

**Teacher Candidate (K-12)
Exit Survey Spring 2020**

N=18

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)	39%	7
well-prepared (Target)	61%	11
N/A	0%	0
Total Answered	11%	18

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)	39%	7
well-prepared (Target)	61%	11
N/A	0%	0
Total Answered	100%	18

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)	28%	5

Answer Choices	Responses %	Responses Count
well-prepared (Target)	72%	13
N/A	0%	0
Total Answered	100%	18

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

- I encouraged critical thinking and problem solving by using an inquiry-based approach to guide their thinking. I acknowledged their limits and adjusted appropriately to their pace individually, and during whole-group instruction. I attempted cross-curricular teaching to provide opportunities to strengthen students' understanding of concepts.

Ex: Recording and reading data into a tally chart (Stepping Stones, Mod 8.10). I would try to include opportunities in other subjects where students can practice inputting and reading data on tally charts.

I did not utilize manipulatives or provide opportunities to learn through hands-on activities; however, I gradually implemented these strategies with the guidance from my mentor teacher who provided insight of their cognitive developmental needs.

Ex: Base ten blocks, scales, and gamifying learning in math to visualize abstract concepts.

I attended grade level meetings and faculty meetings, but inquiry was minimally utilized to further my understanding.

I attempted to implement learned concepts taught.

Ex: Faculty meeting - organizational maps/charts and how/when to use them.

Mentor teacher - Holding students accountable to expectations of actions, learning, and responsibilities.

Management - I need to improve on the pacing of the lesson. I have been doing more direct instruction rather than a student-centered approach where students are given more opportunities to take charge of their learning. To improve on this area, I need to focus on assessing students' learning to gauge understanding, and identify students who will need additional help during RTI

Ex: In the I do, We, do, You do approach, I've spent more time on the I do during lessons.

Engagement & individualized instruction - I tried to give students more choice in their grouping and during activities and grouped appropriately as needed. My mentor teacher and I would pull students during RTI who needed additional attention with core concepts.

Technology - Utilized Promethean board to teach and enhance learning through interactive lesson features.

- When preparing lessons, I am constantly reflecting and questioning how I can make my lesson better before delivering it to my students.
- I collaborate with my mentor to create a safe and positive learning environment for students.
- I took a lot of time in the beginning of the semester getting to know the students. I did this through administering a student interest survey and having daily conversations with the students, both personal and academic. I also used strategies that the students were familiar with, including the Upside Down teaching routine, which is structured in my lesson plan. I also offered support to students tailored to their individual strengths and needs.
- In the classroom I regularly assess my students' performance to modify or design my lessons, making sure that it is developmentally appropriate yet challenging enough. I understand that my students are unique so I often use differentiated instruction (scaffolding) to meet my students needs and differences. I have assessed my students skills and knowledge by using "DO NOW" in math. When students come into the classroom, they answer 4-5 questions on the board. It is similar to a quiz but not graded. We go through the questions as a class and see how many people get it correct, this formative assessment gives me immediate feedback of what needs to be changed in the content I'm about to teach or whether I can move on. I understand that each student is diverse and respects my students racial, cultural, economic, linguistic and religious differences. Knowing these differences helps me create my instruction and even incorporate and encourage my students to share their cultural attributes and passions. For example, in science, (two) six grade classes are combined then split into three different groups (heterogeneous). I have learned that each class requires different accommodations. The first class learns faster, the second class needs more movement or critical thinking questions to engage them while the last class needs more assistance in completing work due to their learning disabilities. Because of each class's difference, I have to incorporate different accommodations that assist me in delivering the content of my lesson. It includes modeling, structuring the lesson, forming heterogeneous/homogenous groups, and even assigning seating arrangement so that each learner can reach his/her full potential. Throughout the semester, I collaborated with my mentor to create a positive learning environment. Through observation, interaction with my students, and my mentor's advice, I have taken them into consideration and used it to guide me on how to foster and provide students with necessary routines, expectations, and rules. I believe that behavior standards must be high as it is vital for both the students and the teacher. This will result in supportive and collaborative learning. I allow my students many opportunities to express themselves either independently or with others.
- Standard 1: In all my lessons, I plan to use my students prior knowledge as a way to help them learn new content.

Standard 2: I am aware that all students are different and learn differently. I provide opportunities for all students to be engaged throughout my teaching.

Standard 3: I work hard at creating a positive and safe classroom environment by making sure all my students understand expectations. I also make sure to give my students opportunities to be engaged and motivated in all my lessons by using different teaching methods and activities.

- I believe that the program has done a great job in preparing me as a future educator. I feel like it is my job to continue to grow after I leave the program so I can be deemed as well-prepared (Target)
- My classroom has great diversity, both cultural and developmental. I find myself sharing a lot of video, pictures, and experiences with my students when I am teaching. I also find myself talking to many other teachers on campus to get their input on some lessons. Many times the teachers I talk to are from different grade levels so they also have a different perspective on certain subjects.
- Standard #1 - I've selected "Target" because I am able to recognize the students' learning and developmental level that they are at. This semester, I had students that were in the 5th grade. They are the oldest group within the school and are much more mature and developed compared to the other grade levels. With this knowledge, I have created and delivered lessons that are appropriate for their level. I try to develop opportunities for students to have leadership roles as well as incorporate their own voices and decisions into assignments when possible.
Standard #2 - I've selected "Target" because learning about my students was something that was highly stressed throughout the education program. With the knowledge and relationships that I have built with my students, I am able to tailor my lessons and instruction so that they each are capable of meeting high standards.
Standard #3 - I've selected "Target" because I have worked with, collaborated, and learned a lot from many different teachers and classmates throughout my time in the UHWO education program. These experiences have helped mold me into becoming an effective educator and role model in the classroom for my students. I also try to do academic activities such as stations to enhance student engagement as well as collaborative social interaction. As a result, I witnessed enhanced levels of enjoyment by my students when engaging with content.
- Block 1 and Block 2 have prepared me well for these standards because we had an assignment where we had to understand and analyze the students' individual differences and their diverse cultures for students to meet the standards. During block one we were also able to learn about students' growth and developments to observe and apply into our placement.
- Within all my practicum courses and student teaching, I felt that there was substantial discussion about how to be prepared with learning and understanding the learners (our students') development and differences, as well as the learning environment. In each block, we went over some theories and practices that were relevant to our teaching and used some of it to understand our student's developmental

levels and differences. As for the learning environment, there was much discourse about how to create a successful learning environment.

- Being placed in different schools, and communities each semester, challenged us as pre-service teachers to learn about the learners and their community so that we could identify how we could best support them in their learning.
- I believe the UHWO Teacher Education Program covered a lot about working with diverse learners and how to differentiate instruction.
- Being placed at different schools gave me the opportunity to experience different grade levels and communities.
- I was able to experience many situations in the classroom that helped me to understand my students and how each and everything one of them are different. I also had to deal with various situations that prepared me for the diversity in the classroom.
- The Learner and Learning.
- These standards, I feel like are addressed every semester in our classrooms. The professors always make sure that we are engaging, motivating, getting to know our students so that we can plan lessons that they will be able to enjoy and learn from. Also, this goes along with the students learning style we so often talk about in our class.
- The education professors at UHWO are constantly putting us in "uncomfortable" situations at first, whether it be collaborating with our peers, or other teachers/staff at our placements to complete homework assignments, or having us teach mini-lessons in class that focused on creating an inclusive environment that catered to the needs of all learners; i.e: SPED students, ELL, CLD students.

CONTENT

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

Answer Choices	Responses %	Responses Count
Elementary English Language Arts	100.00%	18
Elementary Math	100.00%	18
Elementary Science	100.00%	18
Elementary Social Studies	100.00%	18
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	0.00%	0
Secondary Science	0.00%	0
Secondary Biology	0.00%	0

Answer Choices	Responses %	Responses Count
Secondary Social Studies	0.00%	0
Other (please specify)	5.56%	1
Total Answered		18

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)	56%	10
well-prepared (Target)	44%	8
N/A	0%	0
Total Answered	100%	28

Standard #5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Answer Choices	Responses %	Responses Count
un-prepared (Unacceptable)	0%	0
prepared (Acceptable)	56%	10
well-prepared (Target)	38%	7
N/A	6%	1
Total Answered	100%	18

Please provide support for your ratings re: Content.

- During lessons, I tried to get students to recall information and incorporate learned methods into other subject areas.
Ex: Math - draw on learned strategies to solve new material. Activity that simulated real-life purchasing of goods to understand the concept of money, an activity before their "Funny Money Store". Understanding tally mark concept by surveys or gamifying small groups.
Reading - Pairing new vocab words with movement to help remember definition. Recalling experiences with current reading to better grasp reading passages.
Writing - Opinion paper: McDonalds v. Burger King - Utilizing five senses to recall why they chose one over the other.
Read aloud big book about reefs and identified threats using an informational passage and coloring activity. Limited

to what students are able to understand and unable to engage in complex local and global issues.

- I am prepared and aware of my responsibilities in these areas; I do know that I need to practice these more in the classroom.
- I engage students in critical thinking and implement content area lesson plans.
- I did a lot of outside research that I would bring with me to the classroom and to my mentor to clarify and apply to my teaching practice. I also have familiarized myself with PBL, which is a school-wide teaching practice.
- My knowledge based on my experiences, I make connections between the subject area and how it can be applied in real life situations. In doing so creates meaningful learning experiences for the students as they can do what they learn in the classroom and apply it to whatever they'll come across or connect what they have already experienced to what they are learning in the classroom. For example, explaining how math is important to the real world through financial situations and cooking/baking. I allow my students to share how new concepts can be used or how they have used it before so that they build onto others' knowledge and the content being taught.

With the collaboration with my mentor teacher, we have created a lesson that encourages critical thinking, collaboration and solving real-world issues of both local and global. For this lesson, I focused on teaching the students about plastics. To introduce how plastic affects both local and global, I began with a powerpoint about the plastics in the ocean: the great garbage patch. This is used to engage students in asking and answering questions. By the end of the PowerPoint, my students learned the type of things that are in the garbage patch, how it affects the animals, the ecosystem, how the plastics got to the ocean (natural disasters or humans). At the end of the powerpoint, I gave each student a worksheet where they are given critical thinking questions that allows them to further investigate or learn about the great garbage patch. The continuation of this lesson is a field trip to the beach, students gather trash, learn about them as well as the plants around the ocean.

- Throughout the course of this program, I have greatly familiarized myself with the CCSS and relevant content that I taught my students. It is important for me to be very knowledgeable about any content that I plan to teach my students. I need to be somewhat of an expert on a topic before feeling prepared to teach it. Through more practice, I have been able to build my confidence in relating content to real world issues. Creating authentic learning experiences is so important and it is a skill that I plan to strengthen throughout my teaching.

- Personally, I feel that Standard #4 is an area that I can also build on as a growing educator. Having learners question more about what they are learning helps them become active participants in their learning.
- Before I teach a lesson I make sure that I know what I am teaching and sometimes there are topics that the students are learning that I could bring up some facts about real world scenarios so the students can relate the content to their lives. Personally, I like to do hands on activities with the students so they are able to have something tangible.
- Standard #4 - I've selected "Target" because I have demonstrated my knowledge and understanding of the content by teaching all subject areas and studying the respective standards. I was able to analyze and reflect on lessons that I have created and taught with my mentors and university supervisors throughout the UHWO education program. By doing so, I have learned ways that I can improve my lessons so that they are more effective when taught again in the future.
Standard #5 - I've selected "Acceptable" because I have taught lessons and have tried my best to find ways to relate the content to real world concepts and global issues such as COVID 19. Prior to spring break, the students learned about this epidemic and brainstormed ways to prevent the spread of COVID 19 in our local communities. Although we were not able to use it across the different disciplines due to the virus closing school doors, this is something that I can look more in to for next school year.
- With standard #4, this is something that needs to be practiced in the classroom. Prior to teaching my lessons during SOLO days I had come to realize that it not every single lesson is going to be fun but changing it up a little every now and then will allow the students to interact with the content and make the lesson meaningful for the students. For standard #5, we were not able to touch upon local and global issues due to the current situation.
- One of the reasons I like UHWO's education program is the way the professional teacher education semesters (blocks) were set up. Since each semester had a subject focus, it was easier to focus on the grade level standards for each of the subjects. While this could hinder us in student teaching, I felt like it didn't because during blocks I stayed for subjects other than the required one, which allowed me to learn more about the different concepts that are taught in different grade levels. I felt that I was well prepared in the sense that I could use technology to learn concepts that were not as familiar to me to learn more about it. I know that tying learning back to real world experiences is important because it allows our students to see the importance of learning something. It was also important to include discussion or ways for students to critically think about things. These two ideas were pushed throughout the whole program.

- By focusing on one subject area each semester it helped us to not become overwhelmed with learning and applying the content into our teaching.
- In the UHWO Teacher Education Program we were exposed to many useful resources and strategies to use when teaching.
- Having access to different resources helped me prepare for different types of lessons.
- I have had the opportunity to create many lesson plans that have many different aspects in them that reach all of my students. I also master the content in which I have to teach.
- Content.
- Every time we get observed, we are always reminded why our lesson is important? That we should be activating their prior knowledge and relating it to their life so they will see why they need to know this. The observers are always looking for how we teach our lesson. Are we using different methods of instruction in one lesson or is it all direct instruction?
- A lot of the inquiry based learning was focused on during Block 3, which is where I learned how to integrate inquiry into science and math lessons. I would say that all Blocks, 1-3, focused on teaching me how to make learning fun, and engaging, but also applicable to real-world problems, or things my students experience in their everyday lives. I feel well-prepared going into my first year teaching and applying Standard 5 because I was given help, through collaboration with my peers, mentor and university supervisor, on how I can make learning that involves critical thinking, creativity and problem solving, while addressing local issues.

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)	44%	8
well-prepared (Target)	56%	10
N/A	0%	0
Total Answered	100%	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 %	Responses Count
un-prepared (Unacceptable)	0%	0
prepared (Acceptable)	44%	8

Answer Choices	Responses %	Responses Count
well-prepared (Target)	56%	10
N/A	0%	0
Total Answered	100%	18

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)	28%	5
well-prepared (Target)	72%	13
N/A	0%	0
Total Answered	100%	18

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

Answer Choices	Responses %	Responses Count
un-prepared (Unacceptable)	0%	0
prepared (Acceptable)	44%	8
well-prepared (Target)	56%	10
N/A	0%	0
Total Answered	100%	18

Please provide support for your ratings re: Instructional Practice

- Data gathered from informal and informal assessment to inform which students need differentiated instruction or additional support during RTI and small group instruction. Created a Google Sheet to input and track student performance for different reading and math strand standards. Performance monitored by color code that would change if a student fell above or below a certain percentile score. Impact data teams to discuss areas of needs and strategies to approach those needs.
- Letter home informing about students performance on weekly reading assessments, unit assessments, and math module check-ups.
- I used content standards to inform practice by emphasizing content specific areas and prepare for the cognitive demands of assessment. Modify seating arrangement to meet student's needs under testing conditions. I gave an optional math challenge to students and used common misunderstandings to address whole group instruction.
- My lesson study project this semester prepared me for online teaching, as well as using various methods of instruction. Two of my favorite things to incorporate into teaching are now food and kinesthetic learning opportunities!
- I have implemented educational media into the lessons I have taught.

- I used assessments aligned with the class and grade level as well as created my own assessments and tools. I also utilized technology to delivery instruction. I used visuals, videos, and hands-on activities to appeal to the learners' needs and interests.
- I understand that each child understands and learns information differently so it is important to implement different instructional strategies in the classroom. One example is when students learned about poetry. I presented a powerpoint to activate their prior knowledge and focused on one specific type of poem - narrative poetry. I gave my students an assignment, a reading that includes a video for students to better understand the narrative poetry. After reading, students were given an assignment where they choose between three questions. It allows the students to target different areas from the stories. For enrichment, the students created their own narrative poetry. They were allowed to write about anything from school, feelings, cooking, etc. I also provided links where they can see a variety of narrative poems to give them a better idea of what is expected. Using a variety of instructional approaches allows students to understand the content, apply it in their lives or meaningful ways. For example, in science, students are assigned to research on the computer where they can watch videos and read articles to gain knowledge about the content. I also use PowerPoint, google classroom to present materials focusing on specific tasks. Then, students are split into groups to share the information they gained/have discussions and create a project(PowerPoint, poster) together. This can be done to any subject area like writing, students are given writing prompt to follow.
- Throughout the course of this program I have greatly deepened my understandings and skills in the area of instructional practice. I use a wide variety of different assessment tools and instructional strategies. In the belief that all students learn differently, it is important that I use different methods in my teaching as a way to make sure that all students have a fair shot at learning and displaying what they learned.
- I feel that this area is my strongest because of the education program. Going through the blocks and learning different content areas and how to teach, assess and motivate learners has helped me.
- Giving a pre-assessment is key in finding out what the students already know about a concept. While giving informal assessments there is sometimes growth in the students, and that's what I like to see. Being in a second grade classroom, I have learned to keep the lessons going and engaging. I didn't realize that until I first started teaching and I lost their attention really quickly.
- Standard #6 - I've selected "Target" because in my lessons, I try to incorporate different types of assessments such as formative and summative assessments. Some formative assessments that I regularly utilize are temperature checks, asking the students questions, creating worksheets, and homework. I also monitor the students iReady math and reading levels to help make decisions on designing lessons. iReady also helps students to monitor their own progress since iReady is student driven.
- Standard #7 - I've selected "Target" because I had the opportunity to carefully plan and create lessons that meet the needs of the different types of learners in the classroom. I have also been able to use my knowledge of the students and incorporate that into my lessons so that it is engaging and something that the students can relate to. In addition, while in the classroom, we try to do interdisciplinary lessons. For instance, whenever I have the students work in stations, I try to integrate math and English language arts together.
- Standard #8 - I've selected "Target" because I have learned about and implemented many different types of classroom instructional strategies throughout my time in the UHWO education program. I

try to find a balance between direct and indirect instruction. I also try to differentiate the content in my lessons. For instance, I use videos or manipulatives to reach the different types of learning style in the classroom. I have learned the importance of these instructional strategies and how to effectively execute them in the classroom to promote student growth and learning ability.

- I think the best practice that has prepared me for standard 6-8 would be doing the Lesson Study Paper. This lesson included creating a lesson plan and well as analyzing the whole process to evaluate the students success. Another assignment that helped me would be the opportunity to teach online to my peers using a 4th grade lesson. That task has allowed me to experience different ways to assess, lesson planning, and using different instructional strategies using media and technology.
- Throughout the teacher education program, there were many courses that prepared us for instructional practice. This was from our EDEF 200/201 course to practicum courses on campus. We very well knew the importance of lesson planning and making sure our assessments lined up with the standards and learning goals/targets or success criteria. During discussions that took place after teaching, university supervisors would ask specific questions regarding our instructional practice to see what went well and what could be improved. Although I took the Educational Media and Technology course back in Fall 2017, there are things I remember that I can use when I plan, use instructional strategies, and assess students. I am also tech savvy and try to research ways I can incorporate media and technology in the classroom.
- In this program we invest a lot of time in learning how to properly differentiate our instruction (both the content and process) and how to incorporate it into our teaching to meet the needs of all of our students.
- In the UHWO Teacher Education Program and especially in student teaching we covered different types and the importance of assessment to measure student learning.
- I got to work with many different types of classroom technology. I have a solid background in apple products, so it was great to be able to learn about Chrome-books, Chrome-cast, and Promethean boards.
- Planned and taught many lessons that hit all learning styles and made sure there were other opportunities for students to learn like enrichment or even extra guidance.
- Instructional Practice.
- I have been exposed to many different instructional strategies in this program. Many of these, I have tried as one of my lessons. I have explored many different ones to see what one I like best. Every semester, we have to plan a lesson and integrate it with another subject. It was really hard to integrate subjects together sometimes but it can be done.
- Learning pedagogy in the beginning of the education program really helps teachers put that pedagogy into action as they teach from Block 1 through Student Teaching. You're able to reflect and try out different pedagogical practices, and a lot of the times you find that different ones work with different sets of students, and you also find the one pedagogy that helps you build your philosophy of education and teaching values/beliefs. Differentiation of content, process and product was always stressed and focused on during observations to help meet all the needs of each student. Collaboration with SPED teachers and Educational Assistants also help teacher to carry out the differentiation and help aid teachers in guiding students to gaining a deeper understanding. Because of the COVID-19 pandemic, I do think that there are other courses/classes that could be taught, like "How to Use WebEx," or "How to have classroom management online," or "How to

connect and contact with parents via phone, app messaging." It seems like teaching will soon look different because of the current situation we are in.

PROFESSIONAL RESPONSIBILITY

Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Answer Choices	Responses %	Responses Count
un-prepared (Unacceptable)	6%	1
prepared (Acceptable)	44%	8
well-prepared (Target)	50%	9
N/A	0%	0
Total Answered	100%	18

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)	6%	1
prepared (Acceptable)	44%	8
well-prepared (Target)	50%	9
N/A	0%	0
Total Answered	100%	18

Please provide support for your ratings re: Professional Responsibility

- I designed and took part in included instructional material into the grade level website and offered my services to other grade levels.
I included lesson activities in the distant learning platform used to communicate with families and students.
- I have a passion for learning, and I would definitely consider myself to be a life long learner. This is because when I am interested in something, I reach out and seek information from any reliable source that I can. This semester, I actively participated in online workshops and professional development because they aligned with my interests, both personally and professionally. I plan on continuing to reach out and seek knowledge that helps me grow as a kanaka and as a kumu, so that my haumāna get to experience the best parts of me.
- I collaborate with my mentor to celebrate student learning and showcase students work.
- I attended and participated in all grade level meetings and planning days. I also attended the HSTA Teacher Institute Day. I continue to connect remotely via WebEx and connect with the students via Zoom and Seesaw.

- Every year, students will be different in the classroom and prior knowledge will be different as well. To ensure that I will be able to help every student, I will do my research to build background knowledge and connect with families. I will continue to be a lifelong learner and be updated to help future students coming in the classroom.

I was in school 5 days a week, 30 minutes before the students come in and 30 minutes after they leave so that I can complete the hours needed for this semester. I attended all staff meetings every Wednesday and grade level meetings (workshops) to discuss what we have been doing in the classroom that help the students improve or seek advice in ways that we can improve the areas of needs. My mentor was part of an ART group where I had a better understanding of the programs the school offers and what the school is doing as a whole to improve student's education. I also attended a class where I was certified to be a mental health youth aid. I completed all the work requirements in the class and turned them in a timely manner. As a teacher, it's important to practice and model a professional identity. The way you portray yourself in and outside the classroom affects the way students and staff look at you. Everyday, I am always in dresscode. I follow all the rules and policies to ensure that my learners are accessing safe and legal information. In the classroom, my students are provided with links or specific websites that will help them with the content being taught. I give feedback and talk to my students to build relationships. I researched and sought information through my mentors to have a better understanding of my students, it could be family background or how they are as a learner. But also, through observations, I had a better understanding of my students' cultural, ethnic, gender, and learning differences and used this to address the needs of learners. From the beginning of the semester, I continually collaborated with my mentor, learners, parents, professors, and cohort to ensure student success. For example, to build relationships with parents, I gave a letter to families at the beginning of the semester to let the parents know that I am present in their child's classroom and if they have any questions, I have provided a contact list. Another one is ELA, I had my students do an online public service announcement. The students research about the corona virus to keep them informed and see why the "stay-at-home" order is in place. Then, they created a PSA that other students can view. This helps students understand why it's important to stay home.

- In my student teaching, I have attended a variety of meetings and other professional learning opportunities. I also find myself constantly asking questions to my colleagues in order to better my teaching skills and learn new things.
- All professors at UH West have always promoted professionalism and gave us many different ways to grow by organizing, sharing and facilitating professional development.
- I went to Teacher Institute Day and sat in a few classes. I wish I was able to go to more P.D. courses throughout the semester. I gave myself an unacceptable for Standard #10 because I have not collaborated with any families throughout this short semester, but I do collaborate with my colleagues, and other school professionals.

- Standard #9 - I've selected "Target" because I have attended numerous educational professional developments and conferences throughout my time in the UHWO program. I have taken what I've learned in these courses and applied them to my teaching practices in order to further the development of student growth and ability. I also got constructive feedback and suggestions from my mentor, other teachers, fellow student teachers at UHWO, and UHWO supervisors and use it to evaluate my own teaching practice.
- Standard #10 - I've selected "Acceptable" because I have attended numerous school meetings such as faculty, grade level, and IEP/504 meetings. I have also had the opportunity to be a co-supervisor of the school math team during this semester of student teaching. In addition, I have taken on the responsibility of managing the Google Classroom and ClassTag account so that I could communicate with the students and their family or parents.
- For this area, I am aware of that being engage with professional develops and using it to evaluate my practice is beneficial and I think providing and attending conferences during the semester would have been a great addition to increase our experiences. In my placement I was fortunate to join their faculty meetings, grade level meetings, and other events that have allowed me to meet parents but as far as having to collaborate with families and other school professionals I was not able to get that experience.
- During my time in the education program, professors have stressed the importance of these two standards and trying to find ways to immerse ourselves within our school community. During my time in the program, I've attended meetings, which range from staff, grade level, and IEPs. I have also participated in student clubs like student council, chess, and peer. While attending staff and IEP meetings, I try my best to talk with other teachers and even parents that way I know who they are and they know who I am.
- Throughout the program we are encouraged to attend professional development opportunities, as well as get involved as much as possible in our school/its community.
- In the UHWO Teacher Education Program we practiced making letter to families and attended meetings with our mentors.
- I was able to participate in many grade level and faculty meetings, communicate with my student's parents, and plan an online curriculum. I also got to see the planning that goes into May Day, Spirit weeks, and other school activities.
- I also made sure to attend all meetings. I also took leadership roles and participated in whatever I could.
- Professional Responsibility.
- We have to go to all the meetings in student teaching, plan lessons, grade the work, and communicate with parents during our student teaching. We also reflect on our lessons and teaching with our mentor throughout the program which is great so we can evaluate ourselves and improve.
- University supervisors and professors always encouraged getting involved at the school to put our name out there and to be "known." It's nice that schools are open to letting Student Teachers attend PD days, where we get to learn new teaching methods alongside of our mentors. PD days, staff meetings and grade level planning days help

me to reflect on what works, and what doesn't and what I can take from our meetings and try the next day with our students.

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)	50%	9
well-prepared (Target)	50%	9
N/A	0%	0
Total Answered	100%	18

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

- I utilized the resources and material gathered throughout each semester and implemented strategies during my PTT position at Pohakea Elementary.
- I would be lying if I did not acknowledge that there was nothing easy about figuring out how to teach an energetic group of 1st graders for 5 consecutive days. However, my students and I always put our best foot forward, and tried our best. Creating an atmosphere of acceptance for my students allowed them to learn freely.
- I was given the opportunity to take over teaching from the very beginning, and that gave me a lot of practice with teaching and making an impact on my students.
- I would say I had a strong impact on student learning. I inserted myself early and gradually increased my responsibilities. Because of this, the students learned to turn to me as a prominent adult figure in the classroom and not an observer. I received a lot of feedback from the students and learned how important communication is. Having good classroom management set the tone for how the learning environment should be. Learning then became an act we could do together as a class.
- Throughout the semester, I have been consistent in setting clear expectations. This makes it easier for students to understand what needs to be completed in class or at home. I always stick to when I say, for example, "this homework is due next Tuesday". It's important to stick with it as students see you as reasonable and trustworthy. I also give students work back on time so that they are given feedback in a timely manner and can make changes whenever possible. Speaking positively has also been very helpful, I want my students to know that everyone is unique in their own way so any negative remarks toward each other are always corrected. Lastly, many of my students did not have the motivation to complete their work not giving their 100% but I believe that each one has the potential to be successful so I always try to help them apply the things they learn in class in their lives, relationships, etc so that they can see the value in the process and learning.
- I believe that a teacher can't be successful if they don't make a positive impact on student learning. I have provided my students with many valuable experiences, skills, and knowledge that I believe they will use throughout their educational journeys.

- Due to our current situation, I feel that I could have impacted students more if I were in the classroom. I was able to build strong relationships with students when we were all together. However, this situation has created it hard to impact students I believe I still am able to impact students but on a smaller scale.
- I feel that I have built some kind of rapport with the students. Just when I have gotten to know the students, this crisis happens... Any who, I have been working with a few students because they aren't that motivated when it comes to whole group instruction, so I have been working with them one on one during the independent work times.
- I've selected "Acceptable" considering the short time that I've spent with the students. Unlike other student teachers, I have been with my students for a semester rather than an entire school year. However, I feel that I've made learning a fun experience for them. I did this by doing stations during the math portion of the day. This was something that the students weren't used to doing prior to me coming into the classroom. Through observation and asking them questions, they seemed really engaged as they went through each activity that I planned out for them.
- During my Student Teaching experience, I think that my impact on student learning is acceptable because as I looked back from when from the beginning of the semester I saw some growth on students that I worked with. An example would be one the students becoming more motivated to complete work due to additional support and praises that I gave her. One way for me to determine if their is academic growth in the students is when they are doing work more effectively and accurately as well as seeking for help for clarifications.
- I feel that my impact on student learning in the classroom has grown. I feel much more prepared when planning instruction for students and creating assessments that will justify whether or not students met the standards, learning targets, and success criteria. When planning for instruction and creating assessments, I feel that I had a good handle on making sure that I provide differentiation for my students since they are all on different levels. I also try to use some of their interests when planning and creating. After taking assessments, I try my best to correct it immediately so I can use that data to determine whether I need to re-teach, scaffold learning for next time, or move on to the next lesson. I also reflect with my mentor teacher after lessons to see what I can change for next time or how we can go about the next time. There were some instances where I talked to some of my student's parents about their progress but it was only for a very few of my students whose parents would come to the classroom to drop them off. I know when I am a teacher I will find more ways to interact with parents. Overall, I feel that the student teaching semester has well prepared me for what it will be like when I am a teacher in my own classroom. It has allowed me to see how well I can work with a grade level team, as well as other professionals that come into the classroom. I feel very blessed for this experience and feel so happy that I transferred to UHWO to complete my undergraduate journey and have this type of teaching experience with the community I want to teach.

- I was successful in having an impact on student learning, I know this based on how much my students enjoyed learning, as well as how engaged they were during my instruction.
- At the end of my student teaching, each student wrote me a personal letter saying how much they enjoyed my teaching and making their learning fun. When I look back at the assessments, I see growth between the pre and post tests I administered.
- I was given the chance to prepare multiple units for different subjects. I was also able to help prepare our students for SBAC testing on their chrome-books during practice tests.
- Students were constantly learning in the classroom. I always made sure to relate things to outside world experiences.
- My Impact on Student Learning.
- I was able to build relationships with my students. Therefore, I know what they like to make them engaged during the lesson. I also looked at the students performance on the material that I taught. The performance was pretty good on the material I taught. But another way I knew is because we are going over concepts online with the students and they remember how to multiply and divide fractions. I was very impressed with how much they remembered.
- I was always reflecting with my mentor, the EA, or even by myself when I checked student work informally during lessons, or when grading to see the effectiveness of my teaching. There were lessons and even days, where things just didn't go as I planned, and I had to sit down at the end of the day with my mentor or even with other grade-level teachers to figure out what I can do instead, and apply it to the next day's lessons. I do think because I was always reflecting on my teaching and the effectiveness of it, it led to me being able to meet my students' needs better, and helped me to find support/differentiation to implement to make the content more understandable and easier for them to attain. My mentor teacher also gave me various opportunities to teach outside of the 15 solo days, which resulted in me finding the teaching styles I like, and creating a strong relationship with my students. The relationships have helped my students to feel comfortable sharing with me how they're doing, which in turn provides me with information on how I can better support them.

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

- Provide resources, tools, strategies, and experience in preparing me for my future classroom.

- I had so many opportunities over the course of my learning here to interact and get to know students. I still have a booklet from my Intro course with Kumu Ikeda that my mentor at the time, and students, put together for me as a farewell present. The UHWO Teacher Education program taught me how to teach children through building connections and bonds.
- Teaching us the proper strategies and giving us the tools we need to become successful teachers.
- I appreciated the focus on specific subjects in different blocks.
- They provided different grade levels every year for student teaching. In the classroom, we were taught the importance of collaboration and communication similar to how we would be when we have our own classroom/working at a school. They exposed us to different learning strategies and how it is being used in the classroom.
- The field experiences were the best opportunity for me to become prepared to be an effective teacher. I have always believed that the most effective learning comes through visual and hands on experiences. By being able to spend time in an actual elementary classroom I was able to have a glimpse into what being a teacher will be like. I got to see a variety of teaching methods, management strategies, and student behaviors that helps me to be prepared for my teaching career.
- I really liked how the different teaching blocks were set up. I believe it helped me in preparing to be an effective educator by strengthening my understanding and teaching skills in each content area.
- During Block 3 is where I got majority of professional development. Dr. James and Dr. Jones really gave us the opportunity to go out and have these experiences.
- I like that the program separated the subject areas into Blocks (1, 2, and 3). This made it easier to concentrate on one subject at a time leading up to student teaching rather than focusing on all subjects at once. The professors teaching the courses provided great feedback and suggestions so that I could improve my teaching practices.
- I think one thing that the UHWO Teacher Education program do best in preparing me to become an effective teacher would be attending different conferences during Block 3 with Dr. James and Dr. Jones because the conferences and meetings have provided many different resources that can be useful later on.
- I was very well prepared with writing a lesson plan and knowing my rationales for it. I was also prepared with creating learning targets and success criteria for lessons. For block 3, I loved the hands on aspect we had for math and science. That definitely made learning much more fun. Certain signature assignments for the courses allowed me to connect how those assignments are relevant to teaching. For example, the lesson study is an example of what we would do for data teams. The case study of a

struggling writer and running records (Language Arts/Reading Methods)

coincided with things I could do for RTI. The case study on a culturally linguistic diverse learner allowed me to prepare for ELL/ESL students. The courses also provided me with lots of ways to plan and practice classroom management.

- It pushed me out of my comfort zone. It also helped me to learn a lot through actually experiencing things and making mistakes.
- I think that the UHWO Teacher Education program prepared me the most in lesson planning. The program has trained me to think of the rationales when planning out a lesson.
- They gave us many opportunities to explore different communities and the families that live there. They gave us the chance to learn about different schools, what they have to offer and the curriculum they have.
- I think that the UHWO teacher education program helped me to understand classroom management the best. I was able to experience many different mentors to learn strategies I could use on my own.
- Had quality content that was taught and explained thoroughly.
- I feel the program prepped me for finding my style as a teacher. The program gave me many different teaching strategies that I can use in the classroom and I tried many of them during a lesson. I also believe it prepared me because it pushed me to go out of my comfort zone in the classroom to try new things.
- One thing the UHWO Teacher Education prepared me to do best to be an effective teacher is to try new things. Prior to entering the program, I was on the really shy, reserved side. Throughout the program, working with different people, I've learned that it's in my best interest and in my students' best interest to try new things; like trying a new teaching strategy or seating arrangement or attention getter. This program really taught me that "you never know until you try," and to not be afraid when doing so. This attitude of mine, and bravery that I've found through the program, will help me to be an effective teacher that isn't scared to implement new things I learned in PD days, or from Instagram Teachers, or new pedagogy. As a teacher, I'm always learning, and always trying to better myself.

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

- Introducing the ePortfolio during the first semester of the teaching program to have a running collection of work samples, events, and achievements.
- The changes that took place during my participation in this program have all benefitted the program as a whole. I cannot think of any changes currently.
- Having SPED 325 as a requirement, or having students enroll in some type of Behavior Management Course.

- I personally liked my program experience. I do think that there was a big shift in hours from the blocks to Student Teaching. I think something that can help that transition in the future would be assigning specific days (whole days) for candidates to go into their placement instead of only suggesting candidates go in for a few hours a week. Getting used to being in the classroom for the whole day could make it easier for being in the classroom the whole day (5 days a week) in Student Teaching.
- More classroom management tips/advice. How to handle situations that are not "normally" seen in the classroom or what situations will you be exposed to.
- I think that it may be beneficial for students to be given more opportunities to learn effective instructional strategies versus theory. Understanding theoretical practices is important but I feel that learning more teaching methods to use in a classroom would be more beneficial to a new teacher.
- None.
- I would ask that Dr. Mahiko comes at the beginning of student teaching or during block 3. There are many teacher candidates that have a hard time with behavior management, especially if there is a student who is very disruptive. I also think that teacher candidates should be more exposed to some professional development courses throughout the semester. I know many won't want to go because "it's out of their way," but they will appreciate it in the long run.
- I found it challenging going from eight hours a week in the classroom to 35-40 hours a week. With that in mind, one recommendation that I have is to increase the observation hours throughout Blocks 1, 2, and 3. I think future candidates will have an easier time transitioning when they get into student teaching and have to obtain 450 hours.
- One recommendation would be requiring the students to teach at least once a week in their field placement besides the 15 day Solo Days because it would be beneficial to gain more experience, enhance their teaching skills, as well as to become more active in the classroom.
- Possibly find course material that is free or can be purchased for a very very low cost. Since it's ideal to not work during the student teaching semester, I think the cost of books can help students prepare should they not work during that semester.
- n/a
- I recommend teaching more lessons in blocks 1-3 or being given the challenge to teach a unit sometime prior to student teaching to be more prepared.
- The only thing I wish we had was an online log that keeps track of all the service learning hours we did during our time at UHWO. We were

given the log right before we started our student teaching semester, which meant that we had to back track our hours, making the system very inefficient.

- I believe that in previous blocks, we should have to teach more lessons. Going from only teacher 3 lessons in Block 3 to 3 weeks of teaching is a big jump.
- Make student teaching friendlier to those who have to keep employment. I.e only having the 450 hour requirement for student teaching, not all day everyday for 15 weeks (600 hours)
- I think the blocks should require to teach more lessons as they get closer to student teaching. I also think that students in block 3 should be placed in the classroom where they will be student teaching the following semester.
- As stated earlier, I would recommend having a class where teachers learn how to work WebEx, manage the online classroom, and just teach online generally. I feel like it would give teachers peace of mind knowing that they do know how to work the technology, and don't have to spend extra hours at home figuring out how to work everything on their laptops.

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?

- Continually provide updated resources and material that will enhance instruction.
- I would love to know about opportunities to do workshops or professional development through UHWO, or that supports UHWO.
- By checking in on us or giving us resources and support as first year teachers.
- Sharing resources that can help us in the field
- Reference for job interviews.
- One way that the UHWO Education faculty can help me after graduating is by helping me to secure a job. They can also help by being available to answer any questions that I have throughout my teaching career as I know that I will be faced with many new and challenging experiences each day.
- Have assistance in finding a job. Continuing contact after graduation for mentor or professional development opportunities.
- I think just keeping in touch with my professors are great. Just knowing that they are able to answer some of my questions if needed.
- I think being able to hold online meetings with the professors and people from my cohort could be beneficial. We would be able to give each other advice and moral support during our first year of teaching.
- Continuous support as well as emails about teacher resources will be great.
- I think even if we don't keep in touch with the UHWO Education faculty, it would be nice for them to reach out to us. I know that teachers can often get so busy or have no time to reach out to someone, but maybe if a

faculty member would reach out to us, it would brighten our day or possibly catch us at a time where a lesson didn't go well. Keep us in the loop of professional development that UWHO Education faculty is doing or possibly events that they would need teacher assistance (from UWHO graduates).

- Arranging job interviews with schools
- Continue to keep in touch! When I am eligible to, I would love to mentor future teacher candidates!
- It would be great if UWHO offered a Masters program in the future for Ed majors.
- I think that just check ups and always being available through email would be amazing.
- provide opportunities or alternative options/ideas for employment for those with and education degree who will not go directly into teaching.
- I think it would be nice to hear from some of our old professors just checking up on us to see how we are doing and if we need any advice as we are in our first year teaching.
- Just like how UWHO sends their students emails, like "Keep Up the Good Work in this course," I think that receiving emails from past professors/supervisors with words of encouragement would definitely be helpful. I know there will be days where we struggle and question why we chose this job, but receiving encouragement from people who believe in us, would be beneficial.

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	94%	17
No	6%	1
Not Immediately	0%	0
Total Answered	100%	18

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

Answer Choice	Responses %	Responses Count
Yes	0%	0
No	94%	16
At Job Fair (spring candidates only)	3%	1
No, but I have an interview(s) scheduled	3%	1
Total Answered	100%	18

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	11%	2
No	78%	14
Offer Pending	11%	2
Please provide location, grade level, and starting date		2
Total Answered	100%	18