

Fall 2010 Elementary Education Graduates Exit Survey Results

There were 14 teacher candidates that graduated in Fall 2010.

Semester entered

The graduates entered UH-West Oahu during one of the following semesters:

Spring 2007 (1 student)
Fall 2007 (9 students)
Spring 2008 (3 students)
Fall 2008 (1 student)

Degree completed prior to B.Ed.

11 students completed a degree prior to earning their B.Ed.

Associate of Arts (AA): 8 students
AA and Associate of Arts in Teaching (AAT): 1 student
Associate of Science (AS) and Bachelor's: 1 student
Bachelor's: 1 student

Schools attended

All student transferred credits from at least one school. Schools previously attended (note: some students transferred credits from more than one institution):

Hawaii Pacific University
Honolulu Community College
Kapiolani Community College
Ross State College
St. Petersburg College
Stann Creek Ecumenical Junior College
University of Belize
University of Findlay
University of Hawaii at Manoa
William Rainey Harper College
Windward Community College

Transferred credit

Students transferred an average of 95.18 credits to UHWO. The range was 60.5-153 credits.

Semesters to graduation, full-time, part-time

Students on average took 16.21 semesters to graduate with a B.Ed. The range was 11-23 semesters. Students attended classes on a full-time and part-time basis. The average number of semesters classified as a full-time student (≥ 12 credits in a semester) was 8.64; the range was 2-13. Conversely, the average number of semesters classified as a part-time student (less than 12 credits) was 7.57; the range was 2-17.

Work and school

11 students responded that they worked while attending classes. One student worked full-time and five students worked part-time. The remaining five students indicated they had worked both full-time and part-time during their studies. Four students responded that they worked during their student teaching semester. Of those students, the average number of hours worked during student teaching was 15.75; the range was 8-30 hours per week.

Professional development areas

The candidates were asked to respond (using a five-point Likert Scale) how well-prepared they felt in the following areas that impact high quality teaching and learning. (1: Not Prepared, 3: Somewhat Prepared, 5: Highly Prepared)

Area	Average	Range
Lesson Planning & Preparation	4.50	4-5
Delivering Effective Instruction	4.50	3-5
Classroom Management	3.86	2-5
Differentiation of Instruction		
-ELL	3.39	2-4
-SPED	3.46	2-4
-All other diverse learners	3.89	3-5
Assessment to Inform Practice	4.07	3-5
Technology in the Service of Learning	3.89	2-5
Knowledge of Content:		
-English Language Arts	4.29	3-5
-Math	4.21	3-5
-Science	3.57	1-5
-Social Studies	4.07	3-5

Open ended section

The teacher candidates were also presented an opportunity to comment on the professional development area above. Five students commented:

- We never really learned how to teach Science. We had two different teachers. One teacher showed us inquiry based lessons. The other teacher gave us lots of written work and did a few experiments. I wish they would have gone over the benchmarks and showed us how to write lesson plans that met those benchmarks. I felt like I was tutoring myself both semesters. It would have helped if the school I was assigned had Science books.
- I thought the ELL and Diverse Learners should have been one class. We practically did the same work for both classes, and it was taught the same way.
- The Science Methods courses was not very informative, either. Although, we did learn some nifty gadgets in Science Methods I, Science Methods II was composed mostly of busy work, and self-teaching. Professor Rampal did not offer feedback on major projects that were assigned, and he seemed more focused on the Central District Resource Teacher position, rather than a professor of Science Methods (he was unable to observe my science lesson plan due to a Central District RT conference).
- I feel confident in the classroom setting but experience definitely makes a big difference.
- Knowledge of content depends on the grade level. I rated 3 for Math/Science/SS for the upper grades.

To conclude the survey, teacher candidates were asked four questions. The questions and responses are below:

I. Upon graduation, do you plan to 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?)

- Yes. I plan to work as soon as I can. If I can't find a job then I will be a substitute.
- I plan to pursue a career in teaching as well as pursuing my master's degree at either University of Phoenix, Chaminade, or HPU. Later in my career, I would like to become a resource teacher or in curriculum development.
- If I can't get a job being a full-time teacher, then I plan on being a substitute teacher and also look at getting into graduate school. Another option is maybe get a federal job.
- Do to our lack of knowledge of future residents, I plan on becoming a substitute teacher immediately after graduation. Once we (my husband and I) gain more information about our future residency I will pursue my career by applying with the DOE of which ever state we will be living in.
- I initially plan to start working right away (If I get a job) and perhaps go to school part time to fulfill my next goal of getting my masters.
- Now that I'm graduating, I feel better prepared with my experience from Student Teaching.
- (None)
- Yes, I will be pursuing a career in teaching soon after graduation. I was also considering going to graduate school.

- I plan to substitute part time, as well as volunteer my time for a couple of elementary schools, until I am ready to pursue full time teaching. Several teachers (including my mentor) at the school I where I did my student teaching have expressed an interest in having me be their substitute during planned absences in the spring. I am likely to pursue full time teaching for the 2011-2012 school year. I plan to go to graduate school within the next five years.
- Yes, I will be teaching. In fact, I am already teaching. I will also continue on to graduate school.
- I do plan to continue my education by obtaining my Master's Degree (perhaps in order to have dual certification in both General Ed and Special Ed).
- (None)
- I plan to be a substitute teacher and continue waitressing until I find a teaching job on the windward side.
- I will be working as a PTT (Part-time teacher) at the school I am currently located in. I plan to work as a PTT until May. I plan to find a full-time teaching job next school year 2011-2012.

II. Have you been interviewed by a school principal for a teaching position? If so, please provide location, grade level, and start date of the position.

- This principal was not impressed with the school where I did my solo teaching at. Kipapa Elementary wants teachers who are creative, write their own lessons, and don't teach the text. The principal also seemed disappointed that my solo teaching was only in one grade level. She wanted someone who had experience solo teaching many different grades. I didn't know that was even possible.
- (None)
- A) Likelike Elementary School (3,4,5) November 10, 2010; B) Hale Kula Elementary School (2nd) December 8, 2010 (start date in January)
- I have not interviewed with the DOE yet.
- I have been interviewed by:
 - o Likeke Elementary for a math teaching position for grades 3-5. (I did not get a call back)
 - o Hale Kula Elementary for a second grade position. (I did not get a call back).
 - o Ewa Beach Elementary for a math coaching position/5th grade part time position. (waiting for the school to call back).
- Likelike Elementary School – 5th Grade Math teacher. Interviewed by Principal Oshio, went back for a 2nd interview, wasn't hired =(
- Princess Miriam Likelike Elementary School 3-5 January 2011; Hale Kula Elementary School 2nd grade January 2011; Ewa Beach Elementary School 3-6 January 2011; Leihoku Elementary School 3rd grade January 2011
- No, I have not yet been interviewed by any schools thus far. This is a result of having to reschedule my interview with Jeff Hoover.
- I have not applied for a teaching position.
- Yes, at Hale Kula Elementary School, 5th grade. Start date: Jan. 3rd
- The principal at Waiau Elementary offered to have a mock interview, so I would know what to expect during an interview.
- (None)
- I only put down the windward side and haven't received any calls yet.
- So far I have only interviewed once with Likelike Elementary school for a teaching position but have not received a second call.

III. Have you been offered and accepted an elementary teaching position? If so, please provide location, grade level, and starting date.

- I will not know for another week if Kipapa Elementary is interested in me. They have more interviews to conduct & the principal did not seem impressed with my solo teaching experience. She did not like that all my subjects were taught from the text or from the SFA program.
- I've only been offered a PTT position for next semester at Moanalua Elementary. I would be providing additional aid for struggling students. These are students that can't qualify for SPED. It would be K-6.
- (None)

- (None)
- (None)
- (None)
- (None)
- (None)
- (None)
- Yes. At Hale Kula Elementary School-- 5th grade. Starting Jan. 3rd
- I have been contacted by several different schools to schedule interviews for positions opening up in January, 2011.
- Pearl Harbor Kai Elementary, 6th grade (start date unknown)
- (None)
- I will begin as a PTT at Manana Elementary in January 2011.

IV. 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?

- It would be great to join that math club Dr. Myers is talking about starting. It would also be nice if in the future UHWO has more education classes such as Reading Difficulties, Classroom Management, etc.
- Continue to be a resource that I can turn to when needed. Also providing professional development classes/workshops or at least informing me of pertinent workshops/classes.
- Resources, activities, strategies
- It would be greatly appreciated to gain more information on transferring to another state. Such as guidance on what the proper steps would be for a military spouse to get certified, etc. in another state in order to start teaching.
- I think that having some sort of webpage for us to ask questions or to vent on, like a blog page for UHWO students to go back to for resources.
- Free Professional Development classes and support through email, resources, and lesson plan ideas
- (None)
- It would be nice to keep an open line of communication open with all staff from the program with the goal of providing graduates with assistance throughout the first year of their teaching careers as the first year may yield the most questions and concerns.
- It would be helpful of the UHWO Education faculty to be receptive to future inquiries (email, phone calls, etc.) from graduates, and to be open to giving letters of recommendation/reference for graduates.
- Most of my professors already told me that if I should ever need any assistance or have any question about anything, they will be willing to help me.
- If the Professors would keep in touch with the graduates after graduation, that would be nice. I know there are some schools that do not have curriculums set in place for Language Arts or Mathematics, so it would be invaluable to be able to meet with past professors to help establish a curriculum.
- Not sure. I know that should I have any questions the faculty will be there to help.
- By keeping communication open. If I have a problem, question, or other issue I would like to be able to ask some of my professors for advice or help. Of course a letter of recommendation, which we are already receiving.
- When I become a full-time teacher, to please keep in contact with suggestions and feedback on how I'm doing as an effective/productive teacher.