

UHWO Division of Education
Teacher Candidate Evaluations of Field Experiences Survey: Spring 2023

SPRING 2023 Teacher Candidate Field Experience Enrollment

Course	Enrollment Number	Survey Respondents
EDEF 200	10	0
Intro to EDML/EDSE – EDEF 345	0	0
SPED Early Field	6	5
Social Studies/CLD/SPED – Block 1	16	16
EDML/EDSE – Block 1	23	5
Reading/Language Arts Methods – Block 2	17	16
EDML/EDSE - Block 2	0	0
Math/Science Methods – Block 3	0	0
Elementary Student Teaching	32	20
EDML/EDSE Student Teaching	10	0
SPED Practicum	2	0
Total	116	62

% of total field experience enrollment responded to survey

Course	Percentage of Total Responses
EDEF 200	0%
Intro to EDML/EDSE – EDEF 345	0%
SPED Early Field	8%
Social Studies/CLD/SPED – Block 1	35%
EDML/EDSE – Block 1	8%
Reading/Language Arts Methods – Block 2	26%
EDML/EDSE - Block 2	0%
Math/Science Methods – Block 3	0%
Elementary Student Teaching	23%
EDML/EDSE Student Teaching	0%
SPED Practicum	0%
Total	100%

Describe your classroom:

	Responses
General Education	42
Inclusion	14
Special Education	3
Other	0
Total	56

	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	1	8	5	48	62
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	1	8	9	44	62
Instructional Practice: My mentor teacher modeled and communicated with me about positive and effective classroom management strategies	0	4	6	7	45	62

	Unsatisfied 1	2	Satisfied 3	4	Very Satisfied 5	Response Count
Instructional Practice: My mentor teacher modeled and communicated with me about a variety of teaching strategies and resources, including the appropriate use of technology	0	3	8	11	40	62
Instructional Practice: My mentor teacher modeled and communicated with me about formal and informal assessment strategies.	0	6	9	12	35	62
Professional Responsibilities: My mentor teacher exhibited professional behaviors by making me feel welcome in their classroom.	0	3	4	5	50	62
Professional Responsibilities: My mentor teacher exhibited professional behaviors by observing my teaching and giving timely and constructive feedback on ways to improve.	1	1	7	3	50	62

	Unsatisfied		Satisfied		Very Satisfied	Response Count
	1	2	3	4	5	
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.	0	3	10	15	34	62
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.	1	3	12	12	34	62
Instructional Practice: My university supervisor, or EDEF 201 Instructor, provided helpful suggestions on positive and effective classroom management strategies.	1	1	10	19	31	62

	Unsatisfied		Satisfied		Very Satisfied	Response Count
	1	2	3	4	5	
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.	1	5	9	22	25	62
Instructional Practice: My university supervisor, or EDEF 201 Instructor, provided helpful suggestions on formal and informal assessment strategies.	2	4	9	16	31	62
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.	2	4	7	16	33	62

	Unsatisfied		Satisfied		Very Satisfied	Response Count
	1	2	3	4	5	
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.	2	4	9	15	32	62
Overall, how satisfied were you with your field experience this semester?	0	3	9	11	38	62

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.

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- Scaffold from block 1 to do Solo Full days. Block 1 just one mandatory 1 day. Block 2 two mandatory solo days. Block 3 three mandatory solo days. Also, make an assignment in each block to allow the student to observe other teachers. So that way they can communicate more within the school. The purpose is to see different teaching styles. Prefer the same grade level or a grade level they want to see.
- Not at the moment :)
- None
- NA
- None
- N/A
- Overall, Professor needs to be more encouraging of us fulfilling the Elementary ED program.
- No
- maybe separate "timely" and "constructive", because there was a lot of "constructive" feedback but wasn't "timely".
- I would say that some professors gave no sympathy for students especially for sickness reasons. Was told "You missing class could cause a departure out of the program".

- Overall, I enjoyed my field placement. I had a great mentor teacher and a great group of students. I felt I also got along with my professors this semester (being in person really made me feel like I had way more support). I also think having students do 45 hours every semester is a bit much. I think having virtual simulations may be better practice for classroom management.
- None