

**Special Education Advanced Licensure  
Exit Survey, Spring 2023  
AY 2022-23 Cohort**

N=10  
2 candidates 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.**

<b>Answer Choices</b>	<b>Responses %</b>	<b>Responses Count</b>
un-prepared (Unacceptable)	0%	0
prepared (Acceptable)	63%	5
well-prepared (Target)	38%	3
N/A	0%	0
Total Answered	100%	8

**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.**

<b>Answer Choices</b>	<b>Responses %</b>	<b>Responses Count</b>
un-prepared (Unacceptable)	0%	0
prepared (Acceptable)	25%	2
well-prepared (Target)	75%	6
N/A	0%	0
Total Answered	100%	8

**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.**

<b>Answer Choices</b>	<b>Responses %</b>	<b>Responses Count</b>
<b>un-prepared (Unacceptable)</b>	0%	0

Answer Choices	Responses %	Responses Count
prepared (Acceptable)	25%	2
well-prepared (Target)	75%	6
N/A	0%	0
<b>Total Answered</b>	100%	8

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

- We worked collaboratively and was very inclusive.
- Learning more in depth about the individuals with exceptionalities aided me tremendously in figuring out the various possible strategies that I may use for each child.
- School level Sped mentor
- The teacher provided the legal stand point but also shared personal experiences. She also invited guest speakers to speak about their experiences.
- While attending the SPED program at UH west we were exposed to different families impacted by special education services, we learned from professional in the DOE that could provide strategies, legal support, and guidance in the classroom. Our professor was professional, approachable and effective in meeting student needs (college students). Our professor heard our needs as educators and found materials or personnel that could support us on our SPED journey. I left the program feeling prepared to write IEP's, however there are many other documents that come along with being a care-coordinator. I wish we also reviewed ESR's, disability worksheets, and annual/reevaluation processes.
- Going over the different disabilities was helpful. Learning about data collection to drive instruction was a good tool. Learning about transitions and support, along with having guest speakers about certain topics like self-efficacy and self-advocacy was very helpful.
- I provide my students with differentiated in order to ensure they are being met where they are at. As a grade level we are implementing Read Well as an intervention and using Walk to Read allow ALL students in 2nd grade to improve they phonetic skills. Each teacher is assigned different units and teacher different groupings of students across the grade level. Standard #2: Learning Differences - I provide parents with a questionnaire about their child to really learn their background as well as ask for parental input about their child and what they know about them. Standard #3: CEC - Within my classroom, I promote positivity and mindfulness. In the morning we begin our day with a morning stretch then it leads to saying we can statements as an affirmation. Students repeat our school's 3 Bs, some of our classroom rules, and instilling pride in our school, community, and themselves. Throughout the day I create pockets of time where students are able to collaborate and learn from each other. This instills the idea that students are each other's resources too and helping each other out helps everyone to grow.
- The teacher was great and I felt prepared after the class. I enjoyed the guest speakers sharing knowledge from experience. There were times when the teacher needed to refer some questions to each school's administration because there were some gray areas. Schools have their own

processes and procedures but the teacher was able to explain the laws and overall process.

## CONTENT

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

Answer Choices	Responses %	Responses Count
Special Education K-6	50%	3
Special Education 6-8	50%	3
Special Education 9-12	17%	1
Elementary	0%	
Middle-level English	0%	1
Middle-level Math	0%	1
Middle-level Science	0%	
Middle-level Social Studies	0%	
Secondary English	0%	
Secondary Math	0%	
Secondary Science	0%	
Secondary Biology	0%	
Secondary Social Studies	0%	
Other (please specify)	17%	1
<b>Total Answered</b>	<b>100%</b>	<b>6</b>

**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)	33%	2
well-prepared (Target)	67%	4
N/A	0%	0
<b>Total Answered</b>	<b>100%</b>	<b>6</b>

**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
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<b>Answer Choices</b>	<b>Responses %</b>	<b>Responses Count</b>
<b>un-prepared (Unacceptable)</b>	0%	0
<b>prepared (Acceptable)</b>	50%	<b>3</b>
<b>well-prepared (Target)</b>	50%	<b>3</b>
<b>N/A</b>	0%	0
<b>Total Answered</b>	100%	<b>6</b>

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

- A lot of content knowledge was shared. Guest speakers also helped solidify content.
- This course has taught me to understand the different learners and the various strategies that can be implemented.
- School level sped mentor
- The teacher invited guest speakers who are currently in the field and have experiences to share. The teacher shared examples of what the lessons could look like.
- Our teacher was prepared to teach us. They were prepared with a lot of resources and personnel support to meet our needs.
- The content and laws were great and handout examples were helpful.

**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.**

<b>Answer Choices</b>	<b>Responses %</b>	<b>Responses Count</b>
<b>un-prepared (Unacceptable)</b>	0%	0
<b>prepared (Acceptable)</b>	33%	2
<b>well-prepared (Target)</b>	67%	4
<b>N/A</b>	0%	0
<b>Total Answered</b>	100%	6

**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.**

<b>Answer Choices</b>	<b>Responses %</b>	<b>Responses Count</b>
<b>un-prepared (Unacceptable)</b>	0%	0
<b>prepared (Acceptable)</b>	33%	2
<b>well-prepared (Target)</b>	67%	4
<b>N/A</b>	0%	0
<b>Total Answered</b>	100%	6

**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.

<b>Answer Choices</b>	<b>Responses %</b>	<b>Responses Count</b>
<b>un-prepared (Unacceptable)</b>	0%	0
<b>prepared (Acceptable)</b>	50%	3
<b>well-prepared (Target)</b>	50%	3
<b>N/A</b>	0%	0
<b>Total Answered</b>	100%	6

**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?**

<b>Answer Choices</b>	<b>Responses %</b>	<b>Responses Count</b>
<b>un-prepared (Unacceptable)</b>	0%	0
<b>prepared (Acceptable)</b>	33%	2
<b>well-prepared (Target)</b>	67%	4
<b>N/A</b>	0%	0
<b>Total Answered</b>	100%	6

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

- I enjoyed the professional growth collaborating with others.
- I was more prepared in utilizing the Educational Assistants in my classroom. I was also better equipped to communicate with the parents of students with learning disabilities.
- School level sped mentor
- The teacher provided Federal and State laws and references. She explained the importance of following the timelines. She invited parents who's children went through the IEP process to share their experiences with the school system.
- Professor was professional
- Listening to guest speakers from the school, parent, and district point of views were helpful to understand the concerns from different parties of the Special Education world.

**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.**

<b>Answer Choices</b>	<b>Responses %</b>	<b>Responses Count</b>
<b>un-prepared (Unacceptable)</b>	0%	0
<b>prepared (Acceptable)</b>	33%	2
<b>well-prepared (Target)</b>	67%	4
<b>N/A</b>	0%	0
<b>Total Answered</b>	100%	13

**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.**

<b>Answer Choices</b>	<b>Responses %</b>	<b>Responses Count</b>
<b>un-prepared (Unacceptable)</b>	0%	0
<b>prepared (Acceptable)</b>	0%	2
<b>well-prepared (Target)</b>	33%	4
<b>N/A</b>	67%	0
<b>Total Answered</b>	100%	6

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

- A variety of assessments were used. I personally like the preparation for the Praxis as well as the practical application of lessons and IEP content.
- This course provided information on each disability and what types of accommodations and modifications may be needed.
- School level sped mentor and SSC
- The teacher shared why its important to track data, shared examples, ask experienced teachers to share their data collection system.
- our assignments challenged use multi-modality to meet. the needs of our students
- The samples provided were a great resource to take back to school and collaborate with other teachers on campus.



**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)	50%	<b>3</b>
well-prepared (Target)	50%	<b>3</b>
N/A	0%	0
<b>Total Answered</b>	<b>100%</b>	<b>6</b>

**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:**

- I feel much more prepared in working with my students as well as communicating with parents. I specifically have learned to use assessments to drive the goals for my students.
- This course did prepare me for teaching a special education resource classroom but there are always those unique situations and students that no class will prepare you for.
- School level sped mentor and SSC
- The teacher shared a lot of legal information, resources, and references. There were many examples and guest speakers from different areas of the SPED world to provide insight.
- Feedback from the students in my student teaching class said they felt prepared, valued, and understood as a student in my room. I think the program prepared me to be inclusive and accepting. Great
- The support and content knowledge given was very helpful.
- The program best prepared me by teaching all of the disabilities and the accommodations and modifications for each.
- Learning the laws and timelines.
- Bringing in professional experts and families to share about SPED
- Guest speakers, samples, experience
- Practical strategies to use with students and see it in action.
- N/A

**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?**

- Invite Administrators (VP and Principals) from different grade levels to share their experiences with the IEP process and student disciplinary actions.
- Include meeting processes and paper work as a care-coordinator
- Bring in an administration point of view since a lot of the final says comes from the administration at each school.
- Sustaining some kind of ongoing support and connection with others in the field and who have gone through the program.
- Provide annual professional development refresh courses to share updated laws and processes that change with the times.
- Guest speaker, annual trainings, and upkeep with changes in laws or trouble cases.

**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	<b>100%</b>	5
No	0%	
Not Immediately	0%	
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	<b>20%</b>	1
No	0%	
I already secured a position.	80%	4
No, but I had an interview(s) scheduled	<b>0%</b>	0
Total Answered	100%	5

**During your student teaching semester, were you offered and did you accept a special education teaching position? If yes, please provide location, grade level, and starting date.**

Answer Choice	Responses %	Responses Count
Yes	<b>100%</b>	5
No	0%	
Offer Pending	0%	
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?**