

## Teacher Candidate (K-12) Exit Survey Fall 2019

N=9

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)	0%	0
prepared (Acceptable)	67%	6
well-prepared (Target)	33%	3
N/A	0%	0
Total Answered	100%	9

**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)	56%	5
well-prepared (Target)	44%	4
N/A	0%	0
Total Answered	100%	9

**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)	0%	0
prepared (Acceptable)	33%	3
well-prepared (Target)	67%	6
N/A	0%	0
Total Answered	100%	9

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

- All of these standards were covered thoroughly throughout the Blocks. There were plenty of examples and we got to practice them in our field placements.
- I got placed into different schools/grade levels throughout the program where I collaborate with many different teachers and colleagues. I also sent out student interest surveys to get to know my students.
- Grade 1:  
These were some of the strategies that were being done in the classroom daily and used for engagement.
  - SEL (Growth mindset)
  - ELL background
  - Inclusion classroom
  - K20 strategies (2 corner, 4 corner, elbow partners)
- Standard 1: I've applied understanding of child and adolescent development to engage learners in developmentally appropriate lessons that capitalize on student interests and motivate learning by: creating a lesson that fits within the scope of sequence for the 6th grade standard pacing calendar. Students were focusing on the ELA standard CCSS.ELA-Literacy.RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes. For this specific lesson, I gave students the opportunity to create their own Plot Structure Diagram. Since this followed 6th grade ELA standards, it was "developmentally appropriate".

To "capitalize on student interest and motivate learning", I allowed for student choice to create intrinsic reward. Students were able to do a diagram based on a movie of their choice. This assured it was a topic of individual student interest.

I "utilized a variety of resources within a balanced approach that both supports and challenges learners to reach their fullest potential" by using both group work and individual work for ELA lessons. For example although we did partner and whole group read alouds, I provided opportunity for individual reading and individual follow-up reading questions. My ELA utilized a variety of sources including classroom novel, printed articles, googleclassroom and iReady.

Standard 2: To demonstrate I "implemented strategies, perspectives, and interventions that target individual needs in support of successful academic achievement, therefore, refining understanding of culturally and linguistically diverse learners as well as those with exceptional needs", in one of my ELA lessons, I met for a mini lesson and giving my ELL students an early homework assignment to create a plot structure diagram so that by the time the whole group lesson happened, they would be familiar with the skill set and the words used on the diagram. This allowed ELL students to familiarize themselves with not just the words and required work, but the assignment so that they would be well-equipped for whole group work and discussion. Each ELL student had their own worksheet to fill out for homework, used for individual assessment. The remaining class

did this assignment in the actual lesson as well. All which were used to assess individual learner needs. If there were still gaps in any of the individual work done, it was followed up and reviewed in the next lesson.

Standard 3: I've "collaborated with others and modeled respectful interactions" by holding pre, post and midday meetings/discussions of lessons and overall school days with Ms. Jones in order to discuss reflection, room for improvement, on-the-spot needs of students throughout the day and the success of a lesson by either her or me.

To "encourage discussion and individual acceptance of responsibility for quality", therefore "guiding the development of classroom norms", I held philosophical chair which allowed for open respectful debate discussions, and also held students accountable of writing out their own structured individual opinion on a topic. An example topic they did is should school uniforms continue to be enforced. .

To demonstrate that my classroom management effectively promoted independent learning, decision-making, problem solving, and exploration through guided identification and access to resources", I provided and facilitated the proper procedures for grabbing and using laptops and ipapds (lining up, sanitizing hands, exiting and then entering classroom, as well as reviewing the behavior and conduct expectations while using it) and taught the "Coding" elective which promoted independent learning, problem solving and exploration. The coding class I taught allowed students to learn how to properly use technology, including apps and programs for learning.

This "collaboration with learners led to responsible use of interactive technologies" as demonstrated in the students success in following laptop and iPad procedures (lining up, sanitizing hands, exiting and then entering classroom) before getting them and then using them independently for research, google classroom work, iReady, TeenBiz and coding class. This "gave way to local and global learning opportunities" as evident in their ability to research the issues of pollution at a local and global level for their "trash to treasure" product for market day.

- The different strategies and approaches that are talked about during class really helped a lot. I really only felt I utilized this more during my student teaching semester since it was such an ongoing thing that I had to keep in mind with the students that I have built relationships with.
- Standard 1: Lessons are created and taught in a manner that will allow the students to be introduced to new strategies and procedures as well as practice those that were learned in previous lessons. Lessons are later retaught in grade-level RTI period for students who have not met the standards. Standard 2: Class is provided with time for discussion during lessons in order to share experiences that relate to the content area being taught. Students have also been given sentence starters in order to help to generate and organize thoughts. Standard 3: Maintains momentum by preparing for lessons in advance, manages time by spending less time on things that students have

shown obvious proficiency in, individual, small group, and whole group learning incorporated into class.

- The professors of the Education department made culturally relevant learning a priority and preached the importance of keeping students the center of our development.
- Being in the field, I learned to apply what I learned in the classroom to actual situations in the elementary classroom.
- N/A

## CONTENT

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

Answer Choices	Responses %	Responses Count
Elementary English Language Arts	88.89%	8
Elementary Math	88.89%	8
Elementary Science	88.89%	8
Elementary Social Studies	88.89%	8
Middle-level English	0.00%	0
Middle-level Math	0.00%	0
Middle-level Science	0.00%	0
Middle-level Social Studies	0.00%	0
Secondary English	0.00%	0
Secondary Math	11.11%	1
Secondary Science	0.00%	0
Secondary Biology	0.00%	0
Secondary Social Studies	0.00%	0
Other (please specify)	0.00%	0
<b>Total Answered</b>		<b>9</b>

**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)	0%	0
prepared (Acceptable)	89%	8
well-prepared (Target)	11%	1
N/A	0%	0
<b>Total Answered</b>	<b>100%</b>	<b>9</b>

**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
<b>un-prepared (Unacceptable)</b>	<b>0%</b>	<b>0</b>
<b>prepared (Acceptable)</b>	<b>56%</b>	<b>5</b>
<b>well-prepared (Target)</b>	<b>44%</b>	<b>4</b>
<b>N/A</b>	<b>0%</b>	<b>0</b>
<b>Total Answered</b>	<b>100%</b>	<b>9</b>

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

- These, again, were all greatly modeled, practiced and taught to us in almost every class.
- I had to introduce my students to new experiences for them to learn and give them something that they can make connections with. I used a lot of content and things that the students are familiar with to introduce them to new things. I also integrated technology for certain things to help students get a better understanding.
- This was probably one of the areas that I need to work on because I need to provide accurate and keep updated with new information. However, I am able to go back into the classroom and correct my misconceptions.

Most of my unit lessons (rotation and revolution, seasons, and plants) were integrated with science, which I enjoyed more because I like science.

- Standard 4: To eventually achieve a target rating, I hope to do the following:

To demonstrate how I continuously improved upon and maintained currency in my knowledge of disciplines, I will keep a folder of lessons I have taught, organized by content areas and in chronological order which shows the content knowledge for each subject through lesson planning.

To show how I took into consideration diverse perspectives while engaging learners in understanding, questioning, and analyzing ideas, I will include in my folder additional resources materials and strategies I will gain from other teachers and PD courses, for aiding new lessons that I will create.

To eventually achieve a target rating, I hope to do the following:

To “stimulate critical thinking and reflection on the relationships among prior knowledge and new content area ideas and concepts” I will utilize KWL charts from time to time in my pre-assessment and post assessment

To “scaffold all learners’ use of academic language to engage in explanation, analysis, and synthesis of ideas” I will work to deepen my own understanding in content areas

through self-regulated research and use the new information to develop more rigorous and challenging lessons.

Standard 5: To achieve a target rating, I have done the following:

I created authentic, real world learning experiences that engaged learners in interdisciplinary themes, in consultation with colleagues in different disciplines by:

working with my partner teacher Ms. Ichimura, one of the math 6th grade teachers, to complete the student's PBL Market Day Business Plan Booklet. This booklet required a product proposal letter and written answers describing things like the process and materials needed for their product, tying into ELA, as well as the cost to make the product individually and in bulk, tying into math.

I have used "student-centered learning approaches to support learner literacy and communication skills", therefore "reaching a range of audiences with differing perspectives on local and global issues" by:facilitating the PBL Market Day project. For this project students had to create a product or service made mostly or completely of reusable items (plastic, aluminum) that they discussed, sketched out, formed a business plan based on the product, presented and advertised to 5th grade classrooms and then presented and sold on Market Day. The process of this project supported learner literacy and communication skills. Since this curriculum was project based, it caused students to think of the local and global issue of pollution and to take a stance, therefore the project "reached a range of audiences with differing perspectives on local and global issues".

To foster the learner's ability to question and challenge ideas and assumptions derived from digital and other resources, the project required them to do their own research on the issue and to utilize a variety of sources, checking for credibility in each one.

- I do think that for the most part block 2 and 3 really helped me get to know the content very well. Block 1, I really don't remember it preparing me very well to learn about teaching the content itself. It was more about ethics and just bashing textbooks in social studies.
- Standard 4: Lessons are differentiated to meet the needs of each learner in the classroom. Students are taught in whole group settings as well as small group settings.

Standard 5: Student input is always taken into consideration when students are set to work on assignments. Students work together with me to come up with a rubric, and by following the rubric, students are able to decide what they would like to do in order to show their understanding of a concept. Learning is also applied through having students think about situations in a real world setting, not just through the pages in the book.

- Dr. James did a great job giving us support when it came to math. She provided us with various resources and opportunities to practice our discipline with our peers.
- Every classroom is different. I learned to be more flexible with schedules, students, learning styles, and various situations.

- N/A

## 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)	89%	8
well-prepared (Target)	11%	1
N/A	0%	0
<b>Total Answered</b>	<b>100%</b>	<b>9</b>

**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)	44%	4
well-prepared (Target)	56%	5
N/A	0%	0
<b>Total Answered</b>	<b>100%</b>	<b>9</b>

**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)	0%	0
prepared (Acceptable)	33%	3
well-prepared (Target)	67%	6
N/A	0%	0
<b>Total Answered</b>	<b>100%</b>	<b>9</b>

**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

Answer Choices	Responses %	Responses Count
prepared (Acceptable)	100%	9
well-prepared (Target)	0%	0
N/A	0%	0
<b>Total Answered</b>	<b>100%</b>	<b>9</b>

**Please provide support for your ratings re: Instructional Practice**

- Dr. James and Dr. Schwartz did a lot to prepare us for planning, preparing, and implementing a variety of strategies and assessment methods. I feel a little bit more time could be spent on implementing technology in the classroom would be great. I would have liked to learn more about the Google suite and its usefulness in the classroom as well as creating websites to better market ourselves as teachers.
- I create lesson plans, know my students, and plan accordingly to how my students are doing. I give different formatives to check up on my students to see if they are ready to move on or not.
- Data driven- Post quarter 1 Math assessment (Bar graph)

Informal and formal assessment- reflection with mentor teacher consistently.

Use of media with 2 unit lessons- Sun ebook (MYON) and Mystery Science (Plants)

- Standard 6: To eventually achieve a target rating, I will do the following:

To demonstrate a deep understanding of how assessment data can be used to maximize students' knowledge, critical thinking, and problem solving skills that reflected in lesson plan objectives I will work on strengthening my pre-assessments used. I do struggle with finding a variety of pre-assessments tools that is formal and sufficiently assess individual students. I will seek out more ways to pre assess students in lessons and then use that prior knowledge to connect to new content. I feel my post assessment is a lot more strong since its more measurable usually a written assessment or homework assignment.

With this opportunity to collaborate with others, I will use this data to improve following lessons that will continue to increase growth of learners. For example I will go back to review any gaps in content if needed or hold mini lessons if a few students still struggle.

I “encouraged students to analyze their records and work samples and to articulate ways in which the learner can improve”, therefore “engaging learners in the assessment process” by assisting in the development of their ePortolios in preparation of their parent teacher conference. Student’s were required to collect work throughout the first 2 quarters in order to preview work samples and reflect on their performance and ways to grow. This was used to show parents their work as well.

Standard 7:To demonstrate that I “anticipated and planned for learner misconceptions”I did circle map pre-assessments to gauge what students knew and to highlight and

correct any misconceptions they may have.

To “plan for differentiated instruction”, I included a variety of learning modes in my lesson to accommodate for a variety of learners. For kinesthetic learners which was a large amount of my students based on previous observations prior to teaching the lesson, I used stations to allow movement in the room. For linguistic learners I had printed articles and textbooks available at various stations, to open my lesson I used an intro video for both my visual and audio learners. Also for my visual learners, each station had pictures of different artifacts for the social studies lesson. I also created extended work for my fast finishers and assistance instruction for ELL students

To demonstrate that I “allowed time to work with learners in need of prerequisite skills”, for an ELA lesson I did, I allowed students to see my model plot structure diagram, do it with a group for 45 minutes and then do it independently at home. This assured that students knew how to do it before they left class.

To demonstrate that I “provided learners with performance task options to achieve lesson plan goals and objectives”, for a social studies comprehension questions worksheet, I allowed them the options of working in pairs or independently. This allowed students to pick their better mode of learning and working.

I showed that I was able to “reach beyond the classroom to identify resources in order to meet all the needs of all learners” by using a variety of learning modes to accommodate for a variety of learners (including stations for movement, videos and printed pictures for visual aids, textbooks and printed articles for a word-stimulated experience and music for engaging creativity during lessons). I also included using my ELL specialists in my instruction, giving her clear direction of how to guide my ELL students through small group.

I showed that I was able to “utilize interventions that will assist in differentiated instruction in order to meet all the needs of all learners” in one of my ELA lessons by meeting for a mini lesson and giving my ELL students an early homework assignment to create a plot structure diagram so that by the time the whole group lesson happened, they would be familiar with the skill set and the words used on the diagram.

Standard 8: To demonstrate how my instructional strategies allowed for learner choice of topic and/or format of major projects for one of my ELA lessons, I allowed students to do a plot structure diagram on a movie of their choice. This motivated them through personal interest.

To demonstrate how my instructional strategies provided extensions as needed, I included extension instructions for a social studies lesson which held various learning stations. If students completed station directions early, they each had a follow up task included such as sharing one by one what they wrote for the station.

To demonstrate how my instructional strategies provided the opportunity to engage in independent projects, students had the choice to work Market day independently and create their own product.

To demonstrate how my instructional strategies enabled learners to improve upon their critical and creative thinking, students were required to think about and list 3 important details of a movie on a plot structure diagram. This required them to critically think about what was most important in the movie and why it was important to the plot structure. To improve upon their creative thinking, they were able to interpret their writing also in design and pictures of their diagram.

- There were lots of opportunities that were given throughout my time in the program that allowed me to utilize different types of instructional strategies during lessons.
- Standard 6: Use of formal and informal assessments are used throughout a daily basis. This will allow me to create activities/independent work that are appropriate to the students abilities.

Standard 7: I believe in productive struggle, but I also believe in fun. During my lessons, it is important that I apply my own content knowledge and that of the students so that teaching and learning is not too easy and is not too difficult. It is just enough to show that my students will meet the standard, but can also work together to apply what they know even further. All learning is intentional in the classroom and is set up in a way for everyone to succeed.

Standard 8: A variety of instructional practices are used in the classroom. In my class, I have different reading groups and math groups, group discussion, direct instruction, presentations, and independent study.

- The program highlighted planning but didn't focus on lesson planning necessarily in regards to the lesson plan itself, but the professors stressed intention when it came to what we were doing and why we were doing it.
- Being in the field, I learned to apply what I learned in the classroom to actual situations in the elementary classroom.
- N/A

## 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
<b>un-prepared (Unacceptable)</b>	<b>0%</b>	<b>0</b>
<b>prepared (Acceptable)</b>	<b>78%</b>	<b>7</b>

Answer Choices	Responses %	Responses Count
well-prepared (Target)	22%	2
N/A	0%	0
<b>Total Answered</b>	<b>100%</b>	<b>9</b>

**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)	0%	0
prepared (Acceptable)	67%	6
well-prepared (Target)	33%	3
N/A	0%	0
<b>Total Answered</b>	<b>100%</b>	<b>9</b>

**Please provide support for your ratings re: Professional Responsibility**

- We were always encouraged to remain lifelong learners and to take responsibility for our own personal growth.
- I ask a lot of questions when I need clarity on something, not only my mentor but I ask other teachers or coaches too. I volunteer when the school has functions and asks for help.
- Collaboration with grade level teachers.  
Attending staff meetings and professional development.  
Attending Ohana Nights, Fall Fest, Open House, and Parent Teacher Conferences.
- Standard 9: To eventually achieve a target rating, I will do the following:  
As a teacher, I will attend PD courses every year and work towards reclassification. Eventually, I would like to attain a Master's and will use this towards professional development.  
I think that participating in ARTIC (teacher grade level meetings) were a way to develop professionally and improving practice that met the needs of learners. With discussion in data in these meetings, 6th grade teachers and I created lessons together to teach. I will discuss my lesson in depth more throughout the making of it rather than just the post lesson discussion. I think as a solo student teacher, I was more concerned about planning for my solo overall and making sure I had my lesson units lined up and ready that I didn't have as much meaningful conversation and input during my lesson planning.  
Standard 10: To eventually achieve a target rating, I will do the following:  
Although I have demonstrated working in collaboration with my mentor and others throughout the semester, as evident in our pre and post school meetings, informal meetings throughout the day and ARTIC meetings with other teachers, I would like to improve on reaching out to family and community resources via technology or other forms. Although I attended a few PTC, I would like to have practiced communicating

more with parents more than I did this semester, especially as I will be doing this as a teacher a lot.

Although I took charge of my classroom, assuming responsibility for designing, delivering, and critically assessing standards-based lesson plans that engage and challenge all learners and inviting others to observe the learning experience and to provide feedback, as evident in my solo teaching weeks and observed lessons, I will improve on this standard by engaging more in research that provides effective teaching and sharing my findings with other teachers and staff.

- The program always pushed us to take outside opportunities to grow in this profession. This could be through making the effort to stay longer, attending meetings or workshops that will not only help us in the classroom but in the future as well.
- Standard 9: I have attended articulation meetings where all grade level teachers and instructional coaches have discussed what the overall gap is in the grade level and what will be done to address the gap.  
Standard 10: Collaborate with other grade-level teachers, instructional coaches, and specialists to provide students with the appropriate resources that will help each to succeed.
- These two standards are the hardest because the amount of time spent at a school isn't long enough to make meaningful connections with community members and parents. But UHWO education department does a good job at encouraging us to go beyond the classroom and seek other wells of knowledge.
- Every classroom is different. I learned to be more flexible with schedules, students, learning styles, and various situations.
- N/A

**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)	44%	4
well-prepared (Target)	56%	5
N/A	0%	0
Total Answered	100%	9

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

- I believe that I was able to positively impact my students learning. They were very receptive to my teaching and made noticable gains as a result.
- I rated myself as acceptable because there's always room to learn and grow. I think I did very well this semester, I was able to teach many different lessons that varied from reading, writing, math, science, and social studies. I improved on my planning, my delivery, classroom management and so much more. By improving on these things I know that students were able to learn something from me.

- If I could rate myself from 1-10, one being no impact to ten making the most impact, I would rate myself a 7 because I know that most of the students respect me as their teacher, we have a relationship, and what I taught I can see it being used daily. For example, students says and applies their learning of the solar system, weather, and plants in their conversations, reading, and writing.
- I believe I built relationships with not just my mentor, but the students. Through this I was able to not only teach them academically, but be there for them in other areas of life. I was able to be a part of the teaching scope in teaching important concepts in ELA which was discussed in grade level meetings and used to create post assessment prompts.
- I think the positive response I get from my students and my mentor teacher as well, made me feel like I was an asset to the classroom and not just a visitor who was there for 6 months. When looking at the way my students respond through the quality of work they turn in, makes me feel that my efforts really did mean something and that I was an aid to them in their educational journey.
- I believe that I had a great impact on student learning because of the relationship that I have built with each of my students. My students always express their excitement for learning. They always feel proud when they are able to accomplish meeting a standard. I feel that every student feels secure enough with me to let me know when they are not comfortable with where they stand in their learning and will let me know exactly where the confusion lies.
- I believe that I stuck to my philosophy of the students being the center of the learning. What I taught wasn't only the content that I was teaching, but it incorporated many life lessons that will help them be successful not only in the classroom, but outside as well.
- I think you can only really be prepared when you are in the field, in the classroom. Every year is going to be different, and I think you can only be prepared through experience.
- N/A

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

- This program really gave me a lot of practical knowledge and experience. The time required in the classroom each semester was probably the most valuable part of this program because it forced us to put what we had learned into practice. It was also so helpful to learn under seasoned teachers that could give us great constructive feedback and encouragement.
- Being involved with the schools and communities that we are placed in. The student teaching block helps A LOT.
- I appreciate the reflection and the intentions (purpose) for every decision we make for the students. Always improving our best teacher practices. I also like that we were able to experience the Lesson Study because the overall lesson I experienced from the lesson study process was that we need to teach through the eyes, voice, and minds of the students (observing them). When we did the round table discussion at Nanaikapono Elementary, I realized then that we change our lesson not because of what we as teachers feel it should be but our lesson changes because of the students we have (their

responses). One year this strategy/lesson may work for a set of students but the next year it doesn't. Also that we have a huge amount of resources right within our school and that is from each other.

- Allowing me to learn about my field through doing (student teaching).
- I think being aware that there are different types of students. There is no cookie cutter way to approach teaching.
- I like that this program offered many opportunities to be in the field. It is a great way for teacher candidates to be exposed to life in the classroom / school. I know that there are other schools that do not require their students to be in the field as often as we are, however, it is evident that there is a gap in performance. I think these opportunities of being out in the field is also a great way for teacher candidates to network and showcase the skills that they have.
- The UHWO Teacher Education program did best in preparing me with experience in more than one placement. I like that the program moved us around to different schools every semester because it allowed for networking and a variety of experiences with different mentors, colleagues, and students.
- I think the student teaching semester was the most helpful in preparing me to be an effective teacher.
- N/A

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

- I think more teaching on understanding current technology and how to implement it in the classroom would be helpful.
- Student teaching should be a whole year, I think this would give students a better chance to see what a whole year would look like. They don't necessarily have to solo during the whole year but just practice and teach/learn as much as they can during that year.
- Maybe ask if they like structure with deadlines or otherwise.
- Increasing the hours more in the blocks to eventually lead up to the 450 hours. Because going from 45 hours to 450 was a drastic change that I feel could've been more prepped.
- Stop focusing on small little tasks and make it more about gaining experience in the classroom! And maybe reevaluate if professors are really prepping pre-service teachers for the classroom during their field placement and during their observed lessons.
- The hardest part of this program was having seminar on Tuesday. It was difficult for me to teach, then come to class, leave class at around 7pm, and go home to grade/plan for the next day. I was exhausted. Though not a very ideal situation for most people, I felt as though having class on Friday would have made this experience easier.
- I suggest the UHWO Teacher Education program create more opportunities to practice amongst peers and show videos to receive feedback from classmates and professors.
- none.
- N/A

**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?**

- It would be nice to have people or professors that we could contact if we need advice or support as we become established. I heard that they have had new teacher workshops in the past. I think this should continue as it builds community and creates a safe space to debrief about the challenges of teaching.
- N/A
- Support from a far, if any questions is e-mailed your way please respond.
- Follow up on employment.
- na
- n/a
- The UHWO Education faculty can assist by keeping an open line of communication for support when needed.
- I feel it would help to keep in touch with the faculty to share our experiences and just for support, should we ever need it.
- N/A

**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	67%	6
No	11%	1
Not Immediately	22%	2
Total Answered	100%	9

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

Answer Choice	Responses %	Responses Count
Yes	22%	2
No	33%	3
At Job Fair (spring candidates only)	0%	0
No, but I have an interview(s) scheduled	44%	4
Total Answered	100%	9

**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	33%	3
No	56%	5

Offer Pending	11%	1
Please provide location, grade level, and starting date		3
Total Answered	100%	9

- Waianae Elementary School, 4th grade, January 2020
- Linapuni Elementary, K, starting date TBD (dec)
- AAES, 4th Grade, Jan. 7