

## Teacher Candidate (K-12) Exit Survey FALL 2020

N=5

### 1 candidate did not respond

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)	20%	1
well-prepared (Target)	80%	4
N/A	0%	0
Total Answered	100%	5

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

**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)	0%	0
well-prepared (Target)	100%	5

Answer Choices	Responses %	Responses Count
N/A	0%	0
<b>Total Answered</b>	<b>100%</b>	<b>5</b>

**Please provide support for your ratings re: The Learner and Learning. Focus on program overall effectiveness; do not name individual faculty members.**

We learned a lot about creating safe and positive learning environments and how important it is for each child to feel safe

Once the start of the Block courses and inside a classroom, this allows us to understand the students learning strengths and weaknesses. It also allows us to see how we should create a safe, educative classroom environment for the students.

As a teacher, I always take into account of each of the students level of development, learning styles, and learning environment. This semester everything was online, so I had to adjust to teaching and speaking to students in their homes and around many family members. Optimistic attitude and continuous encouragement of active participation would help keep the students involved.

Field experiences helped support The Learner and Learning standards

I was able to take opportunities to familiarized myself with the learners and identifying each individuals and the learning styles. I was able to identify each student strength and where they struggled. I took that information and researched different strategies that I thought would work to help support student learning in the different areas that students needed help with. I applied my findings to my lesson planning and provided students with visuals, examples, and opportunities for the students to use their own critical and creative thinking skills. I also made sure that I modeled and explained what is expected of them. There were times when things didn't work out as I expected, however through that process I learned how to modify the lesson in a way that the students could understand. For example, I had technical issues and students could not see my slides. I had to make the decision to skip the slides and use materials I had on hand that would serve the same purpose that my slides was set up for. Having visuals for students who are ELL and also students who need visuals to give them clues in making connections to the text was very important. I learned to make sure that I always have materials prepared in the case that somethings may not go as planned. Having a back up plan is very important to ensure that all learners are provided with a learning experience that serves the different learning needs they may have

## CONTENT

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

Answer Choices	Responses %	Responses Count
<b>Elementary English Language Arts</b>	<b>100%</b>	<b>5</b>
<b>Elementary Math</b>	<b>100%</b>	<b>5</b>
<b>Elementary Science</b>	<b>100%</b>	<b>5</b>
<b>Elementary Social Studies</b>	<b>100%</b>	<b>5</b>

Answer Choices	Responses %	Responses Count
Middle-level English	0%	0
Middle-level Math	0%	0
Middle-level Science	0%	0
Middle-level Social Studies	0%	0
Secondary English	0%	0
Secondary Math	0%	0
Secondary Science	0%	0
Secondary Biology	0%	0
Secondary Social Studies	0%	0
Other (please specify)	0%	0
Total Answered	0%	6

**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)	60%	3
well-prepared (Target)	40%	2
N/A	0%	0
Total Answered	100%	5

**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)	20%	1
prepared (Acceptable)	20%	1
well-prepared (Target)	60%	3
N/A	0%	0
Total Answered	100%	5

**Please provide support for your ratings re: Content. Focus on program overall effectiveness; do not name individual faculty members.**

It was stressed so much that making learning meaningful and creating real life connections for the students is what will help them learn bes

I had difficulty working to improve, especially Standard 5 on creativity. It was a challenge on creating lessons/activities for the students to be used in a classroom. I was able to improve tremendously while in student teaching on creativity of lessons, but wasn't able to get the full expected goal because of COVID

As a student teacher who was new in first grade the content was also new to me and I had to learn how to teach the content in a broken down and intricate way. With the lower elementary grades, the students need lots of modeling, repeating, visual representations, and tools that help guide them to connect to real life. I was able to bring in their community into their learning so the students could see what common locations were in their own town

Understanding the standards and creating lesson plans helped support the Content standard

I have learned how to take the content information and use my teacher skills to apply it to my teaching in a way that students could make connections to. For example, in one lesson, I provided students the opportunity to use their critical and creative thinking skills by giving them a scenario with pictures on my slides. I created this scenario to connect to a lesson on light (transparent, translucent, and opaque). Using this method gave students the opportunity to see the difference of how light reacts to different materials. In the scenario, I showed images of myself walking to class early in the morning and upon arriving at the door, I hear noises in the classroom. However, my door does not have a window. I then stop and ask the students questions such as, how will I find out who is in the classroom without opening the door, but also using my flashlight? This allowed the students to really think about the "what ifs". Students were able to answer by saying things such as, you can't see because the door is a solid material. Then we would discuss the "what if". What if the door had a window on it? Providing the visuals was very important so that students were able to see and understand as we went through the scenario step by step. Providing a scenario where students would be able to think of the problem and then use their thinking skills to try to solve the problem worked very well in this lesson

## 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)	40%	2
well-prepared (Target)	60%	3
N/A	0%	0
<b>Total Answered</b>	100%	5

**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

Answer Choices	Responses %	Responses Count
prepared (Acceptable)	20%	1
well-prepared (Target)	80%	4
N/A	0%	0
<b>Total Answered</b>	<b>100%</b>	<b>5</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)	60%	3
well-prepared (Target)	40%	2
N/A	0%	0
<b>Total Answered</b>	<b>100%</b>	<b>5</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
prepared (Acceptable)	20%	1
well-prepared (Target)	60%	3
N/A	20%	1
<b>Total Answered</b>	<b>100%</b>	<b>5</b>

**Please provide support for your ratings re: Instructional Practice. Focus on program overall effectiveness; do not name individual faculty members.**

Using technology for assessments and lesson planning wasn't something I felt completely prepared for. It was a lot of trial and error with tips and advice from other teachers

I was able to learn about various assessments to assess student's learning: self-assessment, informal assessment, formal assessment, pre-assessment, post-assessment. When it came to planning for instruction, I was told to more to plan ahead not how though. However, I learned while student teaching how to plan not only the lessons but also throughout the whole school day. Use of technology wasn't shown because I didn't attend the course at UHWO, I attend the class at LCC

Constantly I am assessing by asking students open-ended questions about their thinking, to show me a thumbs up or down, and ask students to help their classmate with the answer if they are stuck. I also try my best to give precise and detailed constructive feedback. When planning for instruction, I think about what other disciplinary areas could also be reached through that unit of study. Such as adding writing standards to my original Social Studies lesson plan. During my teaching I realized that I am able to find out what my students

are thinking and reach a deeper understanding when I ask my class to explain themselves and talk about why they think a certain way. In many of my planned lessons that I conducted online the class learned through, interactive readings, different visuals, concept maps and videos

Use of various assessments, especially through technology, and observation lessons helped with instructional practice

I feel that I grown so much in this area, however, I will continue to learn to plan using different instructional strategies. I have been able to use information gained from previous lessons to plan out future lessons by taking assessments and observing the student learning and applying them into future lessons. I have also improved on using lessons in one content area and connecting it to another. For example, I have taught lessons in social studies and had students create a list of words or a thinking map and using that information and what we learned in social studies into our writing lessons. When students create their own words using their own perspective and thinking, it becomes more meaningful to them and they can connect to the content in a way they can understand

## 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>40%</b>	<b>2</b>
<b>well-prepared (Target)</b>	<b>60%</b>	<b>3</b>
<b>N/A</b>	<b>0%</b>	<b>0</b>
<b>Total Answered</b>	<b>100%</b>	<b>5</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
<b>un-prepared (Unacceptable)</b>	<b>0%</b>	<b>0</b>
<b>prepared (Acceptable)</b>	<b>40%</b>	<b>2</b>
<b>well-prepared (Target)</b>	<b>60%</b>	<b>3</b>
<b>N/A</b>	<b>0%</b>	<b>0</b>
<b>Total Answered</b>	<b>100%</b>	<b>5</b>

**Please provide support for your ratings re: Professional Responsibility. Focus on program overall effectiveness; do not name individual faculty members.**

I felt prepared when it was time to talk to parents and I felt more confident that I had thought I would have been. Dealing with parents was one of my fears going into teaching

While student teaching, I was able to meet many faculty members of the school. From admin, to various grade levels, custodians, and all the student's parents. I put myself to act and dress professional while at the school and talk by giving respect to the school faculty members and student's parents

In this unique distance learning semester, I was required to teach all of my lessons online. I also looked for feedback on how I could improve my teaching and how I could reach the needs of each learner. I was also to collaborate with my mentor and professors daily to see how we could reach more student engagement and provide better management. I was able to sit in some parent-teacher conferences this semester as well to learn about students families and hear about their concerns or gratitude debriefing and feedback after each observation helped support Professional Responsibility standard

This was one area that I wanted to get better at and I feel through the student teaching, I have grown and learned so much in this area. My mentor has given me opportunities to make connections to the learners and their families as well as the school community in a way to help me support my students in their learning experience. For example, I was able to talk with parents through phone, emails, and google classroom about any concerns with their child or to let the parents know how well their child is doing in class. I have also attended faculty meetings in the school and have input in some areas in discussions. I have collaborated with other teachers to help support our students

### **Thinking back on your Student Teaching experience, how would you rate your impact on student learning in the classroom?**

<b>Answer Choices</b>	<b>Responses %</b>	<b>Responses Count</b>
un-prepared (Unacceptable)	0%	0
prepared (Acceptable)	40%	2
well-prepared (Target)	60%	3
N/A	0%	0
Total Answered	100%	5

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

I was very impactful on student learning. I found ways to make the lessons fun and engaging for them

I put myself between the un-prepared and prepared category. Due to COVID, I wasn't able to get the full teaching experience to help me improve and learn what and how an educator is 5 days a week. I was lucky enough to get two days of face to face instruction with students, but it was only half the semester. This allowed me to realize I need to still improve various skills to become an confident, ready, and successful educator

With a high amount of students showing up inconsistently it was difficult to have a really high impact of student learning. I did try my best to work with the students daily to get to know them best and how they each need to be spoken to. Assessing our students daily helps me know what I need to do better to help them achieve our daily goals

It's difficult to rate my impact on student learning during a virtual environment

I feel that my connections with the students and my mentor tells a lot about how I have been able to impact student learning in the classroom. I feel that it took me some time and a lot of practice, but I have learned how to truly see from the students' perspective and try to understand through their minds what works for them and what doesn't. For example, I know that how I teach must connect to things the students know. So when I am teaching a new content that they are not familiar with, I must find examples to help them understand. In one lesson, I was teaching about maps. Students understood what a map was, however, they did not understand the details of a map. I had to break the map down into smaller parts to help them understand. So we started with their room. I had to show and explain about a compass rose and map key by starting it off simple. Using their room first helped them to better understand how to identify the different information on a map and how to read and use a map. We later moved on to neighborhood, city, state, and then world

**What did the UHWO Teacher Education program do best in preparing you to be an effective teacher? Focus on program overall effectiveness; do not name individual faculty members.**

I think that this student teaching semester was the most effective. Especially the student teaching seminar where we conducted mini lessons with our classmates and got feedback before we did the lessons in person

UHWO Teacher program allowed me to push myself to be an effective, successful educator. I still believe there is various skills I need to improve on, but the program has been effective to experience.

The program prepared me best in reflecting on lessons to figure out what went well and what did not go well, so I could adjust my teaching for the next time I teach the lesson. I also learned how important it is to have a pre and post assessment to gauge student learning throughout lessons, to adjust how fast we move onto the next unit of study.

They gave me hands on learning and placed me in different grade levels/communities outside my comfort zone

I feel that the UHWO Teacher Education program helped me to grow in confidence in what I am able to provide for my future students. I have learned how to identify and recognize the different learning styles and to find different strategies to help me in teaching more effectively so that students learn more effectively.

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

More hours required in the classroom for the first 3 blocks. I don't think that the little hours are adequate time to get experience.

Showcasing of Technology such as apps or programs that could be helpful or useful in own lessons

We need more classroom management courses.

N/A the program did well in preparing me

This one is a hard one. I would say that one of the areas that I would have preferred having more opportunities to explore are the programs in which the schools are using for teaching. For example, I'm learning this new program that the school is starting with, however, I don't have the same access as the actual school teachers do so I am limited to what I am able to teach within that program. I have learned to make it work, but prepping future teacher candidates for such experiences may be helpful.

So I would recommend finding out what each school is working with and giving teacher candidates more access to it would help.

**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?**

Not sure.

I would say, to continue sending emails with educational opportunities such as events that comes up.

Offer any sort of advice, even though completed the program and obtained a teaching position at a school.

Just show that you continue to support us and meet up every so often to catch up and share our learning in the new careers that we have entered.

Still offer teaching resources/materials

**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	80%	4
No	0%	0
Not Immediately	20%	1
Total Answered	100%	5

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

Answer Choice	Responses %	Responses Count
Yes	40%	2
No	40%	2
At Job Fair (spring candidates only)	0%	0
No, but I have an interview(s) scheduled	20%	1
Total Answered	100%	5

**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	0%	0
No	40%	2
Offer Pending	60%	3

Please provide location, grade level, and starting date	N/A	N/A
Total Answered	100%	5

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

- None
- N/A
- None that I can think of.
- Maybe ask what steps were taken to apply for teaching positions and use their experience to help future student teachers reach out to schools
- Keep up the hard work, I know the professors care about us here and I really loved that my cohort was small because we become close friend