

**MENTOR TEACHER PROGRAM EVALUATION – ELED Practicum  
AY 2023-2024**

**41 Mentor Teachers were sent evaluations  
26 respondents, 63% response rate**

<b>Professional Role</b>	<b>K-12 N=</b>	<b>Early Field Experience</b>	<b>Practicum</b>	<b>Student Teaching</b>
Mentor Teacher	26	0	26	0

<b>Professional Role</b>	<b>SPED</b>	<b>Does Not Apply</b>	<b>Fall 2022</b>	<b>Spring 2024</b>
Mentor Teacher	0	0	6	20

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

	<b>Average</b>	<b>Range</b>
Professional demeanor and attitude	2.62	1-3
Collegiality and ability to work collaboratively	2.62	2-3
Overall communication skills with students	2.5	2-3
Overall communication skills with peers	2.67	2-3
Overall communication skills with mentor teacher	2.69	2-3
Overall communication skills with school faculty	2.39	1-3
Overall communication skills with principal	2.42	2-3
Overall communication skills with parents	2.25	1-3

**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?**

- Teacher candidates would benefit from opportunities to interact with parents. This may be done through a group presentation
- for families at the schools that are hosting them, ie Family Literacy Night, or Family Math Night.
- Candidate need to understand that becoming a teacher is more than learning content and teaching strategies.  
Candidates need to develop certain behaviors and attitudes which guide actions and beliefs. This combination of content knowledge,
- pedagogical skills and professional dispositions enable candidates to be prepared, effective, and successful educators.
- The teacher candidate this semester was exceptionally professional. I personally do not know what UHWO does to teach candidates on professionalism, but just letting them know the expectations would be good. Also, each school has their own norms for professionalism so you may need to reach out to the schools on what their expectations are.
- I would like to have students be more engaged with students rather than "watching" after a few weeks of school.
- One thing I would like to suggest is for the school advisors to conduct a few more in person observations during the first 2 blocks. I think this might help the student candidates to feel a lot more comfortable being observed by both the advisors and mentors when teaching a lesson.
- UHWO offers the resources and pathways for teachers to reach out and gain support with professionalism. Professors are present for support and guidance. Student teachers need to be encouraged to reach out for help when needed and to think of it as a collaborative process. This constant and consistent communication is essential towards building a successful partnership.
- The candidate had an excellent disposition. I think you prepare them very well.
- I believe they do a good job with teacher candidate professionalism. Every week, I would receive emails or messages regarding their work and time here on campus. Communication was very open.
- Continued emphasis on professionalism from day one sets the expectations for the candidates to show professionalism, integrity, and ethical conduct in all interactions with students, colleagues, and community members.
- I think another way for the teacher candidates to better prepare them is to practice being reflective by providing a briefing of what they in their placement for the week and how it connects to what they are learning in class. This allows them to be aware of what they are doing in the classroom and in their placement.
- Showing exemplars of teachers, a checklist of what to look for in a classroom while observing. A notebook to keep where their notes about the classroom and can be answered by a professor on how they would address different situations such as to differentiate a lesson or classroom management tips.
- I believe that the UHWO program trains and equips teacher candidates to exhibit excellent dispositions towards teaching and learning through field placement. I think teacher candidates sometimes need to be reminded that getting feedback and applying that feedback isn't a negative thing but a stepping stone.
- Consistency in expectations, solidifying observation dates, better communication on the faculty's end. It would be nice to have a mentor orientation.
- Candidate already works in DoE and has experience with communicating within the professional community. I am unsure how this program has prepared him for this role. Based on observations of other student teachers coming out of the program, I have not witnessed the same confidence.
- The Teacher Candidate shared she was not expected to produce any form of communication with families, which I was surprised to learn after finding that this was one of the criterion in the INTASC Standards.
- Teacher candidate made well prepared lessons, communicated and collaborated with mentor teacher, and performed in a professional manner.
- I know I had my teacher candidate create a welcome letter for my students parents. It wasn't a requirement for the early field experience, but I believe it is important for the teacher candidate to inform parents of her working with their child.
- Continue with program as described
- I would like due dates for any assignments or surveys that need to be done.
- Ask student teachers to attend a family day, planning day, staff meeting, ect. Things that extend out of the classroom
- Having the teacher candidate observe other teachers in the same grade level, including the special education teacher.

- I believe the teacher candidate has excellent communication skills. She is prompt, the response time through emails is very quick. With her grade level colleagues, mentor teacher, principal, and parents, I also feel her skills are excellent. There is nothing specific that I can comment on that needs improvement at this time.
- More opportunities within your coursework to communicate with families.
- 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	2.5	1-3
Delivering Effective Instruction	2.42	1-3
Classroom Management	2.2	1-3
Differentiated Instruction: ELL	2.14	1-3
Differentiated Instruction: SPED	2.1	1-3
Differentiated Instruction: All other diverse learners	2.12	1-3
Assessment to Inform Practice	2.16	1-3
Technology in the Service of Learning	2.22	1-3
Knowledge of Content: English Language Arts	2.45	2-3
Knowledge of Content: Math	2.33	1-3
Knowledge of Content: Science	2.5	1-3
Knowledge of Content: Social Studies	2.36	1-3

	Average	Range
Knowledge of Content: Biology	1	1-2

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

- It seems that there is a mis-alignment of standards. UHWO teacher candidates seem to be using HCPS standards and this is no longer the expectation. Schools are now using NGSS, CCSS, and C3 standards to name a few. Teacher candidates seem to be able to use a provided lesson plan though often struggle to identify the "why" of different aspects of a lesson. This is especially prominent when delivering math lessons which CPA is vital to while UHWO candidates heavily rely on the abstract approach and repetition.
- Students needs practice with unpacking the students, modeling from teacher than practice, and class management. Candidate needs to do more field observations in various grades and various teachers
- I feel that it would be beneficial for teacher candidates to take a deep dive into the standards - what it says, what does it mean, and how can assess students into meeting the standards. Therefore, planning lessons and assessment for instruction would be easier.
- Instruction that targets full inclusion special education students in the general education setting.
- I think to better prepare the teacher candidates, exposing them to different curriculum programs that are used in schools might help them get a little more familiar on how to teach it.
- Student teachers are encouraged to spend as much time as they can to gain a full insight into the classroom. By participating and being present in staff meetings, data teams and daily instruction, the teacher candidate can gain skills such as decision making in regards to adjusting instruction. This becomes an essential piece based on the learning progression, student informal and formal data gathering and relevant goal setting. This fosters student engagement. When students are engaged, they are more likely to achieve and the classroom culture becomes one of learning and discovery.
- The candidate did well in all areas. She just needs more experience. I am not sure how you can better prepare them.
- As far as preparation, I think if Teacher Candidates come in with a better idea of how language arts standards are scaffolded, would help a ton. That way they have a better understanding of where to start when planning lessons.
- I think requiring the teacher candidates to teach a mini lesson once a week in the classroom would benefit them in preparing them to improve their skills and delivery of instruction. This would give them ample opportunity to apply their knowledge, skills, and delivery of instruction.
- Practice during their class time and present material to classmates. Seeing exemplars of teachers
- I think UHWO is doing a great job to prepare teacher candidates with the knowledge, skills, and delivery of instruction. I do believe that students need to take it upon themselves to practice their lessons and to make sure they are the experts of the content that they deliver.
- I think the lesson planning documents provided are overwhelming and confusing. They should be streamlined. It seemed my mentee was not sure what needed to be completed, etc. Can better align these requirements to Danielson. They should receive explicit classroom management strategies that are trauma informed.
- Provide examples on how to incorporation more technology into instruction.
- My ratings are based on the perceptions shared by my Teacher Candidate. While I appreciated the syllabi and copies of signature assignments shared by her professors, I was not sure of the feedback the Teacher Candidate received from their end. I believe communication between all parties may have allowed the Teacher Candidate to be more prepared for lesson planning and delivery.
- Lessons included learning targets. Clearly stated standards and rubrics were referenced. Learning activities were scaffolded. Assessment informed teaching.
- Overall this is a great program. One thing I think students in the program would benefit from is reflecting on teaching practices that they see and would like to learn more.
- Continue with program
- No comment at this time.
- Provide student teachers with standards flip books

- Continue to have the teacher candidate practice and participate in delivering lessons in the classroom
- I believe that the teacher candidate I have worked with this year has been well prepared with regard to knowledge, skills, and delivery of instruction. There is nothing specific at the moment that I can comment on that needs improvement.
- You can be honest with your candidates about your abilities as an instructor and then take steps to improve your teacher practice to better serve the teacher candidates. For example, having a student teacher come in lacking understanding of how to break down a standard in order to write learning intentions and success criteria is not acceptable since I was informed that this was subject matter that was supposed to be covered in the UHWO coursework.
- I have no problem helping a student teacher improve on these skills, but there was NO base/foundational understanding for me to build on in teaching this concept.
- UHWO also needs to do a massive improvement in terms of communication between UHWO and the mentor teachers. We have no clue what concepts are being covered in your coursework and should know beforehand so that we can support that learning in your candidates' field placements.
- N/A

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

Responses	Count
Cannot determine	2
Acceptable	14
Excellent	10

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

Responses	Count
Unlikely	2
Likely	7
Very likely	17

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

- UHWO teachers have such a strong connection to the practice of HA and place based learning. UHWO teachers often connect learning to the aina and area around us with ease!
- Candidates know what is expected from the program.
- The feedback provided from the UHWO instructors to the teacher candidates is its greatest strength.
- Students are required to spend ample time in the classroom and encouraged to engage with students.
- I really like how the program started to do peer observations. I think that teacher candidates can learn not just from their advisors and mentors, but they can also learn from each other. I think you should think about doing at least 2-3 peer observations per semester.
- The overall strengths of the program include allowing teachers to work with mentor teachers in active classrooms. The real-world experience in connection with the knowledge delivered in academic classes gives teacher candidates a deeper, relevant understanding of the skills and strategies taught in the college content.

- All candidates have come in with excellent disposition and professionalism. They have all been a source of great help and support to my students. The program and professors communicate expectations very clearly and are always there to support not only the candidate but myself as well.
- Students are very communicative!
- I think sending them out in a variety of demographics is a huge learning experience. Being able to teach and be around kids/teachers from all over the island is extremely meaningful.
- UHWO Teacher Education overall program strengths is the early hands-on field-based experience which allows the teacher candidates to immerse themselves in curriculum and real-world classroom settings from the get-go. The observations from their professors will help them to prepare for their probation period. Allowing the teacher candidates to observe each other in the classroom and provide feedback as well as collaborating to design their lesson plan.
- Overall strengths would include lesson planning and teaching the different subject areas each semester.
- observations and feedback for the student teacher
- I think a strength for the UHWO teaching program is that they are willing to create a program for the "working" teacher candidate. Most teacher candidates I were EA's.
- The required hours, opportunities for feedback, number of required lessons. Content Knowledge
- Providing candidates a variety of experiences at different schools.
- I think that the UHWO Teacher Education Program is doing a great job of preparing the teacher candidates to be in the classroom with providing effective strategies that can be used in the classroom.
- In general, I appreciate the knowledge of recent educational theories shared by the Teacher Candidate through the UHWO Teacher Education. It was refreshing to hear what she was expected to take note of in her running record.
- Professor/Teacher candidate/Mentor Teacher relationship
- I believe that UHWO program is structured nicely and allows its teacher candidates plenty of classroom time to get prepared.
- The candidates are consistent with availability to be a teacher
- I do not know too much about your program. At the moment, I will say no comment at this time.
- Collaboration & Preparation
- The greatest strength in the UHWO teacher education program is having the teacher candidate deliver a variety of lessons to the students.
- I think the support from the teacher candidate's peers, professors, observations with immediate feedback, and opportunities to observe other student teachers at their school have been strengths in the program.
- Unsure
- The support offered to the student teacher.

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

- UHWO has the least amount of field hours at 45hrs for the semester. UH Manoa requires 2 full days per week in the field. KCC requires a minimum of 60hrs. UHWO candidates that are able to dedicate 2 days in the field experience exponential growth that better prepares them for leading their own classrooms. It is also a challenge that students often reference out of date standards. Aligning with current classroom practices would be ideal.
- Candidates need to be more committed when setting up a scheduled day and time. Candidates also need listen to feedback from mentor regarding lesson, and making any changes..
- In comparing the two teacher candidates that I had, the challenge for them was understanding the grade-level content and standards. Even though I have an understanding of the standards, the two teacher candidates had no idea what was expected for students to do. They also needed to be taught how to teach the content, that is, they were learning alongside the students. Therefore, it was difficult for me to have them assist me in the instruction of the students. What they need to do is do their own research beforehand, especially since they know where they will be placed.
- I believe the only challenge I experienced was with a teacher candidate who was quite shy. It was difficult for the student to get comfortable talking with the students.
- I have been very fortunate to work with 2 teacher candidates in the past year. They both have experience with working in a position that works with students, but I think one thing I had trouble doing is explaining to them how the position of a teacher is a lot different from what they are

currently doing. I think the one thing that really helped them understand that is when they actually had to teach the lesson. I think they realized that as a teacher you are in control and you probably won't be getting the support that they are currently getting in their classroom.

- The most challenging piece of this is ensuring that I individualize my approach to the teacher candidates. I have enjoyed working with the potential that each candidate presents and developing a skill set that is unique to their individual style.
- There wasn't anything challenging about mentoring them. I look forward to having UHWO teacher candidates every semester and wish they were full time with me. =-).
- As a former UH- West Oahu grad, I would like to see more concentration on classroom management. The student teachers come in with great lessons and instructional strategies but lack a little in classroom management. I know it comes natural but I think if they know the importance, strategies, and differentiate they will be more successful in presenting the content they are trying to teach.
- No challenges.
- It would be the inconsistency of presence in the classroom because it makes it difficult for the students in my class as well as the teacher candidate to build relationships. I think it also becomes a challenge to the teacher candidates because it would make them feel like they don't belong, not contributing enough, or missing out.. I understand that the teacher candidates have other commitments however, I think requiring the them to commit certain dates and times at their placement would be beneficial for them.
- I think the most challenging part is working out an initial schedule/time frame.
- What I found most challenging was the lack of time or effort some teacher candidates made. It seemed like I had to work around their schedule or they did the bare minimum of effort I understand that this is a learning process but I think teacher candidates need to be reminded that we all work together and need to be flexible.
- Clarifying expectations for the courses and required assignments. It would be nice to be provided a syllabus or calendar included in a mentor orientation.
- Communication between young candidates and mentor teachers. Candidates don't always provide timely communication when they are unable to come to school. Developing this skill will help as they become employed as teachers.  
Something that I found most challenging was completing the end of term evaluation. Every program has their own form of evaluation, but this one was most difficult due to having to provide comments for each individual standard and not the overall. Although it is good to evaluate and reflect on each individually it is time consuming and can be difficult to complete in a timely manner. I enjoy mentoring and don't normally mind doing the evaluations because I do think it is important to reflect on how I can help the teacher candidate meet the expectations.
- Being this was my first experience mentoring a UHWO Teacher Candidate, my perspective may be skewed not having a prior experience to compare it to other than the professionals I do know who graduated from the UHWO program. I believe the most challenging was the lesson planning and preparation. The Teacher Candidate I worked with shared that her class designed the lesson plan. While this is great in incorporating student voice, I feel some necessary steps that current teachers are expected to share in a lesson plan, such as those in a PDE3 course, were not present. For instance, I was surprised to learn that the Teacher Candidate was not expected to collect or analyze work samples. I was wondering what her teaching portfolio would look like at the end of her coursework.
- Filling out program surveys would be more beneficial for Mentor teachers to know the survey questions beforehand. Pr
- I think the most challenging part was trying to increase my teacher candidates confidence. She was very soft spoken and struggled projecting her voice. I think with time and more experience in the classroom she will gain that confidence needed.
- Making sure students are open to change
- Nothing Challenging. Student teacher was very helpful and communicative on a daily basis.
- Scheduling, students working at the same time
- The most challenging part of mentoring was finding time to go over the lessons that would be taught by the teacher candidate.
- The only challenge would be finding the time to meet more regularly. With afternoon class sessions, faculty meetings, I believe it has taken a lot of time and energy from the teacher candidate. Meeting one-on-one has been very productive.
- Understanding what they were doing in their coursework and how I could best support their UHWO curriculum (this was UHWO's fault and not the candidate. They shouldn't be responsible for telling me the course outline, the professors should).



- Completed the evaluation of the candidates.

**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.**

- It is vital that teacher candidates spend whole days in the elementary setting. This will help them with their practice and building professionalism as well as creating practices for transitions and classroom management which will have large impacts of the impacts of lessons.
- Candidates need more observation in various grade levels and teachers, field experiences should be longer and more teaching practices in individualize content areas and also have them practice teaching cross curriculum (eg. Math/Science and ELA/Social Studies)
- In speaking with the teacher candidates and some of the faculty, it is my understanding that UHWO no longer requires its teacher candidates to take and pass the Praxis I before being accepted into the teacher education program. By doing that, I feel that the program lowered its expectations, which has resulted in teacher candidates who are not well-prepared to enter the teaching field. They should have general content knowledge of the core subjects and not being taught them during their practicum observations. Also, teaching should not be a back up profession as some of the teacher candidates have mentioned to various individuals. It is insulting and a waste of time and resources for individuals who want to become teachers.
- I recommend that field experience at every level be required to work with a small group as soon as they are able to.
- One thing I would suggest is possibly increasing the amount of hours student candidates have to be in the classroom as they get closer to student teaching. I noticed after having the opportunity to work with different student candidates in different blocks , it's a huge transition from putting in only 45 hours for the first three blocks, then going into student teaching where they are putting in 450 hours.
- The recommendation I would have is to keep encouraging teacher candidates to continue to spend as much time as they can in the classroom. Student teachers should be encouraged to embrace every situation and classroom as a learning experience. The one element I continue to work on as a mentor is the process of debriefing after a lesson is taught. Trying to prioritize the focus of the discussion and providing feedback that is useful and relevant. In addition, setting goals that can be achieved in one semester that would help student teachers to grow.
- No recommendation. I wish I had as much field experience as they do when I was going through the teaching program.
- Strategies on relationship building!
- I believe having meaningful opportunities in the classroom is what Teacher Candidates need. Teaching has changed post-covid, and having real life, hands-on experiences is what candidates need.
- Continue to facilitate simulation scenarios such as the mock interviews, parent-teacher conferences and IEP or 504 meetings.
- I like that teacher candidates are strongly encouraged to be in the classroom at least twice a week.
- Take examples and non examples of different situations that student teachers may encounter and discuss what could they do at class alongside the professor.
- I do not have any recommendations at this time.
- Very imperative they learn trauma-informed classroom management strategies. Differentiation strategies, EL, strategies. Explicit strategies for teaching reading foundational skills no matter what area or content. Current, DOE related evidence-based strategies.
- Continue with hybrid course work. I observed a candidate able to do full day of student teaching and still attend class virtually. This provided more contact with elementary students.
- n/a
- Being in the post-pandemic period of teaching and learning, I believe it is important to consider the social-emotional well-being of children first before academics. Teacher Candidates, like all teachers, should be aware of what is developmentally appropriate for the age group they are potentially working with. In addition, Teacher Candidates should learn, implement, and reflect on effective, research-based strategies that account for all student populations and families.



- It would be helpful to provide mentor teachers with checklists or specific criteria for the teacher candidates. We would be better equipped to provide feedback effectively.
- I think the most important recommendation I can provide is to push the fact that they will have to differentiate for a large portion of the class. Providing them with strategies on scaffolding will be a huge benefit. Over the past few years the range of students levels in the classroom is much wider than before COVID.
- Thus far the program seems to be effective
- So far none as this was my first time only having a part time student teacher. Once I get an experience with a full time student teacher for either fall or spring, I will provide recommendations.
- N/A
- In this post-pandemic period, the time teacher candidates have to physically be in the classroom and work with teacher colleagues, students, and parents is important. I think the more opportunities for that, the better prepared they will be when they are in their own classroom. I also think that technology, use of parent communication tools are very important in this post pandemic period. Teachers now need to be open to using technology, providing support to students and parents in the
- use of technology and providing different opportunities to incorporate technology into their lessons.
- Offering long term subbing to teacher candidates who are in their 4th semester is unacceptable. They are not fully completed with their coursework and very much should have a mentor teacher who is with them every single day to catch them if they fall. Starting teaching, even WITH the full 4 semesters of training is a LOT, so sending them in before they've had the ability to solo teach, etc. is truly an unfair experience for them and doesn't allow them the ability to be supported to the full extent that they need it.
- N/A

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

<b>Responses</b>	<b>Count</b>
No	24
Yes	2
Unsure	0