

Teacher Candidate (K-12) Exit Survey Spring 2024

N = 36 (18 EDEE, 18 EDSE)

Response summary: 31 Candidates started the survey and self-evaluated on Standards 1,2 and 3 from 16 EDEE and 15 EDSE)

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)	6%	2
prepared (Acceptable)	48%	15
well-prepared (Target)	45%	14
Total Answered	100%	31

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)	6%	2
prepared (Acceptable)	48%	15
well-prepared (Target)	45%	14
Total Answered	100%	31

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)	6%	2
prepared (Acceptable)	26%	8
well-prepared (Target)	68%	21

Answer Choices	Responses %	Responses Count
Total Answered	100%	31

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

- I felt prepared by each educator at the University of West Oahu. Each educator took the time to show how to reach each InTASC Standard and allowed us to explore how to reach each Standard.
- The program has allowed me to gain experience in the classroom as a long term substitute and were able learn and understand how the students grow, develop, and their differences. I was able to work and collaborate with others to create a safe learning environment, and to have engaging lessons. I feel more prepared for my official first year of teaching as a licensed teacher.
- I feel like it was always encouraged for us to address these standards in our lesson plans, but I don't feel like I really learned a lot of practical ways to actually address things like diverse cultures in lessons on a regular basis.
- The professor made sure we had a friendly, welcoming, and safe learning environment! If we had challenges, they were very accommodating and made sure each student felt included
- Everything has reason. Although it is not done traditionally we learn more than we ever would in black and white.
- Teachers learn to teach by teaching
- I think the classes we took in previous semesters helped to prepare us for student teaching in these categories.
- For learning environments, I couldn't hit that target goal because besides my cohort I didn't really feel like I had the correct collaboration with experienced teachers or mentors. I had to bounce a lot of ideas or concerns with my peers.
- This program was very helpful and everyone was amazing.
- Throughout this semester, there were many learning points. Discussing with faculty members, peers, classmates, and students. Creating a safe environment is something that I personally feel comfortable doing. I will continue to work toward diversifying content and ensuring that I can understand how each student learns and grows.
- Teachers intently organize our groups to facilitate learning due to getting to know learners throughout the program.
- The collaboration that the program encouraged, not only within our own classroom, but also by bringing others in to talk and with having us communicate with other mentors from different schools really supported us, and allowed for us to continuously reflect upon ourselves.

- The program provided opportunities for student teachers to gain experiences in the classroom.
 - Bad
 - I fully understand that teachers need to love their students. But I felt the program was too focused on trying to make sure we genuinely loved our students and going above and beyond for them. But failed to address how to actually instruct our students and how to interpret the curriculum.
 - This has been the best semester for myself with the support of my mentor.
-
- The UHWO teacher preparation program provides me with support from the staff and resources to prepare me for my lessons in my student teaching placement. I was able to apply the knowledge that I learned from the education and content classes which supported my students in becoming successful in my lessons. As both the teacher and learner in the classroom, the program is always there to support my needs by continuous effort to provide feedback and guides into my lesson plan outlines.
 - The learning environment is very positive and makes you want to come to class
 - Different teaching strategies, discussions, hands-on activities, and experiential learning opportunities, accommodate different learning preferences and support successful student engagement.
 - .
 - My field placements during the program have provided me with various opportunities to grow as an individual and future educator.
 - Student teaching especially my mentor teacher has helped me with each standards and how to understand them in the classroom
 - One thing that we're taught to incorporate would be the Na Hopena A'o framework. That framework helps to build the classroom environment and rapport that students need to create a comfortable environment. We've also learned how to incorporate diverse learners and understanding that everyone in the classroom brings a unique experience into the class. Lastly, we've been taught different types of learning styles to help engagement. We've learned about things like guided notes and activities to help engage students.
 - n/a
 - The program allowed me to collaborate with my mentor teacher and learning more about the students. The information given by the mentor teacher allowed me to understand all learners and ways that I can accommodate to their needs, and to support them to reach the students' fullest potential. The program also allowed me to get to know my school community and how I can use those information to help me be the best teacher candidate that I can be.

- The program was pretty effective
- Throughout the Education Program at UHWO, I felt very supported by each and every professor. As a learner, I felt that the professors ensured that I GREW as a teacher and I grew within the profession. The professors taught me skills that I will be able to take into my teaching career. With that being said, I feel that there were vital things that we were not taught, aware of or exposed to while in college. Nonetheless, I feel that all professors were very supportive and prepared me the best they could for the teaching profession.
- Student teacher candidates came in with great strengths and is the reason why I feel we were well-prepared. If anything teachers helped us refine our own skills.
- Throughout the program I have been able to gain valuable skills and experiences that support my ratings for each category. For Standard #1 through the different student teaching experiences and the content that we are taught within our classes I have been able to understand how to develop activities that are related and connected to the students. Standard #2 throughout my student teaching experience with the school that I am at along with the students that I have have allowed me to plan and create lessons that are inclusive and also geared towards students specific needs. Standard #3 throughout my entire time in the program I have had immense support from peers, professors, and all of my teaching mentors with help in how to become an engaging teacher. As well as taking in the advice that they have all given me to better myself as a teacher.
- Overall the program was effective enough to provide me with the basic knowledge of teaching.

CONTENT

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

Answer Choices	Responses %	Responses Count
Elementary English Language Arts	20.00%	16
Elementary Math	18.75%	15
Elementary Science	18.75%	15
Elementary Social Studies	20.00%	16
Middle-level English	2.50%	2
Middle-level Math	1.25%	1
Middle-level Science	0.00%	0
Middle-level Social Studies	1.25%	1
Secondary English	5.00%	4
Secondary Math	5.00%	4

Answer Choices	Responses %	Responses Count
Secondary Science	0.00%	0
Secondary Biology	0.00%	0
Secondary Social Studies	6.25%	5
Other (please specify)*	1.25%	1
Total Answered	100%	80

*Participant indicated: SEL (Social Emotional Learning)

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)	10%	3
prepared (Acceptable)	40%	12
well-prepared (Target)	50%	15
Total Answered	100%	30

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)	7%	2
prepared (Acceptable)	50%	15
well-prepared (Target)	43%	13
Total Answered	100%	30

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

- I felt like I could have given more practice with certain content areas. Especially since each content was spread out within the blocks. I wish we took refreshers throughout the semester.
- Through the program, I was able to understand the different concepts, and tools to help students in critical thinking, creativity and collaborative problem solving. Before starting a unit, I would research about the concept to have a better understanding and from there, design lessons that meets the needs of each student, making it meaningful to them, and connecting it to the real world.

- The program as a whole provided me with a lot of great opportunities to grow in my understanding of the content as well as in being able to apply the content in the classroom. I think, as a teacher, this will be an area that I am always striving to strengthen and grow in, which is why I chose acceptable but not well-prepared. A lot of this takes first hand experience and can't just be taught in a semester.
- We were able to fully understand why each activity and resource was needed
- We learn a lot about how to apply what we learn to teach and I think that is very valuable and important.
- More classes need to be offered more often. Especially required courses.
- Taking the methods class helped me to better prepare in how to do ELA in a classroom. I do wish it was more than one semester as I think it would better prepare students to go into the classroom to teach content.
- For content knowledge, I when with unacceptable because Social Studies has so much content to go over to meet standards but such a small window. It really felt rushed and generic. If SS could be a year long course I feel that content and historical empathy would be able to merge better. For some lessons it was hard to make application of content because the amount of information that we needed to teach.
- It was helpful learning about the content from coteachers but I think I would like to personally build on my background knowledge to help with learning the content.
- I feel that I was provided with a lot of helpful information and resources from faculty members, past teachers, and peers.
- Teachers make sure I am explicitly teaching content areas by providing strategies and modeling through it.
- The program enabled us to communicate with those in different content areas, and even though we were well-prepared in different things, it was when we came together and shared out or tried things with each other that fueled us to be able to do the same with our own students.
- I was able to teach quality lessons in ways that impact student's experiences. It also introduced reflective teaching practices
- Bad
- I feel that mainly in literacy the program did not go into enough depth about how to teach our student skills. I felt like teaching phonics and grammar could have been addressed more.
- ...
- The content that I was taught for my concentration was effective into helping me teach my students at the grade level they are learning at. Applying the content in the classroom is important as I was able to use the tools and resources that I

learned from the UHWO teacher program. I am able to become familiar with the teachings and content from the placement that I am in while becoming more creative with the content.

- The course was so engaging and helps us become ready to be in the educational environment
- All students should be able to use and benefit from the content delivery methods, regardless of their learning style or background.
- ...
- I feel that the program has provided me with a variety of experiences to expand my knowledge.
- As a student teacher I was given opportunities to connect concepts. Student did a PBL project that connected science with students working together as a group. In the classroom the students use a Learning intention and success criteria to help them understand the content they are learning and how they can be successful.
- One thing that we've learned that has been such a big help is curriculum mapping. It's so helpful to have a curriculum map. We've also learned the different tiers of vocabulary words and how to identify them in the classroom. Another idea we've learned is making out content relevant to our students when possible.
- n/a
- The program allowed me to learn and master the content that I am teaching. To understand the content, I had to learn alongside of the students to help me build my background knowledge. In addition, I needed to determine how I can teach the standards, how I can integrate other content areas, and give students exposure to real world connections and concepts.
- Effective
- As far as content, I feel that the UHWO professors provided me with great resources and information that I can take into the teaching field.
- Through the field work, I was able to focus on content through real experiences. In the classroom helped but is not a major factor to our growth.
- In terms of program preparing me to teach the specific content of social studies. I feel like it has allowed me a lot of exploration with the content within each grade level that I have student taught in but also look at each content area within social studies in a more philosophical way in how we can connect it to the students and make it enjoyable for them to learn.
- The program's overall effectiveness for Content was average because I feel that we did not focus on that standard that much in the program. We instead needed to learn that in our own field placements.

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)	3%	1
prepared (Acceptable)	41%	12
well-prepared (Target)	55%	16
Total Answered	100%	29

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)	3%	1
prepared (Acceptable)	55%	16
well-prepared (Target)	41%	12
Total Answered	100%	29

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)	3%	1
prepared (Acceptable)	55%	16
well-prepared (Target)	41%	12
Total Answered	100%	29

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)	3%	1
prepared (Acceptable)	45%	13
well-prepared (Target)	52%	15
Total Answered	100%	29

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

- Throughout the semester we were able to practice how to be efficient in instructional practices.
- The program incorporates a wide range of instructional strategies to cater to diverse learning styles and promote deep understanding of content. These strategies include but are not limited to, direct instruction, cooperative learning, inquiry-based learning, project-based learning, flipped classroom approaches, and technology-enhanced instruction. The program emphasizes the importance of using multiple methods of assessment to engage learners in their own growth, monitor progress, and guide instructional decision-making. The program emphasizes the importance of planning instruction that is aligned with rigorous learning goals. We are to develop lesson plans and unit plans that clearly articulate learning objectives, instructional activities, and assessment methods. We draw upon their understanding of content areas, curriculum standards, pedagogy, and knowledge of learners and the community context to create purposeful and coherent instructional plans.
- I can confidently say that I learned a wide range of assessments to use from various professors throughout the program. While I learned a lot about supporting learners, especially with differentiation, I struggle to still target my higher learners in lessons. Most of the strategies I've learned about regarding differentiation focused more on lower learners, rather than higher level learners. I would have loved more hands on opportunities to practice targeting different level learners in one lesson as well as have more opportunities to discuss strategies in our college classes.
- We learned different methods to use in the classroom and how students learn in different ways
- More time in the classroom is most beneficial
- Practicing teaching by teaching in practice through mentor teacher & uhwo satep helped me meet these standards
- I learned a lot but feel like I could have been prepared more in certain areas.
- For all of these sections I picked acceptable because there is always room from growth in these areas. I feel like I have a okay foundation to build on.
- I was able to create summatives with the help of my mentor teachers of how to create projects that involved media that the students will love.
- One strength that I found I possess this semester is the ability to adapt and incorporate different strategies and tactics to help students understand. I also found that I can implement technology well that students can use to help solidify their learning and understanding.

- Teachers ask guiding questions to inform my own teaching and being reflective in teaching practices
- The content is always there, but what matters is the delivery and how effective the points are getting across. In the program, we worked on coming up with lessons that would allow people to use them universally, and the discussions behind that will stay ingrained.
- Bad
- The program really stressed the importance of using assessments with intention and incorporating technology into our classrooms was done well.
- .
- Taking multiple forms of assessment such as formative, summative, observational, and verbal assessment can support me to target which students I should coach up with. I am able to realize where students needs to improve on and which kind of small group assessment is needed. The program supports me with tools in how to use these forms of assessment to improve my next lesson plans.
- The course set positive learning and growing to become the best future teacher
- Developing reflective thinking among educators encourages the quality of education to continuously improve.
- .
- The program provided me with a variety of instructional tools do deepen my practice.
- I was able to meet all of these as a variety of strategies were used in the classroom like technology. Multiple assessments are given like formal and informal assessments. Student go over certain standards more than once so that the students can build upon the knowledge they already have.
- I use technology everyday in the classroom. My assessments take many forms outside of a test and paper. We do things like poems, videos, essays where they portray someone in a time period and biography boxes.
- n/a
- The program encourages me to attend data team meetings/ grade level meetings with my mentor on ways we could support our learners. With my mentor, I really learned how to chunk my contents, supplementing, and using data assessments to push my students to get to where they need to be. In addition, I learned to all forms of assessments to help me determine which students I need to pull for small groups, and how I can implement different teaching strategies to teach my lessons.
- Effective

- Overall, the UHWO professors provided me with resources that I can use as an incoming teacher. For example, lesson plan templates, educational games, integrated lesson planning, ways to differentiate instruction, etc.
- Many opportunities came from being in the field. The lectures only gives us a broad look at everything, the hands on experience is what helped me grow.
- Throughout the program I feel like we have been given multiple sources of how we can plan for lessons within the classroom. Using the sources to benefit our students needs and also make learning fun and exciting for them as well.
- The program's overall effectiveness for Instructional Practice was okay. Again I feel that I learned more of those skills in my field placements, rather than in the program.

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)	3%	1
prepared (Acceptable)	69%	20
well-prepared (Target)	28%	8
Total Answered	100%	29

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)	3%	1
prepared (Acceptable)	69%	20
well-prepared (Target)	28%	8
Total Answered	100%	29

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

- Throughout the program we were able to remain professional and seek professional practices.

- The program places a strong emphasis on professional learning and ethical practice. We are encouraged to engage in ongoing professional development activities to enhance our knowledge, skills, and effectiveness as educators. This includes participating in workshops, conferences, courses, and other learning opportunities to stay abreast of current research, trends, and best practices in education. Additionally, We are encouraged to use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others, including learners, families, other professionals, and the community. By reflecting on our practice and adapting to meet the needs of each learner, we demonstrate a commitment to ethical conduct and continuous improvement in their professional practice. In the program, we emphasize the importance of teachers seeking appropriate leadership roles and opportunities to take responsibility for student learning. This includes collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth and advance the profession. Through coursework, field experiences, and practical training, we are encouraged to develop leadership skills and cultivate collaborative relationships. By actively engaging in leadership roles and fostering collaboration, we contribute to a positive school culture, promote student success, and drive continuous improvement in the education system.
- Many professors offered professional development opportunities for us throughout the semesters which was really encouraging. On a personal note, I want to be better at seeking out opportunities on my own, rather than just waiting to be handed the opportunities. Standard 10 was always hard for me to feel strong in until student teaching. Once I was attending and involved in the students every day learning, I felt that I had more of an opportunity to take on various leadership roles in the classroom and throughout the school. ,
- We learned all of the methods needed in order to reach these standards
- Our classmates are the ones who get us through the program
- Field placement helped prepare me for these standards
- This was touched upon but I feel like could be more of a focus.
- Just like my previous response there is always room for growth. For standard 10, trying to merge community and families into the classroom is a forever struggle. Especially if you have a ridiculous amount of students in your class.
- I would sit in meetings and email parents to discuss student behaviors, grades and attendance to help them to learn. I had also used my data form the first class to improve better to my next class.
- This semester I had the opportunity to go to meetings and PD days. I feel that I learned a lot from the meetings and other faculty members. It was very eye

opening to be in the team and working with others rather than just being on the outside.

- Teacher is provided multiple opportunities with the community such as Teacher Institute Day, Service Learning, Professional Development meetings, faculty meetings, trainings. Teacher is able to collaborate with mentor, school, and colleagues throughout the process.
- The program encouraged me to show up early and every day for my students and fellow staff. I went to all the PD meetings I could go to, as well as the meetings that my mentor regularly attended. Getting to know the behind the scenes was very important, and not only that, but West Oahu has provided me with more than a handful of opportunities where I could meet other professionals in my desired craft.
- Bad
- I felt that progressing our pedagogical practice was emphasized. In addition, opportunities to further or knowledge were frequently given. I think maybe showing us how to log them and get proof of our attendance would be helpful as well.
- .
- The program does provide classes and teachings on taking educational support classes such as attending 504 meetings and IEP meetings. The program provides me with information on how to work with other teachers, staff, parents, and students with all backgrounds and grade levels.
- The learning is in collaboration with others on a personal and professional settings
- Courses that work well inspire students to get involved in their communities and make significant contributions to society.
- .
- I am able to effectively collaborate and continue to improve my practice.
- I have talked with teachers in my grade level for their input on how they would go about the lesson as this would help me in how I would approach a lesson for my students. I also communicate with families by using seesaw and leaving notes in the students homework folders.
- Exit and entry tickets are a big way that I like to check for understanding. I also give random quizzes to see if they have retained any information so I'm able to assess what I may need to review. As a student-teacher, I currently call and email parents. I participate in school events like showcases and I often meet with other subject teachers to talk and observe.
- n/a
- I had opportunities to attend Professional Development Workshops, such as Teacher Institute Day Workshops and a Writers Workshop that focuses on

Opinion Writing. In addition, I also attended Faculty, Committee, and Grade Level Meetings with my mentor teacher. I also had the opportunity to take over SEL during our Grade Level Meeting, and through that experience, it allowed me to get to know my grade level more..

- Effective
- Throughout the UHWO Education program I have engaged in professional learning opportunities and lifelong experiences that will impact me as a teacher.
- Classes did not allow us to go to many meetings or PD. It would be beneficial to rethink the class schedule.
- Throughout my student teaching experience I have also gone to different meetings and trainings with my mentor just to gain more experience and knowledge. But also just the simple day to day things where I ask questions on how my mentor does things and what advice does she have. All of these things I feel lilke hit that target of professional learning. In terms of leadership and collaboration throughout the program I feel like I have become strongly connected to my cohort and what I can learn from them and their perspective on things, which in turn make me a better teacher.
- The programs overall effectiveness for Professional Responsibility was okay. The professors in the program encouraged us student teachers to be present in professional development.

The teacher candidate is prepared to incorporate the following area into their practice: The integration of Hawaiian language, history and culture in order to promote and perpetuate traditional ways of knowing, learning and teaching.

Answer Choices	Responses %	Responses Count
un-prepared (Unacceptable)	21%	6
prepared (Acceptable)	48%	14
well-prepared (Target)	31%	9
Total Answered	100%	29

Please provide support for your rating re: Native Hawaiian Language, History, and Culture. Focus on program overall effectiveness; do not name individual faculty members.

- I genuinely enjoyed Block 1. During this particular block we were able to learn so many practices with culture and diversity. I am glad I was able to practice this with lower grade levels.
- Didn't learn much about incorporating Hawaiian language, history and culture.

- We were taught various Native Hawaiian methods and resources we can use inside of our own classrooms
- I wish I had better HPST teachers.
- Kumu ikeda helped me immensely for this part
- It was a big focus
- I have to say target because I'm always looking for ways to bring Westernized Education practiced full circled around to how this impacts Hawai'i. It could be as easy as using Hawaiian Language in your daily announcements, you can put the date in Hawaiian, and even small notes around the class.
- I use examples of Hawaii when I teach lessons. Having students relate to the lesson by giving them examples of places they went to or events that they know had happened in Hawaii helps them understand more. I think it helps them engage better. I would like to incorporate more but I wonder how to do that when teachers teach to the standards.
- I feel that in Math it can be harder to incorporate Hawaiian culture into learning. However, I am excited to experiment new topics and ways to incorporate it into Mathematics. Being given resources and learning from faculty members who have implemented the culture into teaching has been very inspirational.
- Program opportunities included being assigned in fourth grade classrooms for practicum. Field trip to Native Hawaiian learning centers. In student teaching we do Pilina every class to foster togetherness in the classroom.
- The program has ingrained certain things from Hawaii culture and I definitely understand more about those values, but I definitely will say that the program has done a far better job on focusing on these matters than I have ever seen in any other space. Other courses don't express deeply enough how important it is that the Hawaiian culture has a place in Hawaii classrooms.
- I feel like this was not really stressed. We did not really learn how to incorporate this into our classroom.
- .
- The use of Native Hawaiian Language, History, and Culture is important for the students and the environment in which the students are learning the content. I feel that I can work better towards applying more connection between the content and Native Hawaiian ideas. The program always strives to bring relations with the students' culture and education.
- Culture is the most important in the classroom
- Potential organizations are engaged with Native Hawaiian communities and pursue collaborations with nearby establishments, cultural experts, and native leaders.
- I feel that I could deepen my knowledge in this area. But I think this will improve over time.

- In the school that I am in the students have not learned about Hawaiian language, history, or culture. I think culture is covered but only briefly and not in depth.
- I am prepared to teach it. I try to include Hawaiian words like lua instead of bathroom and making content culturally relevant.
- effective strategies used such as mo'olelo, place-based information, use of hawaiian language and cultural practices in class such as kihei to signify teachers.
- Effective
- Throughout the UHWO program, we have not been exposed to different ways of how to integrate the Hawaiian language into our teaching. Nonetheless, I feel that I'm prepared to perpetuate the Hawaiian language of learning and teaching into my instruction.
- This comes from personal experience and that want to incorporate Hawaiian language and culture. There should be more opportunities to expose students to this as it is important to know where we come from.
- Throughout the program we have been introduced to the different Native Hawaiian traditional ways of knowing, learning, and teaching. Which is something that I want to incorporate in my future classroom and also use to ensure myself as a leader is connecting to the students here in Hawaii to continue the start of creating the future leaders of Hawaii.
- I am not prepared to incorporate Native Hawaiian language because I have not experienced teaching Hawaiian Studies while in the program.

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)	7%	2
prepared (Acceptable)	37%	11
well-prepared (Target)	55%	16
Total Answered	100%	29

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

- The journey of my Student Teaching has been difficult but it definitely taught me how to be adaptive to change. I was glad to be given the opportunity to grow and to help my students reach their learning goals. I definitely feel like I could have improved in many aspects but I am glad I was given the opportunity to teach my students in different content areas.

- Through the long-term substitute position, I had the opportunity to teach the students every day and witness their growth in all areas. Seeing students improve and develop daily makes me feel like I've made a positive impact on the students.
- I really enjoyed the student centered focus of the West Oahu Education program. I was taught and encouraged to focus on the student rather than the curriculum, and that really helped shape the way I viewed my role in the classroom.
- I made sure to balance academic success as well as making sure my students all felt welcomed and included
- There was a lot of time spent in the classroom but with assignments we had to do on the side it would often take us away from our work in the classroom.
- I learned so much from my ST students and i believe they learned a lot from me as well
- I think being with students all year helped me see how to build relationships with students
- Due to it was my first time teaching this content I feel that certain lessons could've went better. However, I do feel that my students were able to gain a lot of content and made personal connections with certain content areas.
- It was rough at first but with constant improvement on my classroom management, students were able to learn more than the first time I ever taught in front of students.
- I feel that my impact on student learning was very positive. I watched students' grades and scores go up. Students were more inclined to ask questions and were very heartbroken that I would no longer be their teacher. I feel that I made a positive impact on them not only with their grades but also on who they are as humans.
- Students are being more intent in their learning and being active participants in their own learning. My mentor and I collaborate and strategize teaching practices that teach to the students' strengths. I am reminded to count our wins and to be consistent in the best practices used in the classroom in order for students to be their best.
- Being there every day and watching my students grow, come in to talk with me outside of class time, and warm up to each other in different ways has been so fulfilling. We implemented days where students could catch up and also dedicated time for them to do test corrections and retakes, so that they could better understand any misconceptions or mistakes before moving onto the next topics. Both me and my students were sad to part from each other (as well as my fellow staff).
- Not well prepared from this program

- I think I went above and beyond in my student teaching. I often stayed till 4 or 5 preparing for the next day. I dedicated a lot of time to forming a relationship with all of my students. I think both parties understand there was mutual respect and care for one another.
- My student teaching experience was excellent under my mentor! From getting to know the students, curriculum, and teaching style from my mentor it has prepared me to support student learning in the classroom. I have adjusted my lesson and forms of assessment to provide feedback to the students that need the support. From the UHWO program, the staff has provided me with support in how I can improve student learning in the classroom by increasing inquiry, engagement, and collaboration across all classes.
- My learning impact was great because I was looked at as a person and not just a student in the class
- Establishing good connections with students promotes relationships, confidence, and respect—all of which are necessary for efficient teaching and learning.
- During my student teaching, I think that I was able to grow and foster my teaching philosophy throughout this semester which allowed me to help teach and grow my students in their academics and in the personal lives as well
- I have made a positive impact to my students in various ways to grow.
- Students have learned a lot while i have student taught and I can see the progress they have made through their work and worksheets.
- I think I did a great job! I often checked in with my students and they did particularly well on most of my summative projects. I know they weren't a big fan of the notes but I did give them worksheet activities.
- n/a
- Being in the classroom full-time allowed me to fully know my school community, and form a strong and positive relationship with my students and colleagues. Overall, just being in the classroom every day allowed me to learn new teaching strategies, skills that I have not heard of before, and supporting students academically, socially, and emotionally.
- Effective
- As an educator, I feel that it is vital to create a positive learning environment that has an impact on student learning. I have learned how to collaborate with other colleagues, how to engage student learning, how to assess students/learning, how to meet academic requirements, etc.
- Being in the classroom has allowed me to learn and grow alongside my students. It allowed me time to reflect, revise, and put into practice. Looking at my students end of the year assessments, I can see the growth from the beginning of the year to the end.

- I think that I provided a safe, fun, and exciting student learning experience. That I hope my students were able to take away something more than the content and just found a love for learning in general.
- I would give myself a 4 out of 5 of my student impact on student learning. I would give myself a 4 out of 5 because I believe I took my teaching well, but I know I can always do better.

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 felt that the program helped prepare me in many aspects like classroom management, dealing with behaviors, and being an efficient teacher in different content areas.
- Great mentor teachers, field experience provided great hands on experience, courses focused on content area each semester rather than blending content together.
- They made sure we were able to complete all of our work as well as went over methods to implement in our classrooms
- Make sure I am learning things that are of value to the community and not just the school.
- Practical application of teaching methods
- I think it prepared me to be certified as a teacher. I really like how it brought our cohort closer together so we have a network of teachers to connect with.
- Having mentors come in and work with us in class was helpful. However, all mentors should've rotated in to help the mentees. If they're getting paid to mentor us it should be full circle.
- Being in the classroom every semester. Being with the students and getting help from mentor teachers.
- I think that the UHWO Teacher Education program helped me the most in understanding that no two learners are the same, and that is okay.
- It helped me in being reflective in my teaching practices and being objective about it.
- It taught me the importance of relationships and communication.
- None, I felt like the program is not good.
- Reflecting
- Mentorship was really effective in the field experience for student teaching. I got to meet and collaborate with real life teachers and got to learn and grow my craft.
- The program gave me hands on experience to learn in lectures and in the real world.

- Lots opportunities for practical experience were offered by the curriculum through student teaching, practicum placements, and fieldwork.
- providing collaboration with peers, sharing materials, feedback on lesson plans, mini lessons and classroom management techniques
- The program provided a variety of experiences for us to continue to improve our craft.
- They prepared me by putting me into situations that would happen if I were working as a teacher like the lesson study as it would help me with collaboration amongst co workers.
- Giving me resources, teaching us classroom management skills, guiding us and selecting our mentors.
- It gave me multiple opportunities to learn from different mentors, school settings and a variety of grade level teaching to help me practice my skill.
- Being able to plan lessons, multiple opportunities to attend workshops, and having experiences just being in the classroom.
- Many hours of student teaching
- The UHWO Teacher Education Program provided me with resources that I can use in my teaching career.
- Provided me with strategies and resources.
- I feel like the program prepared me in many aspects of being an effective teacher, from having different experiences in the classroom to providing resources on how to create materials for class, to giving me this sense of the more philosophical side on what teaching truly means to me and what I want to do.
- The best the UHWO Teacher Education program did for preparing me to be an effective teacher is placing me in great field placements. I have learned a lot in my field placements from my mentor teachers.

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

- Refreshers throughout the semester in the different content areas.
- N/A
- maybe giving us more ways to apply everything in our classroom
- Less homework, more time in classrooms.
- Separate the content area degree from the teaching degree. If students exhibit content area proficiency through praxis completion, they should be allowed to bypass the need of a content area degree.
- I think more focus on classroom management and focus on how to teach core content.

- There needs to be a way for teacher candidates to bring in a source of income. During this semester my cohort as well as myself battled through a lot of hardships because of this program. Some faced eviction, car repossession, and the mental stress of not bringing in an income. There should be a better scholarship program that is only applicable to Student Teachers. If there is one already in motion it wasn't brought to our attention. There was one program offered but less than 5% were West Oahu students. Also, every two or three weeks the mentors should have to meet with our kumu to debrief.
- How to do a better classroom management, attention getters, and how to break down standards.
- N/A. I have had a great experience in the Teacher Education program.
- Bridging ways of how to make university program more alike with what the DOE is doing. More principal visits early on into the program (including Block 1-3 as well) to get students in the mindset of what they look for in a teacher candidate and provide ways to support them.
- Maybe more buffer time in the hours in the student teaching semester in case they get sick or have family emergencies. Also perhaps thinking about allowing for hours from previous semesters to get transferred into student teaching hours/starting early?
- Better management, better supports
- I think the program sets unrealistic expectations and causes many to lose their love for teaching. The program needs to work on being more professional and continue to treat us the way they expect us to treat our students. I have had many unkind encounters with a few of the professors.
- The UHWO teacher education program can work with the HiDOE admin to provide future teacher candidates to pay the student teachers! If the pilot program is ongoing then it should continue to support the student teachers in the future.
- None
- Enhance collaborations with nearby educational institutions, communities, and schools to give applicants access to real-world learning opportunities and chances to become involved in the community.
- I would recommend doing a monthly check up on the mentor teacher and student candidate to make sure the student teacher is getting the right support from their mentor and to make sure the mentor teacher is not over working the student teacher/ overbearing the student teachers classes. I would also have the student teacher meet the mentor teacher first before going into student teaching and discuss their teaching philosophy and plans during student teaching to check if they will be compatible. I feel like this key since my mentor teacher was not very compatible with my teaching style or philosophy and I often felt like I didnt have a

voice in my own "classroom/periods" and everything was mostly controlled by my mentor teacher. Therefore I was not allowed to do what I wanted to do in my classes/periods.

- I don't have any changes.
- Slowly integrating what is done in student teaching throughout the blocks. I would also say adding one day of solo or substitute day for the blocks so that future candidates would know what it is like being in the classroom fully before student teaching.
- None
- N/A
- I would recommend to give future candidates the opportunity to have experiences that they are not able to have in their placement. Opportunities such as being able to sit in Parent Teacher Conferences, learning how to do student report cards, and even attending a certain amount of data team meeting. In addition, candidates should be able to have more practice on how to communicate with parents and learning how to deal with common scenarios that occurs inside the classroom. One challenging aspect was learning to work with different people that I have not worked with before for a research project. In addition, it was difficult to handle the workload in the University when it has not been discussed, and was simply assigned to have teacher candidates to complete. As a student, I felt that doing mini lessons during student teaching block felt pointless as we are already doing it in our classroom. I would recommend that mini lessons should be done during Blocks 1-3 as this would give them extra practice in teaching, and would help them prepare when they start teaching their own during Student Teaching.
- More solo teaching days
- For the UHWO Teacher Education Program changes that I would recommend is providing MORE relevant information for incoming teachers. I feel that the program did not expose me to important information that is needed for the teaching profession. For example, it would have been beneficial to learn about the Data Teams process, learn how to facilitate parent teacher conferences, how to approach challenging issues with parents, different strategies for teaching integrated lessons, etc.
- More field supervisors, allowing student teachers more opportunities to schedule their observations without feeling that they won't be able to be seen. Getting back feedback and assignments back in a timely manner.
- I think providing more of the experiences of being an actual teacher, I feel like I hear it a lot that teaching in your first year is hard. So how can the UHWO Teacher Education program do to change that stigma around that. What can they do to prepare us so that it isn't this hard transition into an actual teaching job.

- Changes I would recommend to the UHWO Teacher Education program is to have all the post grad presentations occur at the ending of the student teaching semester, rather than the beginning.

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?

- If questions arise, having the Education Faculty answer them. Especially with the next steps with applying and finding a job.
- N/A
- maybe checking in on us every once in a while
- Possible help during masters degree and process of applying?
- Bring us back home to recenter with our cohort
- Provide guidance and support when needed
- A mentor position should be created at UHWO for first year teachers. After we graduate at least for the first year the college should have a specific person for us to go to that is just focused on advising or supporting our first year, this person should get introduced during student teaching.
- I would love to be able to come back and ask for support when needed.
- Be there to check-in or if we as teachers in the classroom need support or someone to bounce ideas off of.
- Pilina Days like how c/o 2023 came to visit c/o 2024 and it was a day for advice giving, talk story, and work day sharing ideas. It gives us a chance to social network.
- Maybe keeping in contact and reaching out about any new job opportunities? Or having us come back and be pillars of support for the younger cohorts. Basically just not forgetting about us.
- None, I felt no help during the program so I don't expect help after I graduate
- Letters of recommendation. To give us copies of what our mentor teachers have said.
- For the first year into teaching, I hope to keep in contact with the UHWO education family.
- When we have a question be there to help with further development.
- Provide chances to grow as a leader and improve in the field of education
- Help assist me in getting Certified in SPED and getting my masters in education
- I don't have any suggestions. Email is a great way to stay connected.
- Continue to keep in contact.

- Resources! I'm always willing to receive any type of resource that'll help me better my classroom and teaching style.
- Continue to provide resources during first year of teaching
- I would like if they can support me in finding schools that I can potentially apply in and helping set up an interview with admins, since I am aware they are very busy and it is hard to contact them.
- N
- Blank
- There should be a shared Google folder where we would have access to all the resources that were provided to us while in school. Or a place for all of us to share those resources with one another.
- I think that they can assist me by helping in pushing out professional development courses or opportunities. As well as any grad school options or helping to navigate that. As well as provide events to bring together people from our cohort back together.
- None

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	76%	22
No	10%	3
Not Immediately	14%	4
Total Answered	100%	29

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

Answer Choice	Responses %	Responses Count
Yes	38%	11
No	55%	16
At Job Fair (spring candidates only)	0%	0
No, but I have an interview(s) scheduled	7%	2
Total Answered	100%	29

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	14%	4
No	66%	19
Offer Pending	7%	2
Please provide location, grade level, and starting date	14%	4
Total Answered	100%	29

James Campbell High School, 9-12, SY 2024-25
 Campbell HS 9/10 grade - Alg 2 Line
 Honouliuli Middle School English SPED
 Moanalua Elementary: Next school year 2024-25

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?

- No questions.
- N/A
- N/A
- less questions if anything
- None
- None
- None at the moment.
- None. Thank you for everything!
- N/A
- N/A
- Maybe being slightly more inclusive toward the people who aren't going into teaching right away. There is no text box to respond to in Q24.
- None
- How do you feel about our expectations of you as teacher candidates?
- No other questions.
- not at this moment
- None
- Na
- I do not have any further questions
- N/A
- None
- n/a
- I do not have any other questions.
- N

- Blank
- NA
- I do not have any.
- None

Did you serve as a long-term substitute teacher this semester?

Answer Choice	Responses %	Responses Count
No, I was not a long-term substitute teacher	66%	19
Yes, I served as a long-term substitute teacher (Resident) during student teaching	17%	5
Yes, I served as a long-term substitute teacher (Resident) during Elementary Block 3 Math/Science Practicum	0.00%	0
Yes, I served as a long-term substitute teacher (Resident) during Middle-level/Secondary Block 2 Practicum	10%	3
Yes, I served as a long-term substitute teacher (Resident) during Blocked Practicum AND Student Teaching	7%	2

What are your biggest take-aways from your experience as a long-term substitute teacher? Please describe both positive and challenging aspects of the program. We also would appreciate your thoughtful reflections on ways to improve the experience for future teacher candidates.

- What are your biggest take-aways from your experience as a long-term substitute teacher? Please describe both positive and challenging aspects of the program. We also would appreciate your thoughtful reflections on ways to improve the experience for future teacher candidates.
- My biggest take-away was being able to fully dive into Student Teaching and being a Long-Term Substitute. I was able to grow, make mistakes, and try new things that I don't think I would be able to experience as a regular Student Teacher. I am glad I got this opportunity.

- Long term subbing was a great way for me to get first hand experience of having my own classroom, while having extra support from university mentors. One challenge was the school mentors weren't always available since they had jobs/roles of their own and there were times that I felt like I hadn't had contact with them for weeks. I often felt like I was bothering them when I did reach out. I think long term subs could benefit from my visits from university supervisors/mentors beyond the 3 formal lessons, just as ways to offer support/check in.
- N/A
- They need different support and training than the rest of their classmates. But that is not to mean they should not be with their classmates.
- You cant learn to teach from reading
- I loved it. I feel like if I did O/P for another semester there would be nothing left for me to learn. I needed a push to learn and that was getting my own classroom. I think more guidance on classroom management would help
- Not applicable
- n/a
- N/A
- Don't do it because you don't get support from your professors or mentors
- I just started my long-term sub for the second half of the 4th quarter (End of April to end of May). So far, my experience does feel like I control the classroom but there would be times when students do get out of hand but they return right back to work. Some positive aspects is that the professors provides me with resources and feedback to help me with my lesson planning but I think a challenge for me would be to lesson planning and keeping on top of what to plan for next. I think it does take time but to keep organized and to stay on top of the work is important so that the students know what is expected of them.
- n/a
- I was not a long-term substitute
- I think I learned that classroom management, structure and routine is key when teaching because without that it will be extremely hard to get your students to listen or respect you. Also I found out that building relationships with my students was a great way to help learn and support my students who were struggling in class
- My biggest takeaways would be being immersed into many experiences on the job. I have learned and grown so much each day stepping into my classroom. I was able to reflect, try new teaching practices, make changes all in my own classroom. Each day is a new opportunity for learning and growth with your students. I feel that you learn so much on your own and being by yourself in the classroom. Although I didn't have the training of shadowing a mentor, it was

challenging at times but this provided an opportunity for me to find what works for me as a teacher. My mentors and fellow staff at the school were all very helpful and supportive throughout this experience. I think this is also the key to having a good experience as a long-term substitute. I would also ask for help when needed. Overall, I'm glad I accepted the position of a long-term substitute. I wouldn't have done it any other way.

- None
- n/a
- N
- The experiences that I have had as a resident teacher has shaped me as a future educator. Having the hands-on experience has prepared me for teaching after graduation. I wish that the next group of resident teachers have a more in depth introduction to what the expectations are. For example, creating a binder or shared drive that has all the do's and do nots set by UHWO. So resident teachers can refer back to for guidance. If possible, allowing the new resident teaches to meet and talk with alumni resident teachers freely would be beneficial as well.
- I was not a long term sub teacher.
- N/A