

Teacher Candidate (K-12) Exit Survey Spring 2021

N=11

All candidates responded

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)	9%	1
well-prepared (Target)	91%	10
N/A	0%	0
Total Answered	100%	11

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)	27%	3
well-prepared (Target)	73%	8
N/A	0%	0
Total Answered	100%	11

Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Answer Choices	Responses %	Responses Count
un-prepared (Unacceptable)	0%	0
prepared (Acceptable)	18%	2
well-prepared (Target)	82%	9

Answer Choices	Responses %	Responses Count
N/A	0%	0
Total Answered	100%	11

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

- Every staff member/ professor that I had was amazing. Very supportive and gave helpful feedback.
- Professors, Mentors, school staff, cohort, supervisor
- From the very beginning of this program, we focus on going over these standards in-depth so we all understand how to meet each standard. The real-world experience that we get through our practicums looking at specific learnings and doing case studies helps to develop these standards.
- I have learned a lot in this process and in this program. Being in the classroom with a great mentor is definitely key to the success of the student teachers and how I have preformed during student teaching.
- #1 - I understand that students all learn differently and progress in academics at differing paces. #2 - since students are different, I modify my lessons to cater to their needs by providing options and teaching a concept in multiple ways. #3 - throughout this last semester, I've been collaborating with my mentor teacher for lesson planning as well as my cohort in a research lesson study.
- My professors provided opportunities for feedback and adjustment during class conversations and placement observations.
- The program has provided me with an amazing amount of support with understanding how students learn, their differences and backgrounds and has provided numerous collaboration social interaction settings.
- The program was informative in teaching me about students and how they learn. The program requiring us to be in the field and seeing for ourselves how it is to be with students everyday and having to follow through on what we teach them and how we teach them. We have been taught to learn to adapt to the students and get to know them. That way, we have an understanding of the students when we are teaching them.

Faculty members have taught me the importance of building relationships with the students so that I get to know them better. I've learned how to talk with the students from diverse cultures and backgrounds, and have learned about ways in which to work with them. I have had to collaborate with multiple individuals in order to gain ideas and methods on how to assist such students.

- The program has overall taught me the importance of including these standards into our lessons while teaching. Particularly these standards that focus on the environment of the learner and the community of learners they are surrounded by.
- I appreciated class discussions about what we have been learning about, pertaining to the above topics.
- The program did a great job of aligning us with veteran mentors in the field. Each block we specifically focused on the theme that all learners learn in different ways. There was never a one stop approach to learning. We consistently were taught through out the whole program to tailor our lessons and teaching styles to meet the individual needs of our 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%	11
Elementary Math	100%	11
Elementary Science	100%	11
Elementary Social Studies	100%	11
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	100%	11

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)	27%	3
well-prepared (Target)	72%	8
N/A	0%	0
Total Answered	100%	11

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)	36%	4

Answer Choices	Responses %	Responses Count
well-prepared (Target)	64%	7
N/A	0%	0
Total Answered	100%	11

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

- Throughout my two years here I have had a lot of personal problems, such as a family member passing away. My two professors at the time were very helpful and understanding.
- Student teacher acknowledges the different learning styles and by being flexible when it comes to teaching lessons
- Having a different subject focus each semester helps to develop our ratings in these standards. By the time we reach student teaching, we have had ample experience with teaching lessons in specific content areas.
- The program helps student teachers understand why having content knowledge is important. I feel prepared to be able to apply what I have learned in the field.
- #4 - prior to teaching the lesson, I make sure to understand the concepts 100%. if I don't know, I ask my mentor teacher and cohort for their help. #5 - I teach the same concept in multiple ways to cater to different learning styles of my students.
- Professors provided materials in a manageable way for me to understand and apply learning strategies in placement classrooms.
- The program is very effective with teaching the Elementary content in multiple subjects and have great knowledgeable professors.
- My mentor teacher had provided me plenty of resources that would assist in helping me understand content that I would be teaching the students before having to teach. In my lesson planning phase, I was provided plenty of resources and methods of teaching the students relevant content that would help them apply the skills they learned in class.

The program itself was helpful in providing me access and trainings for programs that would be beneficial towards teaching content to students. There were programs that are currently being used in schools that we were able to learn about for our own classrooms.

- The help of my mentor teachers to help me understand the use of school-based curriculum, along with understanding the importance with using them.
- I have learned that content knowledge and application come with experience in the classroom. I gained this through my practicum time. I was also provided with multiple different lesson activities in each subject.
- I think the UH program did a great job of aligning the material in the class to our actual practicum experiences. It was important for us to be creative but also engaging to help students connect concepts to real world situations.

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)	36%	4
well-prepared (Target)	64%	7
N/A	0%	0
Total Answered	100%	11

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)	36%	4
well-prepared (Target)	64%	7
N/A	0%	0
Total Answered	100%	11

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)	18%	2
well-prepared (Target)	72%	9
N/A	0%	0
Total Answered	100%	11

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)	9%	1
prepared (Acceptable)	18%	2
well-prepared (Target)	72%	8
N/A	0%	0
Total Answered	100%	11

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

- The program has taught me how to be very flexible. With Covid-19 we have had to navigate through each semester differently.
- Using a wide variety of assessments whether that be formal or informal, exit tickets, questions, anecdotal notes, quizzes and tests, quick checks/practice questions, warm ups before a lesson to check for understanding
- Practice with lesson plans is an important part of our development in this standard, one that we get a lot of practice with. Once we get to student teaching, we have seen many different forms of lesson plans and can choose which aspects work well for us and which aspects are most important for us to focus on within our own teaching.
- The program is very intentional with helping student teachers learn about how to be prepared for diverse students with different learning styles and how to differentiate instruction for students.
- #6 - students are assessed in a multitude of ways to track their progress. these assessments are used to gauge their learning and lessons are modified to their needs. #7 - instruction is planned to meet the needs of all students. #8 - multiple instructional strategies are used throughout lessons to meet the needs of all students. concepts are connected to real-life.
- Mentor teachers and schools allowed me to work with their provided teaching programs to better teach students and communicate with them. Professors also challenged us to become more efficient and meaningful when teaching students.
- The program offers great instruction practice with assisting in lesson planning , assessments and instructional strategies.
- The program provided many ways of demonstrating proficiency in instructional practice. Having to work with a classroom provides the opportunity to grow in the professional field, while still allowing for feedback. Working with my mentor teacher and giving me the chance to discover instructional practices on my own was helpful and beneficial to my overall growth in the profession. I learned how to use and utilize many different programs to benefit my students. This is especially true during the time of virtual learning.
- The flexibility I've learned in teaching through our professors, along with our mentor teachers in being creative with our teaching to help make learning fun for the students.
- As far as being prepared for distant learning, we didn't receive direct help form the program rather our mentor teachers and what they were doing.
- I think it would have been great to focus on the use of technology a little bit more especially with the pandemic. When it came to technology I feel often we were learning as we went or from each other and not necessarily UH.

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)	0%	0

Answer Choices	Responses %	Responses Count
prepared (Acceptable)	18%	2
well-prepared (Target)	72%	9
N/A	0%	0
Total Answered	100%	11

Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Answer Choices	Responses %	Responses Count
un-prepared (Unacceptable)	0%	0
prepared (Acceptable)	18%	2
well-prepared (Target)	82%	9
N/A	0%	0
Total Answered	100%	11

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

- I would give all the professors a 10/10. They did a great job preparing me to become a teacher.
- Collaborating with cohort, mentor, school staff, professors. Incorporating family into student assignments and projects.
- Student teaching is the perfect environment to practice these two standards, something that does not get to be practiced as much within the other practicum experiences.
- The way the classes are set up and ran in the program have help us become professionals in the field placements and allow us to take leadership roles not only in the classroom but in our field placements.
- #9 - I have attended programs to help further development in teaching. #10 - My mentor teacher has allowed me 100% control of the classroom during solo weeks & solo days, which includes communication with other teaching professionals, students, and their families. whenever I have a question, I ask my mentor teacher, my cohort, or professors for their guidance.
- Mentor teachers and professors were available to provide answers and engage in any necessary discussions to ensure we were getting the experience needed to become educators.
- The program is very effective in promoting professional responsibility and equips teacher candidates with opportunities to grow and become leaders during the student teacher practicums and professional teaching semester.
- In the program, I've had to collaborate and work with multiple professionals in order to succeed in completing lesson plans and executing them. The program has required me to participate in many meetings with my assigned school's staff. I was also able to learn how to coordinate with parents in order to maintain communications and continue working together towards the benefit of the students.

Lastly, I was able to participate in professional developments within the program that will assist in

my professionalism in teaching. I was able to contribute ideas to a group of staff members when having to collaborate on ideas to increase student engagement through the use of technology.

- Through our professors professionalism in taking care of us, and the future students we will be teaching.
- These standards were hard to hit throughout the semesters. I was able to hit these standards through my student teaching time and being more emerged in the classroom.
- I think the program did a wonderful job of preparing us to becoming teachers.

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)	9%	1
well-prepared (Target)	91%	10
N/A	0%	0
Total Answered	100%	11

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

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.

COMMENTS:

- Teaching me how to be flexible. As a teacher you must be very flexible with your students and I think they have taught me that very well.
- Breaking up the different content areas for each semester, providing feedback when it came to lessons, and creating an open space for communication and learning
- Providing time for us to develop as teachers on our own. While we were guided through this education program, we were not driven towards on direct approach at being a teacher. The goal was always what works well for you and how will this help you be a better teacher. This allows us to use our natural strengths and incorporate those into our classrooms.
- I feel the most prepared in Standards 1, 2 & 3. The program really focuses on how students develop as learners, their learning differences and how much the environment can control how learners learn.
- The best thing about the UHWO Teacher Education program was how we were assigned to do field experience at multiple schools with different seasoned teachers each semester. Seeing different schools and teaching styles allowed me to hone in on my own style. I also really liked how everything we talked about in class applied to something I experienced in my field placement.
- The program provided many opportunities for research, discussion, and experiences inside and outside the classroom to bring us to a professional teaching standard. One of the best things was being able to converse and teach with fellow classmates often to give each other feedback, especially the Lesson Study portion.

- the UHWO Teacher Education program prepared me to become an effective teacher by providing me with a pre-glimpse of the duties and responsibilities of a teacher by allowing me to student teach during each block as well as the professional teaching semester.
- The program did well in preparing me to consider all necessary components of teaching. I have practiced many different aspects of lesson planning and have come to understand through Student Teaching how they're all important towards student learning.
- The support received is immeasurable. I will truly miss the community of educators along with the relationships we were able to build with each of them. I felt like we were one big family working with our professors and receiving their guidance and support meant so much!
- The best thing that was done was bringing awareness to the skill of being flexible. You really never know what will happen in a lesson and need to be ready to change directions if necessary.
- I think what the program did best was place me at several different locations that incorporated different cultures and climates in the classroom. Each of my mentors were very different and taught different grade levels. This allowed me the ability to learn how to work different learning styles, economic statuses and teaching styles.

In the context of your practicum and student teaching experiences over the past year, what did you find most challenging and why? For example: 1) Planning and delivering developmentally appropriate lessons; 2) Interacting virtually with students, mentor teachers, and/or university supervisors; 3) Completing the required signature assignments (be specific).

- Most difficult thing for me was interacting virtually with students, mentors, and supervisors. I found this challenging because you do not get the same interaction as if they were in person.
- Interacting virtually with students, mentor teachers, and university
- The biggest challenge behavioral management of the classroom. This was the most challenging because we did not get to have last Fall 2020 to be in the classroom, this was entirely virtual. Some students came back during our student teaching semester, but usually in small groups. Teaching to 9 kids is a lot easier than teaching to a classroom of 20, which is something I did not get to experience during student teaching.
- Engagement with students. I would teach a lesson then ask a question and the students would just stare at me. I am not sure if this is due to them being tired, lack of engagement, or they just don't know the answer.
- The most challenging aspect of my student teaching experiences was having a mentor teacher that I did not get along with (?). It wasn't that they weren't nice but I felt that I did not learn as much from them as much as I did with other mentor teachers. I still felt like a student rather than a teacher talking to another teacher for help.
- The most challenging thing for me was ensuring I had enough time to build a rapport with the student and teachers before collaborating on assignments. Virtually interacting with fellow peers and professors did not feel as personal as it would be in person. Another challenging aspect was splitting hours between SPED and Gen. Ed, especially when being placed at two different schools.
- The most challenging part was teaching virtually and being observed virtually because navigation through assignments and google meets was challenging at times.
- I believe the most challenging thing about the program was having to execute my planned lessons for my classroom. Writing out a lesson plan was one thing, but having to teach it and be observed at the same time was hard for me. The more we continued to practice it, though, the easier it became.
- Lesson plans, creating them. However, I'm much more confident now in doing them.

- The most challenging thing was planing. I found that my lesson were too rich(with me introducing a new topic) I have recently learning the art of introducing things in pieces so students are able to understand and grasp each concept and skill.
- I found with the pandemic that engagement online was difficult as a student as well as a teacher in the classroom.

Given the recent challenges that you experienced delivering instruction virtually, what overall program changes do you recommend (e.g., Educational Media & Technology or other areas of need), as we enter the post-pandemic period of teaching and learning in grades K-12?

- I do not think anything needs to be changed. Most students are good enough with computers to be able to adapt.
- Leniency when it comes to assignments and service hours
- I thought the education program teachers did a great job at delivering instruction virtually, even with dealing with all the tech issues.
- Technology and Engagement
- I suggest teacher candidates to get a how-to video or class to learn the basics on how to use all the video programs like Zoom, Webex, and Google Meets.
- Introduction to the different possible technologies that may be used such as WebEx, Google Meets, or Zoom would be helpful for both the teacher and mentors.
- I don't recommend any changes, as the changes with the way instruction is delivered in our DOE school, you just have to go through it and experience yourself.
- I believe that the roughest part of this final semester was the lack of clarity on specific assignments and what the expectations were for their completion. There were many times when I felt like I wasn't quite sure of what I needed to complete in order to be fully done with assignments. A lot of class time I felt could have been used for clarification on such assignments, especially signature ones with due dates coming.
- An optional class to be educated on technology uses.
- Educational Media & Technology and a different approach to teaching online vs in person
- I would highly reccommend a course strictly centered around technology. My placement school only used google classroom, a program I hadn't used one prior to being placed in my student teaching classroom. I think it would help us as teachers even if there wasn't a pandemic going on.

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?

- I would love to get a full time job after I graduate.
- Keep in contact with student teachers on job offers and how they're doing with their first few years of teaching
- Follow up with us about how we are doing as first year teachers.
- Not sure.
- Continue to send emails about free stuff!!! I will definitely be emailing you to pick them up when I have my own classroom.
- Coordinating a time to meet with fellow graduates and previous mentors/professors as a sort of reunion or even catch up event would be nice.
- Maybe created a UHWO graduate program for Education.
- N/A
- Continue to remain in contact to help support in the first year of teaching.

- I'd like semester or quarterly meeting with professors and classmates to discuss our classroom experiences
- I have to say that each of my professors have been a big help. Dr.Kamai has spoken with me several times in regards to my licensure and my upcoming move from Hawaii. Dr. James and Dr. Jones have also aided me in letters of recommendations. I truly feel that each of my professors want to see me succeed as much as I want myself to succeed.

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	0%	0
No	91%	10
Not Immediately	9%	1
Total Answered	100%	11

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	72%	8
At Job Fair (spring candidates only)	18%	3
No, but I have an interview(s) scheduled	0%	0
Total Answered	100%	11

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	91%	10
Offer Pending	9%	1
Please provide location, grade level, and starting date	N.A	N/A
Total Answered	100%	11

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.
- N/A

- None, thank you for all your guidance these years!!!!
- N/A
- Nothing, this program has been amazing and I am confident that through my experiences and opportunities that i will be ready to teach my own students.
- N/A
- None
- Na
- I've said this in many open discussions but I want to be clear that I enjoyed every moment of this program. I could not have asked for a better selection of professors to assist me in my journey of becoming a teacher. So many of these professors went above and beyond their required duties. Dr. Hayes helped me to find my voice and confidence in the classroom, Carli Masik studied with me on her off time to help me pass the praxis, Dr. James assisted me with my resume, Dr. Jones provided me with a few supplies for my future classroom, just to name a few things. It's my personal opinion that the professors of this program are truly what has helped us flourish into wonderful new teachers. Any school can provided a well thought out curriculum but it's the professors who make the difference.