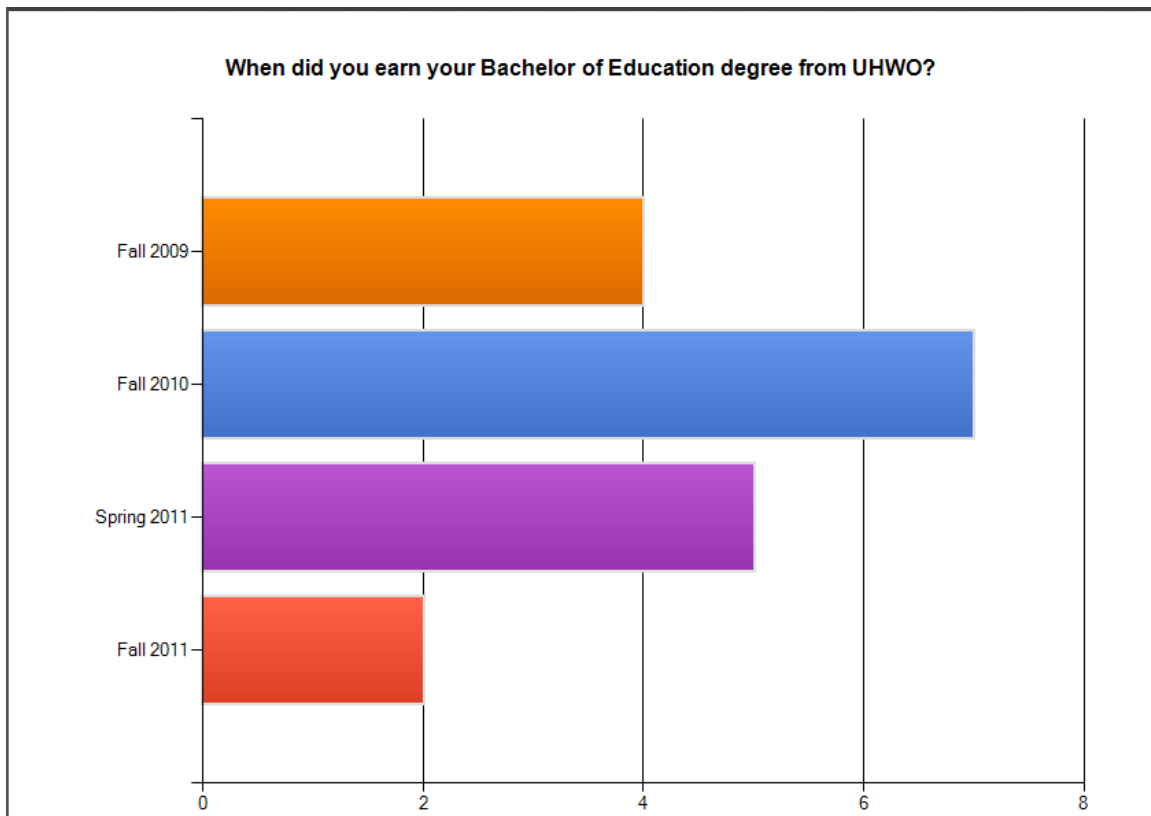


**Exhibit 1a.4b**

**Employee Survey (AY 2011-12)**  
**(n = 18/30 60% Response Rate)**

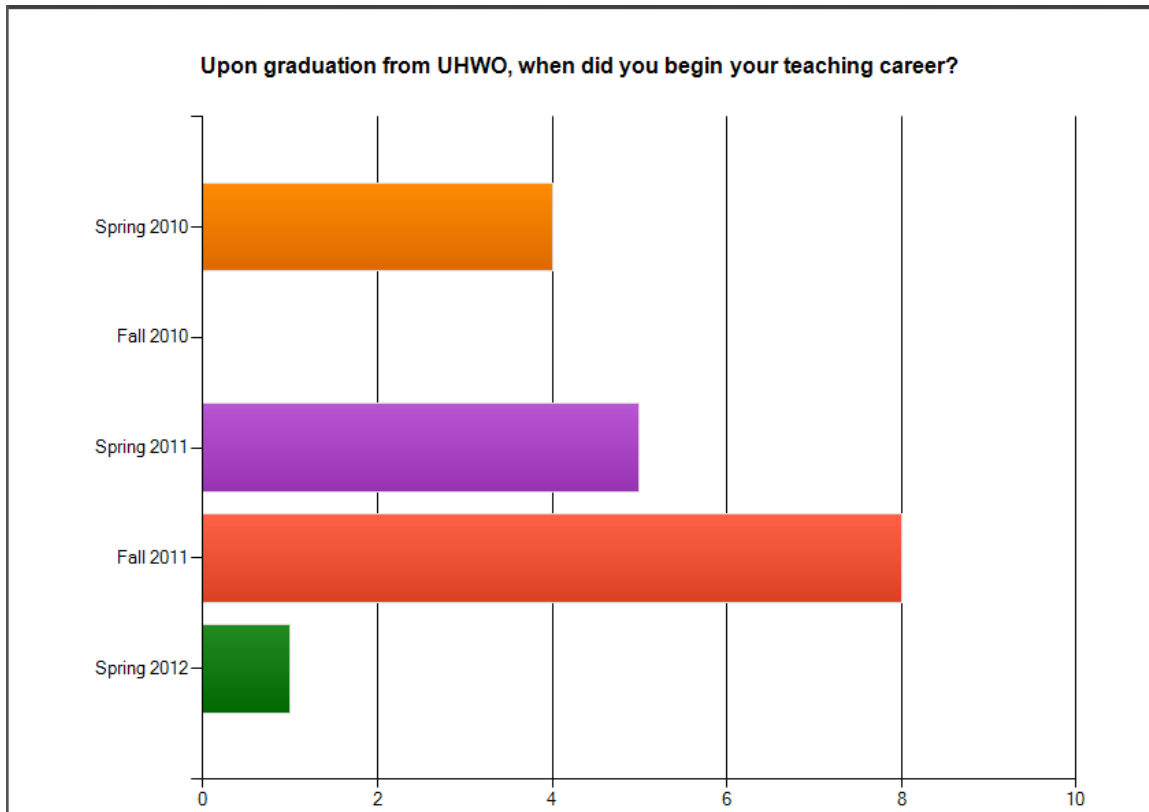
1. When did you earn your B.Ed. from UHWO?

Semester	Response Percent	Response Count
Fall 2009	22.2%	4
Fall 2010	38.9%	7
Spring 2011	27.8%	5
Fall 2011	11.1%	2



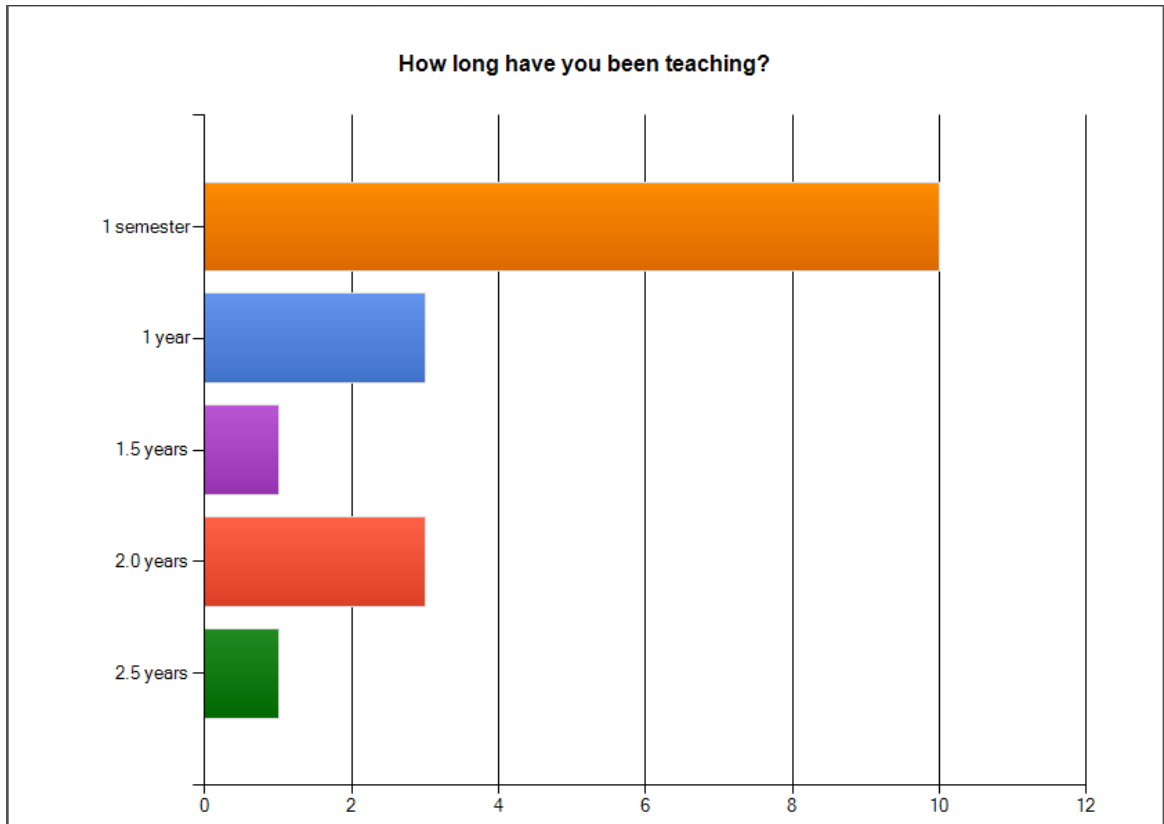
2. Upon graduation from UHWO, when did you begin your teaching career?

Semester	Response Percent	Response Count
Spring 2010	22.2%	4
Spring 2011	27.8%	5
Fall 2011	44.4%	8
Spring 2012	5.6%	1



3. How long have you been teaching?

Length	Response Percent	Response Count
1 semester	55.6%	10
1 year	16.7%	3
1.5 years	5.6%	1
2.0 years	16.7%	3
2.5 years	5.6%	1

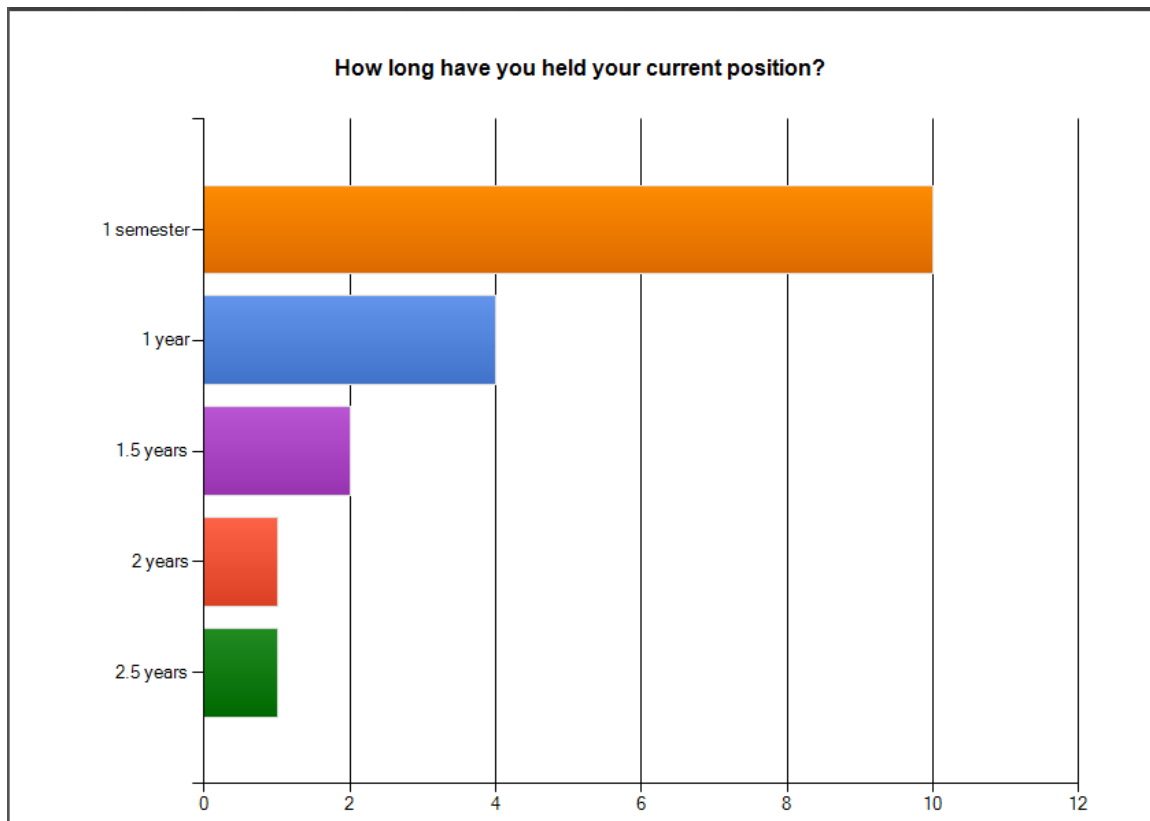


4. What is your current position?

Position	Number of Years in Position				Response Count
	0	1	2	3	
Full Time Classroom Teacher: Regular	10	3	4	0	17
Full Time Classroom Teacher: Inclusion	3	0	0	0	3
Full Time Special Education Teacher: Resource Room	3	1	0	0	4
Full Time Special Education Teacher: Inclusion	3	0	0	0	3
Part-Time Teacher (PTT)	3	0	0	0	3
Educational Assistant (EA)	2	0	0	1	3
Content Area Coach- Literacy	3	0	0	0	3
Content Area Coach- Math	3	0	0	0	3
Content Area Coach- Science	3	0	0	0	3
Content Area Coach- Other	3	0	0	0	3
Other Responses:					
1) Full time SPED teacher FSC (Fully Self Contained): August 2011-May 2012					
2) Full time classroom teacher inclusion 1: semester					
3) 6 <sup>th</sup> grade reading teacher (4 reading classes writing teacher-one writing class art teacher)					
4) Paraprofessional Teacher (PPT): 1 year					

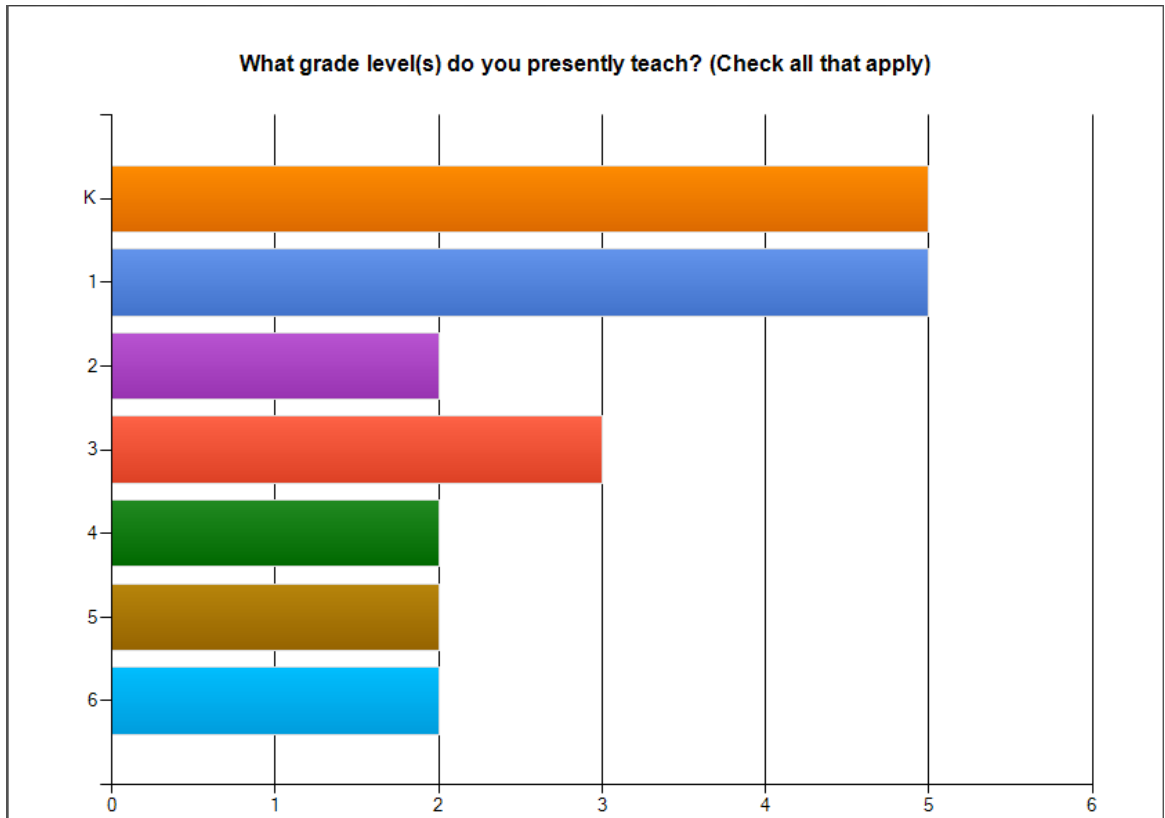
5. How long have you held your current position?

Length	Response Percent	Response Count
1 semester	55.6%	10
1 year	22.2%	4
1.5 years	11.1%	2
2 years	5.6%	1
2.5 years	5.6%	1



6. What grade level(s) do you presently teach? (check all that apply)

Grade	Response Percent	Response Count
K	27.8%	5
1	27.8%	5
2	11.1%	2
3	16.7%	3
4	11.1%	2
5	11.1%	2
6	11.1%	1
Other Responses:		
1) I receive students from all grade levels		



7. What subject areas do you presently teach? (check all that apply)

Subject	Response Percent	Response Count
English Language Arts	94.4%	17
Math	83.3%	15
Science	88.9%	16
Social Studies	83.3%	15
The Arts	77.8%	14
Health/P.E./Movement	61.1%	11
Other Responses: 1) Character Counts		

8. Describe any teaching position(s) that you held after graduation and prior to your current position. Position; grade level; length of service

Open-ended Responses:
My current position is my first position after graduation. I was hired as a Kindergarten teacher mid-year, in January 2012. The class was formed by taking Jr-Kindergarteners from the 4 existing K classrooms to minimize class size.
PTT(part time teacher) Sunset El. 6 grade 1 semester
First grade/Regular Ed.
After school A+ leader K-6
None, I began my teaching career right after graduation.
Sunset Beach Elementary 6th grade (0.5 yrs.)

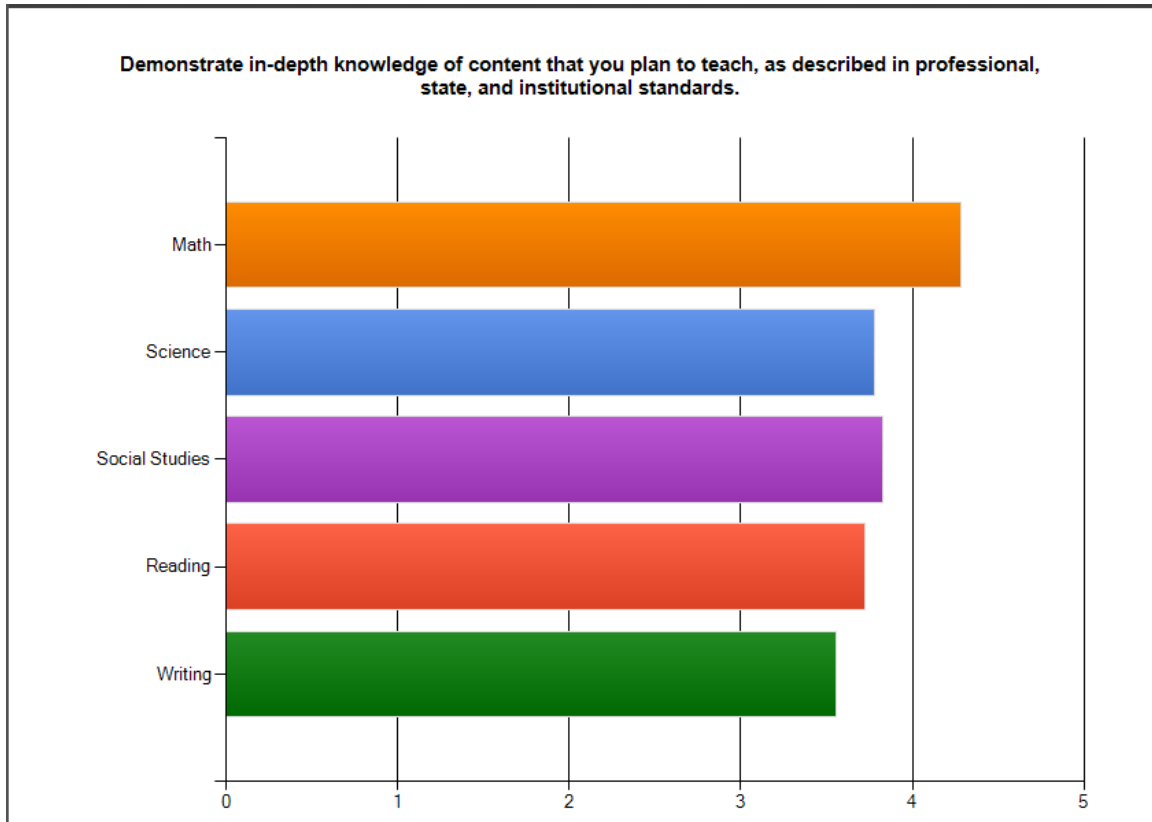
PTT, K-6, 1 semester
Para-professional tutor- 1st grade, 5months
n/a - current position as a Kindergarten teacher since Spring 2010
Taught Grade 2 for one semester
5th and 6th grade Title 1 resource teacher. I taught math and science.

9. Describe any other work related responsibilities to which you have been assigned, such as administration, coordination, coaching, etc.

<b>Open-ended Responses:</b>
No special assignments, just regular collaboration and participation in newly implemented programs at the school.
Behavior Committee; Aloha Committee
I am currently involved in Fundraising and Social Committees at work.
I am on the Technology Focus Group Committee.
Instructional Leadership Team (1.5 yrs.) and Grade Level Coordinator (1.5 yrs.)
Assist with school's FLL (LEGO) team.
Health Committee Grade 1 representative
Teaching Art during the wheel classes Radford Complex Speech Fest Committee Budget Committee Representative for 6th grade Chess Club Organizer
Reading Professional Learning Team representative for grade level Social Committee representative for grade level
Grade level chair

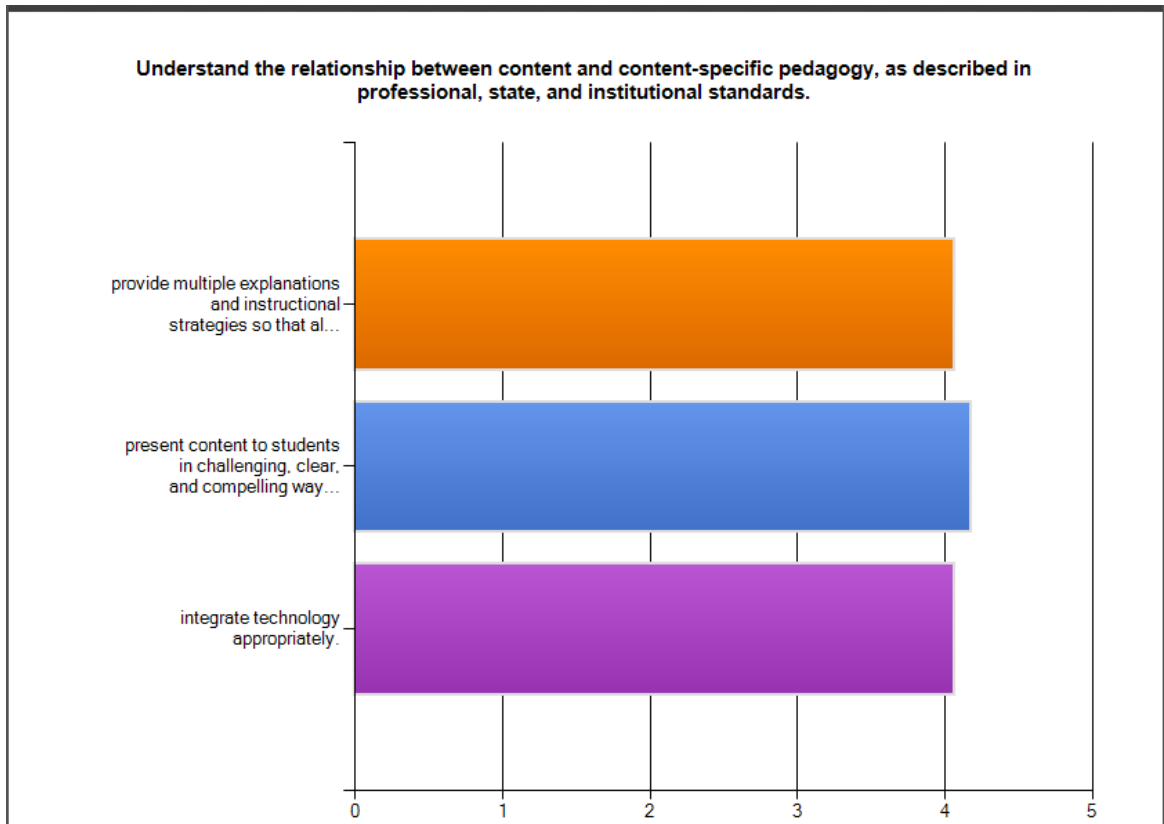
10. Demonstrate in-depth knowledge of content that you plan to teach, as described in professional, state, and institutional standards.

Subject	No Basis for Judgment	Very Unprepared	Unprepared	Neutral	Prepared	Very Prepared	Rating Average	Response Count
Math	0	0	0	2	9	7	4.28	18
Science	0	0	0	7	8	3	3.78	18
Social Studies	0	0	1	3	12	2	3.83	18
Reading	0	0	2	5	7	4	3.72	18
Writing	0	0	3	5	7	3	3.56	18



11. Understand the relationship between content and content-specific pedagogy, as described in professional, state, and institutional standards.

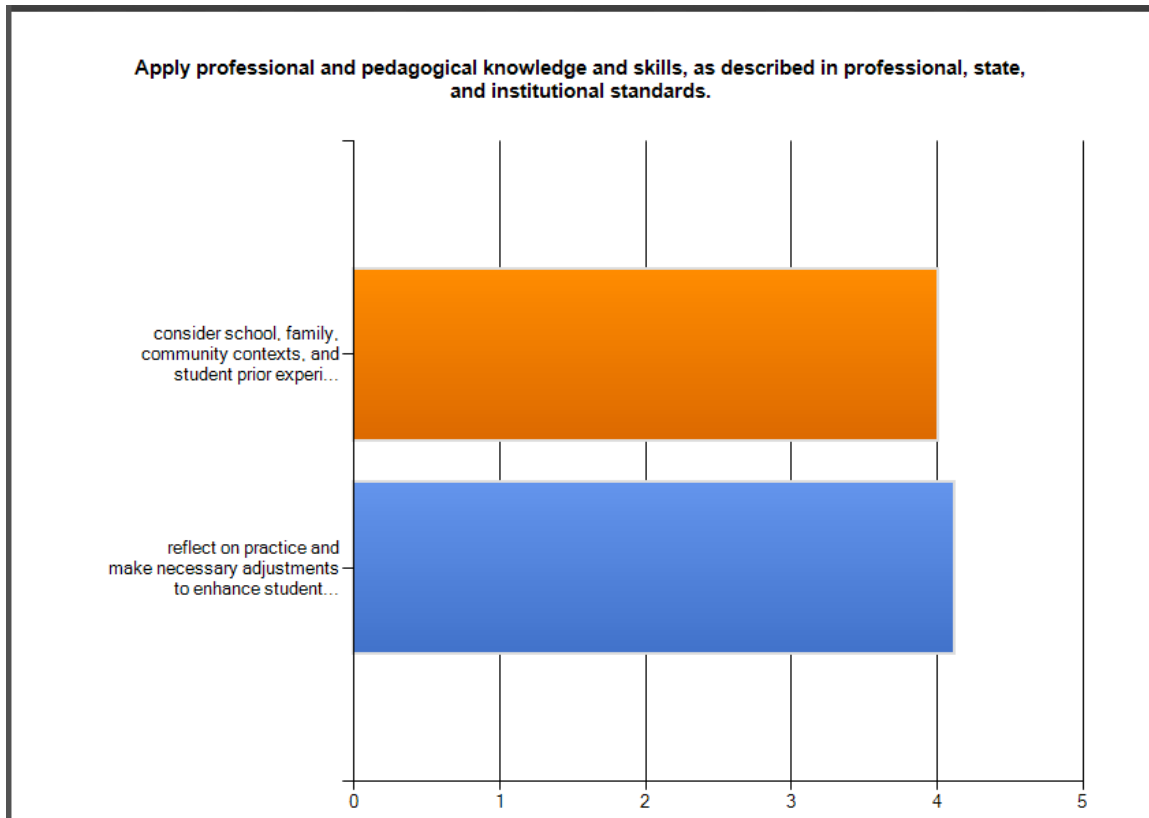
	No Basis for Judgment	Very Unprepared	Unprepared	Neutral	Prepared	Very Prepared	Rating Average	Response Count
Provide multiple explanations and instructional strategies so that all students learn	0	0	0	4	9	5	4.06	18
Present content to students in challenging, clear, and compelling ways, using real-world contexts	0	0	0	3	9	6	4.17	18
Integrate technology appropriately	0	0	0	4	9	5	4.06	18



12. Apply professional and pedagogical knowledge and skills, as described in professional, state, and institutional standards.

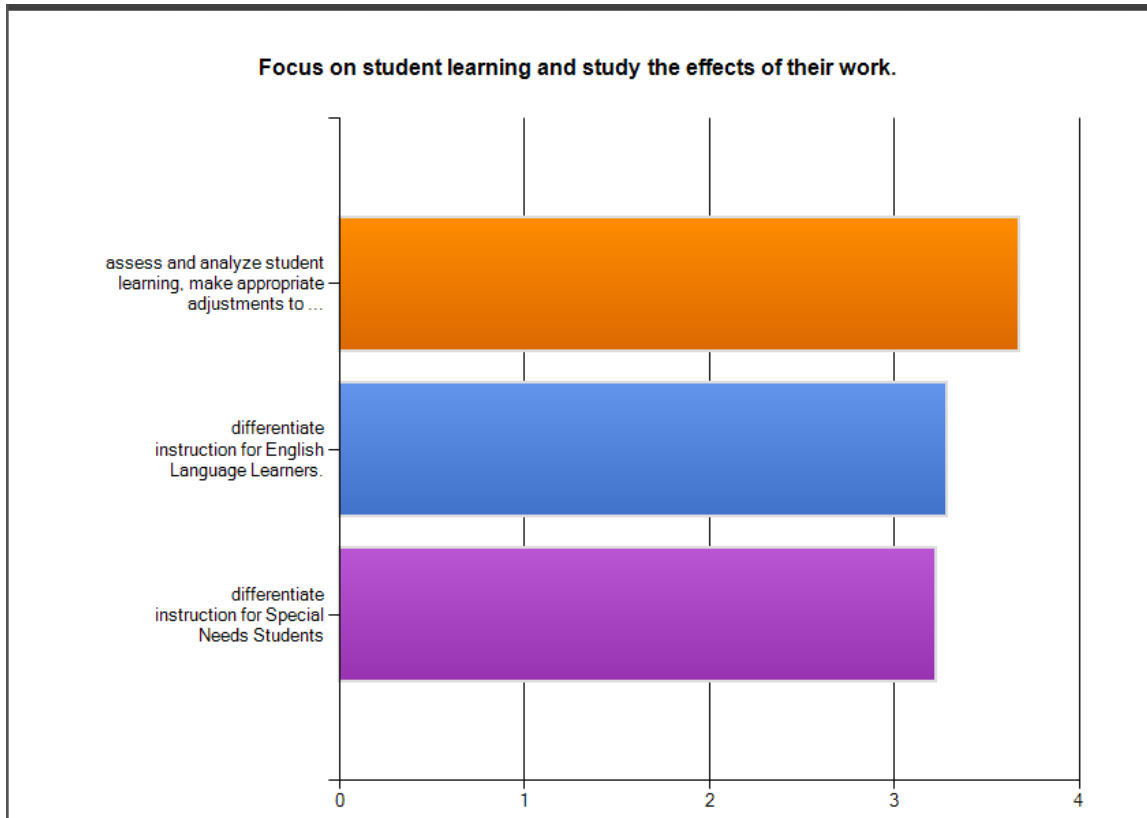
	No Basis for Judgment	Very Unprepared	Unprepared	Neutral	Prepared	Very Prepared	Rating Average	Response Count
Consider school, family, community contexts, and student prior experiences to develop meaningful learning experiences	0	0	0	4	10	4	4.00	18
Reflect on practice and make necessary adjustments to enhance student learning	0	0	0	4	8	6	4.11	18





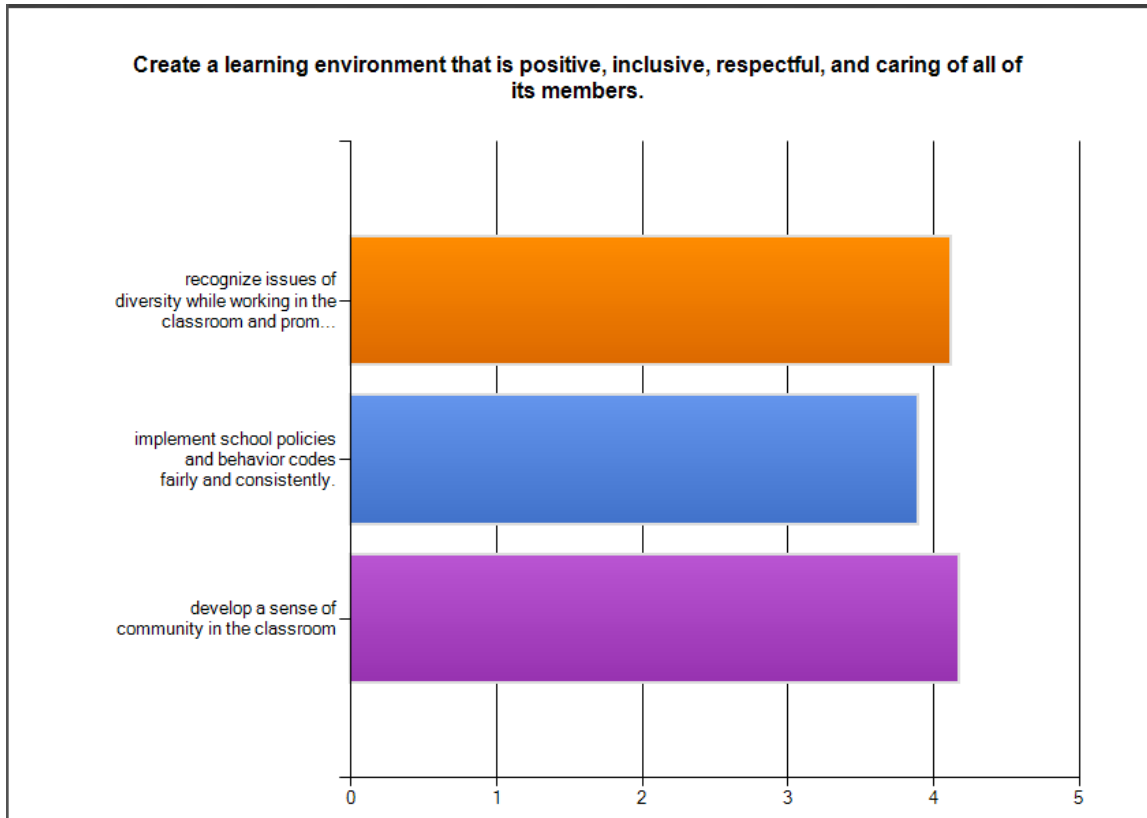
13. Focus on student learning and study the effects of their work.

	No Basis for Judgment	Very Unprepared	Unprepared	Neutral	Prepared	Very Prepared	Rating Average	Response Count
Assess and analyze student learning, make appropriate adjustments to instruction, and monitor student learning	0	0	2	5	8	3	3.67	18
Differentiate instruction for English Language Learners	0	0	5	5	6	2	3.28	18
Differentiate instruction for Special Needs Students	0	0	5	6	5	2	3.22	18



14. Create a learning environment that is positive, inclusive, respectful, and caring of all of its members.

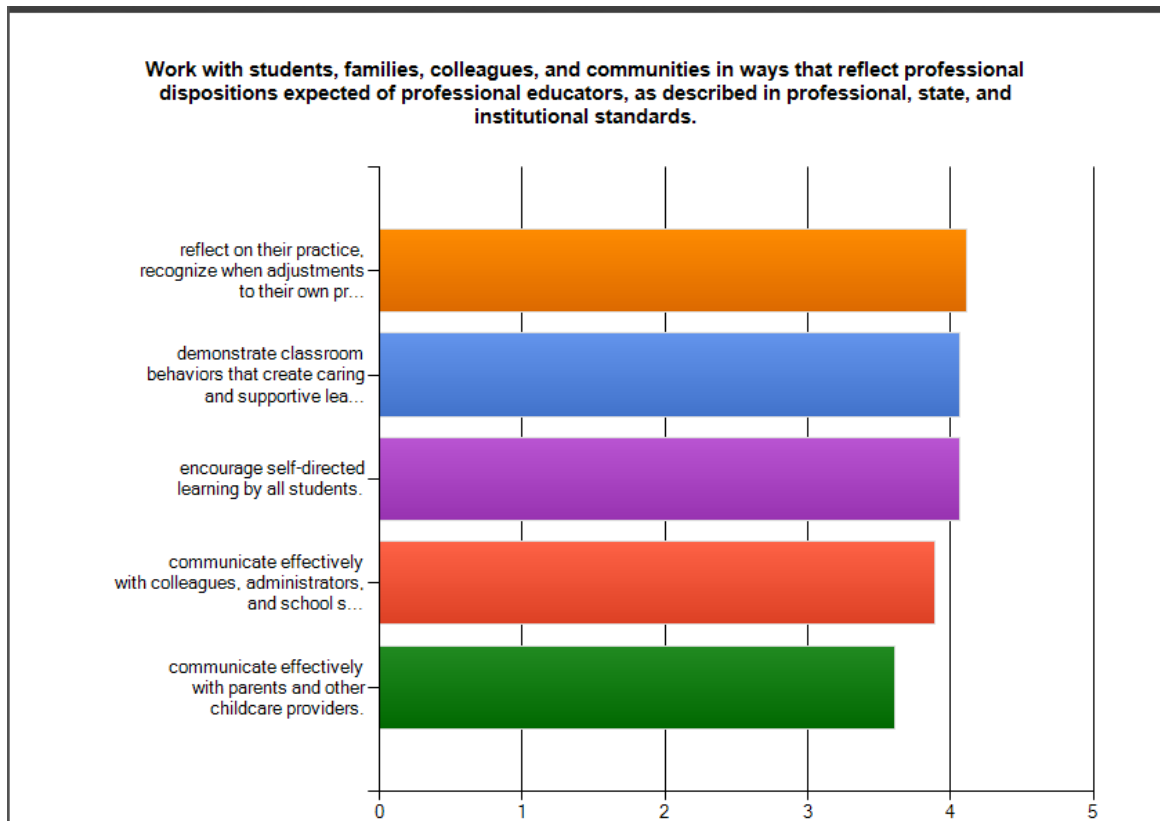
	No Basis for Judgment	Very Unprepared	Unprepared	Neutral	Prepared	Very Prepared	Rating Average	Response Count
Recognize issues of diversity while working in the classroom and promoting respect	0	0	0	2	12	4	4.11	18
Implement school policies and behavior codes fairly and consistently	0	0	1	4	9	4	3.89	18
Develop a sense of community in the classroom	0	0	0	2	11	5	4.17	18



15. Work with students, families, colleagues, and communities in ways that reflect professional dispositions expected of professional educators, as described in professional, state, and institutional standards.

	No Basis for Judgment	Very Unprepared	Unprepared	Neutral	Prepared	Very Prepared	Rating Average	Response Count
Reflect on their practice, recognize when adjustment to their own professional dispositions need to be made, and develop plans to do so	0	0	0	4	8	6	4.11	18
Demonstrate classroom behaviors that create caring and supportive learning environments	0	0	0	3	11	4	4.06	18
Encourage self-directed learning by all students	0	0	1	1	12	4	4.06	18
Communicate effectively with colleagues, administrators, and school staff	0	0	0	5	10	3	3.89	18
Communicate effectively with	0	1	1	5	8	3	3.61	18

parents and other childcare providers								
---------------------------------------	--	--	--	--	--	--	--	--



16. What did the UHWO Elementary Teacher Education program do best in preparing you to be an effective teacher?

Open-ended responses
Having small class sizes which allowed for peer/professor communication and feedback. Professor support was the biggest plus for me.
I feel that I was well prepared to communicate with my students about issue in school. I also feel that I was prepared to teach specific subject matter such as math.
I think being out on the field for four semesters has helped. In addition, UHWO insisted that teacher candidates demonstrate in-depth knowledge of content as well as understanding the relationship between content and content specific pedagogy. UHWO encouraged teacher candidates to know and understand students, families, communities and colleagues. Still, at the same time reflect on our position as professional educators. All of the professors and Dr. Heller instilled a sense of seriousness, yet a sense of pride in being a professional educator and the importance of holding one's self up to the standards of the institution. I feel that UHWO has prepared me to be an effective teacher.
Focusing on positive behavior for classroom management, thinking in detail in precision when having substitutes and to prepare for lessons. To actively engaging students with manipulatives and some sort of play before focusing on the main lesson.
UHWO helped me learn to formulate lesson plans, differentiate my teaching/assessments, reflect on my teaching.

They helped me prepare myself for the classroom environment and how to handle students.
Helping me to write lessons and align my objective, standards and outcome.
The practicums were very useful and helpful to get us into the field early. I felt that with each block that we had and the practicums we had to do were very helpful to experience different grade levels and different experiences in general.
The UHWO Elementary Education program did an amazing job in teaching us teaching methods in the core subjects to make instruction meaningful to the students.
Field service hours.
Preparing lesson plans and working with diverse learners.
Constantly assess student learning/achievement and my teaching to best fit the needs of my students.
The instructors were really wonderful, caring teachers themselves. I liked how they taught us the ethics of teaching and not to "teach the test".
The practicum did wonders! It helped me to realize areas in my teaching that needed improvement and it gave me opportunities to practice those areas that needed work.
To look at the strengths and challenges of the whole child.
Thinking critically about what and why I am teaching a skill or content to instill meaning in my instruction.
A lot of reflections helped me know what I needed to work on.
Gave me a lot of classroom experiences.

17. What could the UHWO Elementary Teacher Education program have done better in preparing you to be an effective teacher?

<b>Open-ended responses</b>
Provided more instruction on classroom management techniques.
More scenario based instruction especially in dealing with communicating with administration, faculty, and parents.
I would have liked to have had at least one computer technology class or at best one core subject that was integrated with computer technology. Many schools have the ELMO, SMARTBOARDS, or are using lap tops to present specific lessons. Occasionally, presenting information this way helps students to understand the content better.
How to deal with SPED students personally; how to complete a report card thru eSIS.
They could have helped with more content related materials, teaching organization, and grading.
Preparing me to "really see" what it is like teaching. The problems encountered with parents, colleagues and students. Student teaching helped a little but there is so much more that we have to do as teachers.
I think if we had more support during the last two blocks in the program, I think that I would have been better prepared for any situations. I felt that in student teaching they were helpful and supportive but leading up to student teaching I felt that the last two blocks had a lot of tension between the instructors and the students. My fellow colleagues were feeling the tension and stress between the instructors and felt that our class "cohort" was shafted compared to the previous class.
I think that the program is good as it is. I don't think that there are any changes needed.
Classroom management.
How to implement a writer's workshop and promote a love for writing.

I think mentor teachers should be interviewed before placing UHWO teacher candidates with them. I had a stressful relationship with my mentor and her values clashed with the UHWO Elementary Education program's values. It was uncomfortable doing my student teaching with someone who suffered from tremendous mood swings. I later found out my mentor was forced to take a different job that didn't deal with students! In the future UHWO graduates should mentor incoming elementary ed. students.
Information on prepping for the praxis and PLT exams. After graduation I took a course from DOE that helped me understand what the tests were looking for.
Raise the number of practicum hours required. Being able to see how a whole day runs is very important.
I felt under prepared to teach writing.
How to write report card comments. Practice with that would have been really helpful.

18. What inservice presentations, workshops, or credit courses would you like the UHWO Division of Education to consider developing, in support of your professional development? (e.g., computer technology, classroom management, literacy, math, science, etc.)

<b>Open-ended Responses</b>
A workshop teaching/providing resources for integrated lesson plans and themed units.
Classroom management, professionalism.
I think UHWO should have a master's program. It would help teachers from West Oahu pursue that degree. However, in the meantime classroom management is the key to instruction. Still, computer technology would also help instructional presentations.
Classroom management to support school's behavior support plan. How to effectively communicate with parents.
Literacy/Singapore math/science/social studies/classroom management.
Literacy and math. I would have liked to learn more about computer technology also.
Classroom management, different math curriculums used in the schools.
I think it would be helpful to have some science and social studies professional development. Also I think implementing the thinking maps would help with central districts implementation.
Science and computer technology.
Master's program.
Classroom management, Integrating computer technology in the classroom, math and science.
Literacy and writing.
I think they should teach students how to take attendance using the ESIS program. My mentor teacher never let me touch her computer so I had to learn on the job. I think doing report cards was stressful too the first quarter. It would have been nice to have someone show me how to do that before I took a position teaching. Classroom management is a must! I was not prepared for the behavior issues I have to deal with. My mentor teacher used fear to manipulate the students and I didn't learn anything valuable by watching her scream at students. I think learning successful classroom management techniques will go a long way in keeping teachers happy so they stay in this profession.
Classroom management would be beneficial for most teachers. I learned most of my classroom management techniques and strategies from my mentor during student teaching which are successful and very effective.
Classroom Management / Differentiated Instructions & Assessment.
Technology; writing.

Classroom management; how to make a behavior plan. Anything dealing with classroom management strategies.

Classroom management. Also, most literacy development (phonics workshops, reading workshops, explanation of standards, etc.)