

**MENTOR TEACHER PROGRAM EVALUATION – ELED Student teaching
AY 2023-2024**

**18 Mentor Teachers were sent evaluations
8 respondents, 44% response rate**

Professional Role	K-12 N=	Early Field Experience	Practicum	Student Teaching
Mentor Teacher	8	0	0	0

Professional Role	SPED	Does Not Apply	Fall 2023	Spring 2024
Mentor Teacher	0	0	3	8

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	2.63	2-3
Collegiality and ability to work collaboratively	2.63	2-3
Overall communication skills with students	2.63	2-3
Overall communication skills with peers	2.75	2-3
Overall communication skills with mentor teacher	2.75	2-3
Overall communication skills with school faculty	2.5	2-3
Overall communication skills with principal	2.43	2-3
Overall communication skills with parents	2.38	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?

- N/A
- Nothing, seems to be doing well
- None. Teacher candidates I've had thus far have excellent dispositions towards teaching and learning.
- UHWO Teacher Education Program should help prepare students teaching in the community they would like to be teaching at in the future so there no cultural shock. They will be able to understand their students and community better.
- Placing student teachers in Block 3 and the Student Teaching block within the same classroom can be beneficial. It allows them to become familiar with the classroom environment, routines, and expectations earlier in the school year. This familiarity can provide a smoother transition into the student teaching phase, enabling them to focus more on learning content, developing teaching strategies, and building relationships with students and families. Additionally, having an extended period of time in the same classroom setting allows student teachers to develop more comprehensive rubrics, assess student progress more effectively, and communicate with families more consistently throughout the school year. Overall, it seems like a strategy that can enhance the student teaching experience and better prepare future educators for their careers.
- Give more opportunities to role play different scenarios that involve parents. This really would help them become more comfortable with communicating with parents by the time they get to student teaching.
- UHWO can support teacher candidates my acknowledging that they have valuable input to provide when collaborating with teachers on their grade level teams. They have current knowledge that would be valuable to share with a team of more veteran teachers.
- Although it is helpful to have students teachers long term sub, to help support these teachers to be successful, it is important that the school and UHWO have specific guidelines to best support the student teacher (IE: mentor should be in classroom 3 hours per week). I would also like to suggest that since Hawaii utilizes the Danielson Framework and components for their evaluation process that UHWO also uses the same framework. It is very similar to INTASC but I think the focus on Danielson will help the students who
- work for Hawaii to already be familiar with Danielson's rubrics.

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	2.63	2-3
Delivering Effective Instruction	2.75	2-3
Classroom Management	2.38	2-3
Differentiated Instruction: ELL	2.14	2-3

	Average	Range
Differentiated Instruction: SPED	2.14	2-3
Differentiated Instruction: All other diverse learners	2.25	2-3
Assessment to Inform Practice	2.13	2-3
Technology in the Service of Learning	2.29	2-3
Knowledge of Content: English Language Arts	2.25	2-3
Knowledge of Content: Math	2.25	2-3
Knowledge of Content: Science	2.25	2-3
Knowledge of Content: Social Studies	2.25	2-3
Knowledge of Content: Biology	2.2	2-3

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

- N/A
- Possible more mini-lessons prior to solo week
- It would be nice if candidates taught their solos in consecutive weeks. I think this gives the candidate to really reflect on their practice and inform their instruction.
- Continue to prepare student teachers with behavior management concerns.
- UHWO can better provide teacher candidates with ample opportunities for hands-on experience in real classroom settings through practicum placements which include grade level planning in their block for the semester. This allows candidates to apply knowledge in practice and develop their teaching skills under the guidance of experienced educators, early on. Mentorship and Feedback with use of the CAL in their block would be helpful in creating a reflective practice with the student teacher.
- Reviewing how to break down standards. And from there exploring different instructional strategies that would support that standard. I think it's great to also give basic knowledge on thinking maps and how it can be used to help students organize their ideas.
- It would be helpful to have teachers come in with a better understanding on MTSS and different tiers of instruction. For example, what is the difference between providing intervention and reteaching a skill in a small group?
- no comment

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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	0
Acceptable	3
Excellent	5

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	7

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

- Up to date information on education.
- Both strength and challenge - Having the student teacher also filling a long term sub position. The teacher candidate will be either awesome with behavior management, time management, and able to handle stress or it will be totally overwhelming.
- Students are able to practice and apply what they've learned to their teaching in the field. I believe the program provides their candidates ample opportunities to reflect on their teaching practice and share their experiences with their peers.
- Preparing UHWO Residents to balance school and work.
- The program strengths is the fostering and the preparation of the student teacher through real life experience in the classroom, mock interview questions, parent-teacher conferences, and addressing situational issues. Many of the student teachers have demonstrate their commitment to professional growth and readiness for the classroom environment. UHWO creates a positive atmosphere where students and Kumu support each other fosters a conducive learning environment and enhances the overall experience for everyone involved. UHWO has a collaborative approach that contributes to a thriving educational community.
- I think it's great to see that during their student teaching semester, it seems that their seminar class serves as a way for them to practice their skills as teachers through practice lessons and even through different scenarios that they would deal with when they become teachers (Parent teacher conferences, receiving feedback, mock interviews etc.)
- The strength is the support that UHWO students are provided with. Their professors are willing to advocate for their teacher candidate's needs. The residency program also helps candidates to be more prepared for their first year of teaching. They get to experience building relationships with families, collaborating with members on their grade level team, and planning for year round instruction.
- no comment

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

- N/A
- The most challenging is when we have a teacher candidate that we know is a nice person but not have the confidence or behavior management skills to handle a class on their own.
- No challenges experienced this past year.
- The most challenging was balancing time trying to find a time that both of us could meet between classes and my schedule afterschool.. Student Teacher had to balance school and work

- Balancing support and independence as a mentor to my student teacher. I want to provide guidance to teacher candidates while also fostering their independence as an educators. It can be challenging to know when to step in and offer assistance versus allowing candidates to navigate challenges on their own.
- With experience this past semester, no challenges regarding my student teacher as she took great initiative in really making great use of her time while with me.
- better communication between school and university to keep everyone up to date
- Finding time to ensure the teacher candidate/resident stayed aware of what is happening in school. They would miss our faculty meetings that usually included professional learning on Wednesdays so they could attend their classes.

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.

- For candidates, spend the day in the school instead of just a block.
- More mini-lessons required prior to solo week
- N/A
- Continue preparing student teachers with ongoing behavior management
- I would encourage all mentors to get formal training that is offered at UHWO, this has really helped me as a mentor to provide guidance and support to my student teacher, while fostering independence. Placing student teachers in Block 3 and the Student Teaching block within the same classroom can be beneficial. It allows them to become familiar with the classroom environment, routines, and expectations earlier in the school year. This familiarity can provide a smoother transition into the student teaching phase, enabling them to focus more on learning content, developing teaching strategies, and building relationships with students and families. Additionally, having an extended period of time in the same classroom setting allows student teachers to develop more comprehensive rubrics, assess student progress more effectively, and communicate with families more consistently throughout the school year. Overall, it seems like a strategy that can enhance the student teaching experience and better prepare future educators for their careers. I think that there should be some type of questionnaire done by both mentors and student teachers/block students of what they're looking to get out of the experience. For example, if students don't have the time to carve out of their schedule to plan/receive feedback, they should not be placed with teachers who are expecting that. And also vice versa. Some mentor teachers would want to be more hands-on with mentoring and teaching student teachers and some may not be as hands on. I think a questionnaire would help to pair up mentors/mentees together that would be a good fit.
- Preparing teachers to engage a variety of learners and to be able to differentiate for a wide range of students. Also how to build relationships with students and their families, so they can be trusting of the school system.
no comment

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

Responses	Count
No	3
Yes	5
Unsure	0