

UHWO Division of Education
Teacher Candidate Evaluations of Field Experiences Survey: Spring 2020

FALL 2020 Teacher Candidate Field Experience Enrollment

Course	Enrollment Number	Survey Respondents
EDEF 200	12	8
Intro to EDML/EDSE – EDEF 345	0	0
SPED Early Field	11	4
Social Studies/CLD/SPED – Block 1	6	5
EDML/EDSE – Block 1	17	7
Reading/Language Arts Methods – Block 2	10	10
EDML/EDSE - Block 2	0	0
Math/Science Methods – Block 3	6	0
EDML/EDSE - Block 3	0	0
Elementary Student Teaching	18	18
EDML/EDSE Student Teaching	10	5
SPED Practicum	2	1
Total	92	58

% of total field experience enrollment responded to survey

Course	Percentage of Total Responses
EDEF 200	67%
Intro to EDML/EDSE – EDEF 345	0%
SPED Early Field	36%
Social Studies/CLD/SPED – Block 1	83%
EDML/EDSE – Block 1	41%
Reading/Language Arts Methods – Block 2	100%
EDML/EDSE - Block 2	0%
Math/Science Methods – Block 3	0%
EDML/EDSE - Block 3	0%
Elementary Student Teaching	100%
EDML/EDSE Student Teaching	50%
SPED Practicum	50%
Total	100%

How would you describe your classroom:

	Responses
General Education	35
Inclusion	33
Special Education	1
Other	0
Total	58

Mentor Teacher

	Unsatisfied (1)	(2)	Satisfied (3)	(4)	Very Satisfied (5)	Response Count
The Learner and Learning: My mentor teacher provided opportunities for me to observe and interact with all learners, including Culturally and Linguistically Diverse Learners, students with disabilities and advanced learners, as appropriate.	0	0	9	46	4	58
Content: My mentor teacher provided helpful feedback and guidance, as I planned one or more lesson in the content area(s) appropriate to my field experience.	0	3	7	7	41	58
Instructional Practice: My mentor teacher modeled and communicated with me about positive and effective classroom management strategies	0	4	3	9	42	58
Instructional Practice: My mentor teacher modeled and communicated with me about a variety of teaching strategies and resources, including the appropriate use of technology	1	2	5	10	40	58
Instructional Practice: My mentor teacher modeled and communicated with me about formal and informal assessment strategies.	2	4	8	13	31	58
Professional Responsibilities: My mentor teacher exhibited professional behaviors by making me feel welcome in their classroom.	0	2	3	5	48	58
Professional Responsibilities: My mentor teacher exhibited professional behaviors by observing my teaching and giving timely and constructive feedback on ways to improve.	0	2	6	12	38	58

University Supervisor or EDEF 201 Instructor

	Unsatisfied (1)	(2)	Satisfied (3)	(4)	Very Satisfied (5)	Response Count
The Learner and Learning: My university supervisor, or EDEF 201 instructor, provided guidance on effective ways to observe and interact with all students, including Culturally and Linguistically Diverse Learners, students with disabilities and advanced learners, as appropriate.	1	2	7	13	35	58
Content: My university supervisor, or EDEF 201 instructor, provided helpful feedback and guidance, as I planned to teach one or more lessons in the content area(s) appropriate to my field experience.	0	3	9	11	35	58
Instructional Practice: My university supervisor, or EDEF 201 Instructor, provided helpful suggestions on positive and effective classroom management strategies.	0	1	9	11	37	58
Instructional Practice: My university supervisor, or EDEF 201 Instructor, provided helpful suggestions on a variety of teaching strategies and resources, including the appropriate use of technology prior.	0	2	8	13	35	58
Instructional Practice: My university supervisor, or EDEF 201 Instructor, provided helpful suggestions on formal and informal assessment strategies.	0	2	9	13	34	58
Professional Responsibilities. My university supervisor, or EDEF 200/201 instructor, exhibited professional behaviors by being accessible and communicative when I needed guidance about course assignments and/or my experiences in the field.	0	3	11	9	35	58
Professional Responsibilities. My university supervisor, or EDEF 200/201 instructor, exhibited professional behaviors by giving timely and constructive feedback on ways to improve my early field experience lesson planning OR my practicum or student teaching lesson planning and implementation.	0	2	9	13	34	58
Overall, how satisfied were you with your field experience this semester?	0	4	10	12	32	58

Please let us know if there other questions you would recommend we ask on this survey, in support of the continuous improvements of our programs.

- What part of your mentorship did you find most helpful? Why?
- N/A
- N/A
- How satisfied are you with your experiences in the field of this profession?
- N/A
- n/a
- N/A
- N/A
- N/A
- I liked that the mentor teachers came to our class and gave great feedback.
- n/a
- Ask the students what grade level they would like to student teach. That way they have a choice of what grade level they want.
- None.
- My university supervisor provided suggestions about authentic assessment opportunities.
- n/a
- n/a
- none
- N/A
- This program is amazing. I have truly grown this semester and am excited for the journey ahead.
- N/A
- None, thank you!
- nope
- I love the program professors and mentor teachers, but I do think there should be a change in leadership and Dr. Heller should step down as division chair. Her teachings/values do not align with the program/professors.
- n/a
- There are no other questions.
- No questions
- N/A
- I don't have any other questions that I would recommend.
- no questions.
- Considering the limitations of this semester, I have any thing to consider regarding improvements. However, I enjoyed the time working at the school and my mentor, even if was limited, It was an excellent experience that I would do again.
- Was the your EDEF 200/201 instructor helpful during the field experience?
- None
- Professor Schwartz is a wonderful university supervisor for block one and two. He is always very helpful and never makes you feel less than when you don't understand something immediately. He always made us feel very comfortable and we knew that he was rooting for each of us. He understood we are human and life things happen and always worked with us. He is not intimidating and even though he evaluates our lessons he has a way of not making you nervous. I am sad this this will be my last semester with him as a teacher. The only recommendation I would have for the program would be to try and get placements closer to home. I was driving

40 minutes to my placement this semester, while another student was placed at a school 5 minutes from my home. I know another student placed almost 50 minutes from her home this semester. Overall I am very satisfied with this semester, my mentor and college professor.

- none
- Allowing SPED inclusion classes to be counted as one school for placement instead of two separate schools. Having separated schools interfere with courses, works schedules, and trying to find time for both schools within a five-day week.
- none
- No other comments
- None
- None. This was a very weird semester given the circumstances.
- I recommend nothing really.
- I think this survey is great and I would not add anything else.
- Longer Class Time... if its once a week.
- N/A
- N/A
- N/A
- N/A
- None.
- None.
- Accessibility to the school.
- None
- I was not that satisfied about my field experience this semester because my mentor had two teacher candidates. Therefore, she mainly focused on the other teacher candidate (senior candidate). It was difficult to communicate with my mentor teacher about my assignments and projects. I felt missed placed and did not have a good stable relationship with my mentor.
- For SPED licensure students, it would be beneficial to combine the Gen. Ed. and SPED school placements together if there is an inclusion class available, as opposed to being placed in two different schools. Being in two different schools caused stress by having to to split up five days in the week for 2 different schools while working and attending classes, especially for those who work for schools as a part-time job.
- no
- I don't have any
- Some contextual information such as, what is supposed to be expected from mentors/supervisors.
- Options that may address issues we felt we had during our field experiences; having students reflect what support or information we want from our mentors as well as what we think we need to improve on to avoid an unsatisfactory field experience.
- n/a
- None