

**Alumni Survey (Spring 2021 and Fall 2021)**

**18 Elementary and 15 Secondary graduates were surveyed  
8 out of the 33 replied  
24% response to survey rate**

**1. When did you earn your B.Ed. from UHWO?**

<b>Semester</b>	<b>Response Percent</b>	<b>Response Count</b>
Spring 2021	50%	4
Fall 2021	50%	4
Total	100%	8

**2. Upon graduation from UHWO, when did you begin your teaching career?**

<b>Semester</b>	<b>Response Percent</b>	<b>Response Count</b>
Spring 2021	50%	4
Fall 2021	50%	4
Total	100%	8

**3. How long have you been teaching?**

<b>Answer Option</b>	<b>Response Percent</b>	<b>Response Count</b>
1 semester	50%	4
1 year	50%	4
Total	100%	8

**4. Elementary School Teachers Only: What is/are your current teaching**

<b>Position</b>	<b>Response Percent</b>	<b>Response Count</b>
Full time classroom teacher: Regular	100%	6

<b>Position</b>	<b>Response Percent</b>	<b>Response Count</b>
Full time classroom teacher: Inclusion	0%	0
Full time special education teacher: Resource Room	0%	0
Full time special education teacher: Inclusion	0%	0
Part-time Teacher (PTT)-Elementary	0%	0
Education Assistant (EA)-Elementary	0%	0
Substitute Teacher	0%	0

**5. MLSEC Teachers Only: What is/are your current teaching position(s)?**

<b>Answer Choices</b>	<b>Response Percent</b>	<b>Response Count</b>
Full time MLSEC English	100%	1
Full time MLSEC Math	0%	0
Full time MLSEC Science (specify subject area(s) below in "Other")	100%	1
Full time MLSEC Biology	0%	0
Full time MLSEC Social Studies	0%	0
Full time MLSEC classroom teacher: Inclusion	0%	0
Full time MLSEC special education teacher: Resource Room	0%	0
Full time MLSEC special education teacher: Inclusion	0%	0
Education Assistant (EA)	0%	0
Part-time Teacher (PTT)	0%	0
Substitute Teacher	0%	0

Answer Choices	Response Percent	Response Count
Other (please specify)	0%	0

**6. In addition to your current teaching responsibilities, describe any other work-related roles to which you have been assigned, such as administration, coordination, coaching, etc.**

- None
- Class Advisor, Name Reading Advisor for Commencement, SAT/ACT Prep teacher
- None
- Event counselor, parental advisor
- Writing curriculum
- Coach, tutor, helper, parent coordinator
- Helping with field trips, helping parents, working with community members
- None

**7. What grade level(s) do you presently teach?**

Answer Choice	Response Percent	Response Count
Grade K	0%	0
Grade 1	0%	0
Grade 2	0%	0
Grade 3	12.5%	1
Grade 4	50%	4
Grade 5	0%	0
Grade 6	0%	0
Grade 7	0%	0
Grade 8	0%	0
Grade 9	0%	0
Grade 10	0%	0
Grade 11	12.5%	1
Grade 12	12.5%	1
Other	12.5%	1

**8. Using a 3-point Likert Scale, rate how well you feel the UHWO Teacher Education program prepared you to demonstrate in-depth knowledge of content that you currently teach, as described in professional, state, and institutional standards. Check all that apply.**

Subject	Unprepared (0)	Prepared (1)	Well-Prepared (2)	N/A	Number of responses	Average Rating	Range
Elementary English Language Arts	0	1	7	0	8	1.99	1-2
Elementary Math	0	0	8	0	8	2.00	2
Elementary Science	0	0	8	0	8	2.00	2
Elementary Social Studies	0	1	7	0	8	1.88	1-2
Middle-level English	0	0	0	8	8	0.00	0
Middle-level Math	0	0	0	8	8	0.00	0
Middle-level Science	0	0	1	0	8	2.00	2
Middle-level Social Studies	0	0	0	8	8	0.00	0
Secondary English	0	0	1	0	8	2.00	2
Secondary Math	0	0	0	8	8	0.00	0
Secondary Science	0	0	0	8	8	0.00	0
Secondary Biology	0	0	0	8	8	0.00	0
Secondary Social Studies	0	0	0	8	8	0.00	0
Other (please specify)	0	0	0	8	8	0.00	0

**9. 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
un-prepared (Unacceptable)	0
prepared (Acceptable)	0
well-prepared (Target)	8
N/A	0

Answered 8

**10. 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
un-prepared (Unacceptable)	0
prepared (Acceptable)	0
well-prepared (Target)	8
N/A	0

Answered 8

**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
un-prepared (Unacceptable)	0
prepared (Acceptable)	0
well-prepared (Target)	8
N/A	0

Answered 8

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

- N/A
- Practicing different learning methods as well as doing case studies helped greatly in being able to identify what to look for in students and how to adjust curriculum
- The program has taught me many strategies when it comes to creating a safe and welcoming classroom. Which stems from the knowledge of the SPED and social studies courses I have taken. The group and whole class assignments/projects have also benefited when it comes to working with others
- Dr. [redacted] showed me about how to use culture and in my teaching.
- As a current classroom teacher, I felt well-prepared going into this school year. The only issues I really had was working through the school's processes.
- I learned many teaching strategies and activities that I use in all content areas in my teaching. Working with me peers at UHWO helped lot.
- The student teaching semesters helped being in the classroom for my practicum and student teaching.
- N/A

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

<b>Answer Choices</b>	<b>Response %</b>	<b>Response Count</b>
Elementary English Language Arts	75%	6
Elementary Math	75%	6
Elementary Science	75%	6
Elementary Social Studies	75%	6
Middle-level English	12.5%	1
Middle-level Math	0%	0
Middle-level Science	12.5%	1
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

Answer Choices	Response %	Response Count
Other (please specify)	0%	0

**14. 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
un-prepared (Unacceptable)	0
prepared (Acceptable)	0
well-prepared (Target)	8
N/A	0

Answered 8

**15. 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
un-prepared (Unacceptable)	0
prepared (Acceptable)	0
well-prepared (Target)	8
N/A	0

Answered 8

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

- N/A
- I believe I have a strong understanding of my content, I would just like more knowledge as to how to apply it to more real world problems and make math more engaging but also effective.
- The process of creating lessons in the program have been very similar to what I am currently doing as a teacher. This can be seen with the use of learning targets and success criteria and differentiation to meet all sorts of learning styles.
- None
- As a general science major now teaching mostly biology and environmental science, there were concepts that I did not get familiarized with in college to prepare for teaching. For example, botany helped understand plants and how they grow/germinate etc, but not entirely applicable to teaching environmental science because botany is too specific of a topic to teach in over-arching environmental

science class. And botany is not offered at the high school level. More ecology and sustainability classes would have been beneficial in replace of botany

- none
- N/A
- N/A

**17. 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
un-prepared (Unacceptable)	0
prepared (Acceptable)	2
well-prepared (Target)	6
N/A	0

Answered 8

**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
un-prepared (Unacceptable)	0
prepared (Acceptable)	1
well-prepared (Target)	7
N/A	0

Answered 8

**19. 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
un-prepared (Unacceptable)	0
prepared (Acceptable)	0
well-prepared (Target)	8
N/A	0

Answered 8



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

Answer Choices	Responses
un-prepared (Unacceptable)	0
prepared (Acceptable)	0
well-prepared (Target)	8
N/A	0

Answered 8

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

- EDEF classes did a great job with repetition, practice, and research on new practices. Going into teaching, I felt very prepared with how to plan instruction as well as adjust in the moment because of the different strategies that were given and practiced during class and placement hours
- The program has provided me with the knowledge of the different ways to assess students formally and informally and how that can be used when it comes to teaching, whether that be understanding where my students are at in their prior knowledge or the next steps I can take as a teacher when it comes to making sure my students meet their learning goal.
- N/A
- N/A
- Our program did a phenomenal job teaching us how to utilize technology in our lessons and assessments. It made teaching a lot easier during the pandemic. Also we have school-wide PDs regarding instructional strategies and most times it's strategies that I've already learned about and tried.
- N/A
- N/A
- None

**22. 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
un-prepared (Unacceptable)	0
prepared (Acceptable)	1

Answer Choices	Responses
well-prepared (Target)	7
N/A	0

Answered 8

**23. 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
un-prepared (Unacceptable)	0
prepared (Acceptable)	1
well-prepared (Target)	7
N/A	0

Answered 8

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

- N/A
- I feel like our program could prepare us a little more as to who we should approach regarding various situations (but I do understand that this varies by school)
- The introduction to allowing student teachers to join their mentors for school-wide activities and meetings benefited when it came to understanding that as a teacher we not only teach but continue to learn. In addition, being exposed to different schools helped when it came to getting to know the community and the people within it
- Being placed with classmates at different practicum as well as student teaching and employment definitely helped prepare for collaboration and leadership as a DOE employee. Adapting practices to meet the needs of each learner were practiced many times in multiple classes
- N/A
- N/A
- We had a lot of professional responsibility during our program.
- I'm not sure

**25. Thinking back on your classroom teaching experience to date, how would you rate your impact on student learning in the classroom?**

Answer Choices	Response %	Response Count
<b>un-prepared (Unacceptable)</b>	<b>0%</b>	<b>0</b>
<b>prepared (Acceptable)</b>	<b>75%</b>	<b>6</b>
<b>well-prepared (Target)</b>	<b>25%</b>	<b>2</b>
N/A	0%	0

Answered

8

## 26. Please provide support for your rating re: My Impact on Student Learning

- As a first year teacher, one of the things I wanted to create was a classroom where students enjoyed coming to school and wanting to learn. As the school year is coming to an end, I would gladly say that I have created that safe space for students. This was done by building relationships in the beginning of school year and the opportunity for students to respond throughout the lesson. I feel like my class is very interactive and differentiated because of the different ways we practiced and discussed these topics in class. My students get a lot of hands-on experience, as well as different forms of learning such as media, literacy strategies, group and individual work. They always have a choice in how they want to learn and I do my best to provide different forms for each learning. They apply what they've learned every week through labs. Students have fun while learning
- N/A
- I think students answered that they learned and retained information from my classes.
- N/A
- My EES data showed me that students improved.
- Dr. [redacted] made me go to assessment meetings. I did not enjoy it in class but I now realize.

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

- Working with others
- Our program prepared us to teach a diverse selection of students regardless of the situation (pandemic/no pandemic). Our program also prepared us for EES quite well—I and a few cohort members felt as though this process was a walk in the park.
- Everything. From introducing us to the EES standards to strategies to practice in the classroom. UHWO did a great job at giving us different lenses to look through and having time to practice each piece. We were given a lot of experiences that were comparable to what would actually happen in our own classroom and given feedback on how to adjust properly. Every class had great discussions in theoretical

view that would lead to application in our classes. I think being observed using the EES strategies and doing reflections with the EES standards were definitely helpful in preparing for the actually EES observation. I have talked to many other teachers who have gone through different programs, and I feel like UHWO students are far more prepared in terms of experience and mindfulness. We have been exposed to all aspects of teaching throughout the program and guided in the right direction throughout the years

- Lesson plans
- I enjoyed working with my peers in student teaching
- Exposure of different schools, teachers, and grade levels. Because of this I was able to see what I would/wouldn't implement into my classroom
- N/A
- You taught me everything I know

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

- Science teaching workshops for labs, literacy strategies etc
- More intervention techniques specific to our content area. More training on developing lessons on NGSS standards and EOC.
- Computer technology, project based learning, classroom management
- Working with students regarding their social emotional well being and behavior.
- More training as to how to more efficiently collect student data and how to communicate with parents and administrators. Another recommendation would be to find ways to accommodate a student based on their IEPs/504s
- Classroom Management, Student Engagement (math related)
- I don't know

**29. If the UHWO Education Division were to offer a 30-credit Masters Degree in Curriculum & Instruction, with licensure and non-licensure pathways, how likely would you be to apply to the graduate program?**

Answer Choices	Response %	Response Count
unlikely at this time	0%	0
most likely	87.5%	7

Answer Choices	Response %	Response Count
highly likely	12.5%	1
Comment:		

Answered

8

**30. If the UHWO Education Division were to offer a 30-credit Masters Degree in Curriculum & Instruction, with licensure and non-licensure pathways, how likely would you be to apply to the graduate program?**

- Very likely
- MS would be great!
- After I get tenure, I will work on a Masters Degree. Probably from Manoa.
- I'd like that
- N/A
- None
- Good, yes
- Very like that

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

- Computers and computer science
- Standards
- Mentoring program
- Adult literacy