

**MENTOR TEACHER PROGRAM EVALUATION – Early Field
AY 2023-2024**

**9 Mentor Teachers were sent evaluations
6 respondents, 67% response rate**

Professional Role	K-12 N=	Early Field Experience	Practicum	Student Teaching
Mentor Teacher	6	6	0	0

Professional Role	SPED	Does Not Apply	Fall 2023	Spring 2024
Mentor Teacher	0	0	4	6

Using the 3-point scale, how would you rate UHWO Teacher Candidates' Dispositions towards teaching and learning in the elementary schools?

	Average	Range
Professional demeanor and attitude	2.17	2-3
Collegiality and ability to work collaboratively	2.17	2-3
Overall communication skills with students	2.17	1-3
Overall communication skills with peers	2.33	2-3
Overall communication skills with mentor teacher	2.17	2-3
Overall communication skills with school faculty	2.25	2-3
Overall communication skills with principal	2.5	2-3
Overall communication skills with parents	2.5	2-3

Comment: How can UHWO Teacher Education Programs better prepare its Teacher Candidates to exhibit excellent dispositions towards teaching and learning during their early field, practicum, and/or student teaching placements?

- This is where I find the program to be especially effective. For some teacher candidates, it is their first time interacting with middle schoolers. I have found that some simply do not enjoy the age, and that is OK. But realizing this before they have invested a lot of time in a teaching program is definitely beneficial.
- Prepared for Early Field Experience
- They need to be in a classroom longer than expected.
- unsure at this time
- N/A
- N/A

Response Legend: 1 = Unprepared (unacceptable) 2 = Prepared (acceptable) 3 = Highly Prepared (Target) N/A = Not Applicable

Using the 3-point scale, rate how well-prepared you believe UHWO Teacher Candidates were with regard to their Knowledge, Skills, and delivery of Instruction:

	Average	Range
Lesson Planning and Preparation	2	1-3
Delivering Effective Instruction	2.17	2-3
Classroom Management	2.17	2-3
Differentiated Instruction: ELL	2.5	2-3
Differentiated Instruction: SPED	2.5	2-3
Differentiated Instruction: All other diverse learners	2.2	2-3
Assessment to Inform Practice	2.2	2-3
Technology in the Service of Learning	2.2	2-3
Knowledge of Content: English Language Arts	2.33	2-3
Knowledge of Content: Math	2.2	2-3
Knowledge of Content: Science	2.33	2-3

	Average	Range
Knowledge of Content: Social Studies	2.33	2-3
Knowledge of Content: Biology	2.5	2-3

Comment: How can UHWO Teacher Education Programs better prepare its Teacher Candidates with regard to Knowledge, Skills, and Delivery of Instruction?

- Prepared for Early Field Experience
- More time in the classroom
- Perhaps spending more time on lesson plans would be helpful.
- having the opportunity to observe multiple classroom during one semester
- I have only worked with students in the Early Field experience, but I believe that having classroom experience early in the program is crucial. Having worked with student teachers from other universities, I can see how early field experience is important to help teacher candidates see what is involved with planning and preparing content.
- I feel that the program is on the right track and no changes are needed.

Response Legend: 1 = Unprepared (unacceptable) 2 = Prepared (acceptable) 3 = Highly Prepared (Target) N/A = Not Applicable

How would you rate the teacher candidate's impact on student learning, based upon his/her performance in your classroom?

Responses	Count
Cannot determine	0
Acceptable	6
Excellent	0

In the future, how likely are you to mentor (or accept into your school) a UHWO teacher candidate?

Responses	Count
Unlikely	1
Likely	0
Very likely	5

What do you believe to be the UHWO Teacher Education overall program strengths, in general, the field-based curriculum, in particular?

- I believe that the program is very strong in
- As previously mentioned, I believe that all teaching programs should incorporate some type of classroom observation early in the program. I think that this program's strength is that it allows Teacher Candidates to experience working with students at the appropriate grade level.
- Allowing students to observe and teach a lesson within the semester
- Having candidates spend time in the classrooms
- not sure

- Well-rounded program/prepared candidates

In the context of mentoring UH West Oahu teacher candidates over the past year, what did you find most challenging and why?

- None. I think that the TC kept good communication
- I haven't had challenges with any of the candidates.
- Personality compatibility
- During the past school year I have had multiple candidates. It was a challenge having them turn in assignments that are completed with quality on time was a challenge. They also seemed to take for granted the time put into giving them feedback and working with them, as well as the opportunities.
- Student teacher's way of communicating with students. We didn't have enough time for both student teacher and student to get comfortable with one another.
- Candidate not familiar with school's curriculum, but understandably so.

As we enter the post-pandemic period of teaching and learning in grades K-12, what overall recommendations do you have, in support of the continuous improvement of our field-based programs: Early Field Experience; Practicums; Student Teaching? Please do not name faculty instructors, yourself, or other mentor teachers.

- N/A
- None at this time
- NA
- Perhaps have professors approve lesson plans for lessons that are to be taught, before going to the mentor teacher for feedback.
Possibly working together with candidate in another semester/different year.

Did you work with a candidate who was a long term substitute this year/semester?

Responses	Count
No	5
Yes	0
Unsure	1