers, professional development and working with other peers in our community.
- This was highly stressed in the program.

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

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

- N/A
- I feel that overall my students improved, even though it may not have shown on data. The Panorama survey showed that I was average among my colleagues.
- This was my first year in SPED, so I feel like I am still learning and improving my practice.
- The program helped me feel prepared enough to help most of my students learning
- I am a very visual and experience-oriented teacher. If I introduce a new concept, I usually pair it with a visual of what it looks like or I connect the concept to a personal experience students are familiar with. This method of teaching has definitely helped my students to understand concepts that would usually be considered confusing (e.g. Relating the concepts of Id, Ego, and Superego to a scene from Disney's Emperor's New Groove, a movie that many students have seen). I also am a big advocate of student voice and choice, where I routinely seek out feedback from students on how I did and incorporate their opinions on how to shape my lessons and assignments (they really appreciate that) AND I also provide options for students to take in terms of showcasing their understanding of concepts through their assignments and projects.
- Based on the school panorama survey, students answered that they learned and retained information from my classes.
- I always put my students first. Trying to figure out what works best for them and what will engage them.
- There is always room for growth. Learning is living. However, my EES data shows nearly every student improve on my targeted learning standard, which was correct MLA format in-text citation in writing. There have been multiple formative assessments. There was growth from Assessment 2 to Assessment 3, and growth from Assessment 3 to Assessment 4.
- I just finished my EES Process and was rated an effective teacher. All of my students have shown growth this quarter and have gained tons of confidence, personally and academically.
- Relationships with students & family was always stressed in the program and I carried that with me.

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

- Working with others
- Having sample lessons, teaching to/with our classmates, and having different experiences in various schools prepared me. Having professors that were more hands-on, teaching a lesson that could be done in our classrooms, helped prepare me as well.
- They helped me get nerve to improve my teaching and accepting critiques.
- Solo teaching
- UHWO did the best on emphasizing the formation of relationships with my students and providing a repertoire of strategies of activities to do for assignments. Establishing a relationship with students really helped to eliminate most of potential behavioral issues and helped me to identify how to best reach my students academically. As for the strategies, it provided me a wide variety of options on how to convey information and how students can show me how they know the information)
- The best thing that the UHWO Teacher Education program does to prepare teachers is to have us be in the classroom with our mentor for 1 semester, then do our student teaching under that same mentor. It makes the

transition really easy going from teaching only 3 lessons to teaching a whole semester because we understand what our mentor expects.

- Place us in schools to do OP or student teach at.
- Where do I begin?^[SEP] I think the constant reminded of being a data collector was a HUGE deal. Not only is that pivotal for EES, but it comes in very handy during unexpected times. During the school building closures of COVID-19, our district administrators expected us to keep records of any time we contacted (or attempted to) a student's family.
- The diversity in culture appreciation, the detailed lesson planning, the emphasis in data tracking, the networking and experience in student teaching.
- STUDENT TEACHING taught me everything I know. Our fieldwork demanded more hours than other universities did. But it's IDEAL if you did Block #3 in the Fall, student teaching in the Spring, with the same mentor, and others in your cohort at that same school. I think that really helped. :)

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

- The programs that are used in the school. How to handle parents. EES & SSP.
- Having a classmate that is placed in the same class/or same school's grade level could be beneficial. Working at the same school, maybe part-time teacher, would help to experience fully the actual teaching and school environment. Having more, direct correlation between the program and schools would have prepared me better
- None
- How to establish relationships with parents/families and the community. It's one thing to "tell" teacher candidates that it is important, but it's another thing to teach them how to do so. Parent calls home were NOT a pleasant first-time experience during student teaching and my first year. I felt that I was really unprepared for that.
- Have students teach more. You only improve and get comfortable teaching by doing it.
- Use time more wisely and focus on teaching us how to make better lessons / engage students / etc. Also, not sure if the connected elementary & secondary classes helped us much in our last semester.
- I cannot think of any.
- The only think I would recommend if better counseling. There was a lack of resources and information when we needed it.
- More explicit teaching on what the standards are and WHERE to find them.

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
unlikely at this time	10.00%	1
most likely	40.00%	4
highly likely	50.00%	5
Comment:		

Answer Choices	%	Responses
Total Answered		10

30. 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?

- Attending UHWO was convenient and positive. I rather not travel to another, farther school.
- Please let me know if you plan to have a masters program!
- Once I am tenured, I plan to begin working on a Masters Degree. This would be a perfect opportunity.
- I am starting my masters at Manoa this summer, but I would at UHWO if it were an option.

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?

- Classroom management, literacy
- More classroom management, during both observational lesson teachings and student teaching, with professors' support (in-person demonstrations), computer tech especially in preparation for during these kind of times, and literacy, promoting phonics, automaticity, and fluency.
- Classroom management
- Computer Technology
- Computer technology (Educational Media and Technology)
- Classroom management
- Collaborating with parents and community members
- Differentiating
- Classroom management
- n/a
- Classroom Management is a big one.
- COVID-19 definitely illustrated that computer technology is a must, because unexpected things happen in life.
- Computer technology, media incorporation and training
- ALL and anything
- computer technology- block 1 or 2
- (actual resources/platforms we can use with students)
- management- block 3
- math/sci curriculum based- student teaching