

Exhibit 2b.1d
AY 2011-12
UHWO Elementary Teacher Education Program Evaluation

AY 2011-12	
	Response Total
Mentors n = 106	15 (14%)
Principals	2 (5%)

1. I have mentored and/or observed teacher candidates during the following (check all that apply)?

Field or Clinical Experience	Response Total	Percent n = 17
Early Field Experience	11	64.71%
Practicum	8	47.06%
Student Teaching	4	23.53%
Does Not Apply	2	11.76%

2. The semesters that I mentored and/or observed teacher candidates were (check all that apply)?

Semester mentored/observed	Response Total	Percent n = 17
Fall 2007	0	0.00%
Spring 2008	0	0.00%
Summer 2008	0	0.00%
Fall 2008	0	0.00%
Spring 2009	0	0.00%
Summer 2009	0	0.00%
Fall 2009	1	5.88%

Spring 2010	3	17.65%
Fall 2010	4	23.53%
Spring 2011	5	29.41%
Spring 2012	12	70.59%

3. Using the 5-point scale, rate how well-prepared you believe UHWO Teacher Candidates were with regard to their **Knowledge, Skills, and Delivery of Instruction:**

Rated Item(s)	Response Total	Distribution %					Mean
		1	2	3	4	5	
Lesson Planning and Preparation	15	0.00%	6.67%	40.00%	26.67%	26.67%	3.73
Delivering Effective Instruction	15	0.00%	0.00%	40.00%	26.67%	33.33%	3.93
Classroom Management	15	0.00%	20.00%	33.33%	26.67%	20.00%	3.47
Differentiation of Instruction: ELL	14	0.00%	28.57%	28.57%	28.57%	14.29%	3.29
Differentiation of Instruction: SPED	12	0.00%	25.00%	33.33%	25.00%	16.67%	3.33
Differentiation of Instruction: All other diverse learners	15	0.00%	20.00%	33.33%	26.67%	20.00%	3.47
Assessment To Inform Practice	15	0.00%	20.00%	26.67%	26.67%	26.67%	3.6
Technology in the Service of Learning	14	0.00%	21.43%	35.71%	14.29%	28.57%	3.5
Knowledge of Content: English Language Arts	13	0.00%	0.00%	38.46%	15.38%	46.15%	4.08

Knowledge of Content: Math	14	0.00%	14.29%	35.71%	21.43%	28.57%	3.64
Knowledge of Content: Science	13	0.00%	7.69%	46.15%	15.38%	30.77%	3.69
Knowledge of Content: Social Studies	11	0.00%	0.00%	45.45%	27.27%	27.27%	3.82

Response Legend: 1 = Very Unprepared (unacceptable) 2 = Mostly Unprepared 3 = Somewhat Prepared (acceptable) 4 = Mostly Prepared 5 = Fully Prepared (target)

4. Comments

We have had one candidate who was able to prepare and execute lessons. Two others were not able to do so, perhaps due to lack of maturity and preparation.

Preparedness differed according to level of experience

Teacher candidates observed my class and with closed collaboration, the lesson was well organized and executed well. They prepared the lessons suited with their ability meaning they both used differentiated instructions and accomplished the lesson very well.

I gave the teacher candidate 5s because she was as prepared as one can be while in the classroom learning and working with students. She worked well with the students and helped them appropriately to the best of her ability. Being prepared helped her accomplish this.

The teacher candidates delivered well prepared lessons, but were not very content knowledgeable. They also did not differentiate in their lessons nor did I see much of a check for understanding.

The candidate just began their career in teaching, he has very little experience in the area of Instruction.

I was only able to observe one lesson that the UHWO Teacher Candidate prepared and delivered in my class. It was well prepared, and the students responded quite well in terms of participation and quality.

I had the candidate focused of instruction is in the area of Lang. Arts. She was not required to address the other subjects mentioned above. This year I do not have SPED students assigned to my class.

She has efficient and effective classroom management skills and she knows her curriculum.

The candidate did a fine job. The only point of confusion was the template he was using for lesson development. He stated he needed at least 2 or 3 teaching points. Research I've seen states only 1 teaching point should be listed.

Well Prepared

This year, my teacher candidate was not student teaching. Therefore, I did not fill out the responses above.

5. Using the 5-point scale, how would you rate UHWO Teacher Candidates' Dispositions towards teaching and learning in the elementary schools?

Rated Item(s)	Response Total	Distribution %					Mean
		1	2	3	4	5	
Professional demeanor and attitude	17	0.00%	0.00%	17.65%	11.76%	70.59%	4.53
Collegiality and ability to work collaboratively	17	0.00%	0.00%	11.76%	17.65%	70.59%	4.59
Overall communication skills with students	17	0.00%	0.00%	17.65%	23.53%	58.82%	4.41
Overall communication skills with peers	16	0.00%	0.00%	18.75%	25.00%	56.25%	4.38
Overall communication skills with mentor teacher	17	0.00%	0.00%	23.53%	5.88%	70.59%	4.47
Overall communication skills with school faculty	16	0.00%	0.00%	18.75%	12.50%	68.75%	4.5
Overall communication skills with	14	0.00%	7.14%	21.43%	21.43%	50.00%	4.14

principal							
Overall communication skills with parents	14	0.00%	0.00%	21.43%	35.71%	42.86%	4.21

Response Legend: 1 = Very Unprepared (unacceptable) 2 = Mostly Unprepared 3 = Somewhat Prepared (acceptable) 4 = Mostly Prepared 5 = Fully Prepared (target)

6. Comments

One candidate was very positive, willing to take constructive criticism and consistently worked to improve to meet the teacher standards. Two other candidates had difficulty in accepting mentor comments and did not improve to meet the standards.

They have the passion in molding the students. They worked hard to help and educate the kids. They developed rapport and good relationship towards the students.

Lauren's dispositions towards teaching and learning at Waiiau was right on target. She did well communicating with all those on campus.

This depended on the teacher candidate. Some were professional, while others were not.

He was great in the area of communication.

Most of the interaction was between myself and the UHWO Teacher Candidate.

Outstanding

This teacher candidate has an excellent disposition, and a very positive attitude.

7. How often have you recommended UHWO teacher candidates for a teaching position in your or another school?

Frequency of Recommendation	Response Total	Percent
0	13	76.47%
1-2	3	17.65%
3-5	0	0.00%
6-10	0	0.00%
10+	0	0.00%
I do not know	1	5.88%

8. How many UHWO teacher candidates have been hired to teach in your school?

Number of UHWO Hires	Response Total	Percent n = 50
0	6	35.29%
1-2	1	5.88%
3-5	0	0.00%
6-10	0	0.00%
10+	0	0.00%
I do not know	10	58.82%

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

Likelihood of Participation	Response Total	Percent
Unlikely	0	0.00%
Somewhat unlikely	0	0.00%
Somewhat likely	2	11.76%
Likely	5	29.41%
Very likely	10	58.82%

10. COMMENTS

A. What do you believe to be the UHWO Teacher Candidates' major strengths and needs?

Strengths: Candidates sincerely wanted to be teachers and make a difference in the lives of students. They provided extra help when asked at school events and one candidate took the initiative to share his artistic talent with a mural. Needs: Candidates need more maturity and determination to become a teacher. The profession requires a great deal of thinking and hard work that two candidates were not able to fulfill. They had other priorities that may have interfered with the teaching experience.

UHWO teacher candidates are very willing to learn and work with the children however they need to be less concerned with completing only the required number of hours and be more willing to go beyond bare minimum.

For the two I had so far, they were well trained and knowledgeable in their respective major fields. They were very enthusiastic and most of all, they both love children and concern of their learning. More exposure to do practice teaching in one block.

Her overall strength is that she is not afraid to learn and accept challenges. She will not complain about these challenges but will ask questions and figure out how to make a situation successful. Lauren is able to work with students without any hesitation. She is able to just "jump" in and take charge of a learning situation and do a good job at the same time. She needs to keep up the good work and to keep asking questions and inquiring about anything when she is curious or unsure. Lauren needs to remember to read and explain a little slower ... this will come with practice.

Strengths: lesson plans, preparation ahead of time Needs: differentiation, checks for understanding, summarizing lessons

They are very enthusiastic and really interact with the students well.

My candidate had a good rapport with the students and fellow teachers. He has a natural ability to put the students at ease and deliver support to them. My candidate needs more experience in the classroom, that is the only need at this point.

The UHWO Teacher Candidate was very positive. He assisted in reading and writing with individual students.

I think their enthusiasm to get into the classroom and work hard have been their strengths.

Although I have mentored other candidates from other colleges, this is the first time I have worked with a UHWO candidate. She is very responsible, professional and matured. She has good management skills, and respects students.

My teacher candidate has been extremely professional and enthusiastic. This is the first time to have a UHWO candidate. I am excited to have her working with me again next year as a student teacher. Please note that her strengths came from her and the time we spent and her quest for knowledge. She is an exceptional candidate so could do well with little support from UHWO. This may not be the case for all candidates.

She has efficient and effective classroom management skills. She is resourceful in terms of her teaching aids and materials. She loves to teach and help children especially the sped and slow learners. She has initiative and does not wait to be told of what to do.

One strength is their professionalism and positive attitude in working with the students and myself as a mentor teacher. One weakness of the candidate that I had this semester was the lack of details in the lesson plans that were presented to me. Another weakness of the candidate was classroom management. I believe that more time in the classroom will allow the candidate to gain more experience in managing the classroom well.

Major strengths demonstrated this semester were a positive attitude and a willingness to work extra hours.

Willingness to jump right in and participate with students and teachers is a strength.

Her strength lies in her ability to work collaboratively with a professional and positive attitude. Her love for children is very apparent.

I do not know. I did not meet or observe with the candidate at all.

B. What do you believe to be the overall UHWO Elementary Teacher Education program strengths and needs?

Strengths: Location to our school is convenient. Candidates are able to volunteer when they have time and our school provides them with opportunities. Needs: Coordination with our school is done thru the principal, who has other responsibilities. As such, coordination from UHWO needs to provide more notice and time to seek teacher mentors, depending on the candidates' needs for a course and their availability. More coordination from UHWO is essential for a sound partnership to continue.

UHWO program would be even better if there was more interaction with mentors and program directors. An informational meeting for all mentor teachers before the beginning of the program would be beneficial so materials and information can be shared accurately.

So far they have good students and they know what they are suppose to do to become an aspiring teachers.

The program's strength is that they put teacher candidate in the classroom so they are able to see first hand what goes on in the schools. I believe that this is very important. The program needs to allow the teacher candidates to stay in the classroom for a longer time. One or two complete days ... including a Wednesday in which they can attend meetings ... to see what teacher's are responsible for beyond the classroom.

I know the hours of observation are necessary but maybe you can adjust for Science and Social studies. Due to HSA testing, the amount of time we spend on those subjects compared to L.A and Math are not the same. I think many of your candidates would have a difficult time making the hours.

In my short time as a mentor teacher the students have had exceptional understanding of teaching and theory. Only needs are live teaching time.

UHWO requires two years of observation and participation. Each semester emphasizes specific content areas. This will help the Teacher Candidate become more prepared for teaching.

I think that the program seems kind of outdated when it comes to curriculum. We are using the Content Performance Standards and they are still using the HCPS III. We are using lots of newer programs in our school and UHWO tends to focus on older ways of teaching and delivering instruction like what I learned when I was in school 10 years ago. It might've been new and innovative 10 years ago, but a lot of those practices have been proven not to work in a poverty environment like where I teach. I think that UHWO needs to become more familiar with the needs of students here in Hawaii and what schools are currently doing.

Candidates spend a great deal of hours in the school classroom setting. The hands-on experience is so much more meaningful than reading about and discussing theories in books. They can apply, observe, analyse and reflect on real experiences with real students.

The UHWO program needs to be updated, more specific and related contact with the mentor teachers including expectations and course descriptions, materials such as this survey and the evaluation used for candidates should be updated and more relevant. Teacher candidates through your courses should have more exposure to current research. There needs to be more dialogue between the UHWO and the mentor teacher. I do not understand "somewhat acceptable" as a 4 right before on Target.

Candidate has adequate entry behaviors or skills in terms of classroom management, teaching skills, social skills and professionalism.

One strength of the program is preparing the teacher candidate to look preparing the lessons to target multiple learning styles. Every lesson that was presented by the candidate showed this. One weakness of the program was the lack of communication between the field supervisor and the teacher candidate and the field supervisor and myself. I did not have any communication from the field supervisor at all during this semester. This presents a huge problem for the candidate to better himself or herself from consistent feedback from not only myself, but the college too.

This is my first experience working with UHWO. I've mentored educational students for the past 15 years in the Florida University system. I look forward to learning more about the education program offered at UHWO.

Willingness to jump right in and participate with students and teachers is a strength.

My degree of involvement with the UHWO Elementary Education program has been quite limited. This is my first experience mentoring a candidate from the UHWO program.

More communication with administration.

Exhibit 3a.2a
AY 2010-11
UHWO Elementary Teacher Education Program Evaluation

AY 2010-2011		Response Count
Mentors	n = 126	38 (30%)
Principals	n = 39	12 (4%)

1. I have mentored and/or observed teacher candidates during the following (check all that apply)?

Field or Clinical Experience	Response Total	Percent n = 50
Early Field Experience	24	48%
Practicum	27	54%
Student Teaching	30	60%
Does Not Apply	4	8%

2. The semesters that I mentored and/or observed teacher candidates were (check all that apply)?

Semester mentored/observed	Response Total	Percent n = 50
Fall 2007	2	4%
Spring 2008	3	6%
Summer 2008	1	2%
Fall 2008	4	8%

Spring 2009	6	12%
Summer 2009	0	0%
Fall 2009	7	14%
Spring 2010	15	30%
Fall 2010	29	58%
Spring 2011	26	52%
Does Not Apply	8	16%

3. Using the 5-point scale, rate how well-prepared you believe UHWO Teacher Candidates were with regard to their **Knowledge, Skills, and Delivery of Instruction:**

Rated Item(s)	Response Total	Distribution %					Mean
		1	2	3	4	5	
Lesson Planning and Preparation	45	2.22%	4.44%	22.22%	42.22%	28.89%	3.91
Delivering Effective Instruction	45	2.22%	4.44%	24.44%	42.22%	26.67%	3.87
Classroom Management	45	2.22%	4.44%	40%	42.22%	11.11%	3.56
Differentiation of Instruction: ELL	43	4.65%	11.63%	48.84%	27.91%	6.98%	3.21
Differentiation of Instruction: SPED	41	7.32%	12.20%	51.22%	26.83%	2.44%	3.05
Differentiation of Instruction: All other diverse learners	44	4.55%	9.09%	43.18%	34.09%	9.09%	3.34
Assessment To Inform Practice	43	4.65%	9.30%	34.88%	39.53%	11.63%	3.44
Technology in the Service of Learning	43	4.65%	2.33%	25.58%	44.19%	23.26%	3.79
Knowledge of	44	4.55%	0%	31.82%	38.64%	25%	3.8

Content: English Language Arts							
Knowledge of Content: Math	45	4.44%	2.22%	26.67%	46.67%	20%	3.76
Knowledge of Content: Science	44	4.55%	4.55%	27.27%	40.91%	22.73%	3.73
Knowledge of Content: Social Studies	44	6.82%	0%	29.55%	43.18%	20.45%	3.7

Response Legend: 1 = Very Unprepared (unacceptable) 2 = Mostly Unprepared 3 = Somewhat Prepared (acceptable) 4 = Mostly Prepared 5 = Fully Prepared (target)

4. Comments

I feel they were prepared well. Experience was their only deficit.

I have observed student teachers from other programs and have found them to be much more knowledgeable overall and better prepared for teaching. In any case, it seems that is the individual student that makes the difference and not the program.

I cannot answer this fairly. I did not confer with the cooperating teachers regarding their students.

With more experience, my ratings would all go up - especially the 4's moving to 5's

Candidates need more "rigor" in their preparation of these areas. Maturity level also impacts learning and teaching.

Teacher candidates were confident in sharing knowledge, skills in delivering instruction

I tried my best to help my student teacher, however, she put very little effort on her own to attempt to grasp the knowledge she needed to teach the different content areas.

The student was very motivated, but was wholly overwhelmed with class room management and teaching. She also was not ready to student teach, when planning out the "solo" she was not ready to assume teaching all of the curricula. I think that more in class participation & practice would have helped her feel more comfortable with assuming the role of "teacher" rather than observer.

The student teacher that I had was knowledgeable in the content areas and skills. The delivery of instruction was an area that needed to be worked on.

Teacher candidates was not prepared for classroom management, however learned readily school wide management program.

The Student teacher was well prepared because she was my PTT for a year prior to student teaching.

Students were prepared with the necessary knowledge but did not fully grasp the reasons behind beginning each lesson with an explanation of the benchmark they were trying to teach. Often their lesson did not assess properly the benchmark nor were they able to adjust their lesson if it was not meeting the needs of the students. More time should be spent on teaching how to differentiate as the lesson progresses.

Well prepared and confident.

One of the things that may be taught are Questioning Strategies in conjunction with Bloom's or others' taxonomy. This way, the student teacher may move to higher level of questions during discussions as well as move down a step, if he/she notices that the students are not understanding what is being asked. As far as planning, there are 2 areas of concern with their preparation coming in to Student Teaching. One is the emphasis of seeing the "end result." If the Student Teacher candidate cannot see what he/she wants the students to attain at the end of a lesson or unit, then he/she cannot guide the students to that end. The second is the awareness of "chunking" or dividing into smaller parts, of large lessons or units so that it may be more "digestible" for the students to understand. With Unit planning, I believe the correct way would be to know what I want the students to know in the end. Then to break up my unit so that each part of my unit is attainable to ALL students. Then make sure that I am able to tie all of these pieces together so that they can see the whole picture.

I believe that the practicum or observation sessions prepared Teacher Candidates for actual student teaching

Some teacher candidates were better prepared than others.

The candidate was very prepared. But, I believe it was because she had been working at the school for a few years.

The candidates were adequately prepared with content knowledge but sometimes needed to do research about certain aspects about various cultures in Hawaii. Thinking maps and interdisciplinary units are something we're incorporating in our classrooms. It would be helpful if they learned about these helpful tools while in the College of Ed.

I had a wonderful experience with my student teachers. I think it would be useful to have a more complete understanding of the IEP process and what to expect. I like how each year the student teachers come better prepared with classroom management techniques. I think student teacher candidates could come with a more fluent knowledge of curriculum in both math and science.

My teacher candidate was always well-prepared when preparing her lessons as well as delivering the lesson in class.

She made her lesson plan ahead of time, very organized and well prepared.

Definitely needs more practice with delivery of lesson. I think "Teacher Candidates" should be required to do a lesson a week to get them ready for teaching.

Based on the Early Field Experience, the expectations from the UHWO program seem low. The student is mostly in our classroom to observe and does what I ask, but hasn't brought anything to the table in terms of planning or demonstrating knowledge. It's difficult for me to judge the areas above.

I have not observed or been able to sit and talk to my teacher candidate yet to rate their Knowledge, skill or lesson delivery.

This semester (Fall 2011) is my very first time working with a teacher candidate. The teacher candidate seems very well-prepared, however we are still in the middle of the semester, so there is much time remaining before making final comments. I anticipate that the teacher candidate will continue to do very well. Note: I was not able to provide a response in all of the above categories due to the fact that those areas have not yet been observed at this time.

I believe that my UHWO student was very well prepared to enter the classroom. The areas that were marked lower only have to do with practice. The kind of practice that you receive when you are in your own classroom. The UHWO student was very well versed in theory and ideas. A pleasure to work with.

Candidate has only observed at this point. Candidate has not presented any lessons to the students.

My candidate did research, looked for outside resources, and constructed a good lesson plan but lacked experience for effective delivery.

Good

Willing to participate in all aspects of teaching responsibilities.

As a principal, I was not involved in observing nor mentoring the candidates.

5. Using the 5-point scale, how would you rate UHWO Teacher Candidates' Dispositions towards teaching and learning in the elementary schools?

Rated Item(s)	Response Total	Distribution %					Mean
		1	2	3	4	5	
Professional demeanor and attitude	47	2.13%	2.13%	12.77%	27.66%	55.32%	4.32
Collegiality and ability to work collaboratively	47	0%	2.13%	17.02%	19.15%	61.70%	4.4
Overall communication skills with students	46	0%	4.35%	17.39%	26.09%	52.17%	4.26
Overall communication skills with peers	45	0%	4.44%	15.56%	24.44%	55.56%	4.31
Overall communication skills with mentor teacher	47	0%	2.13%	19.15%	14.89%	63.83%	4.4
Overall communication skills with school faculty	43	0%	4.65%	23.26%	23.26%	48.84%	4.16
Overall communication skills with principal	41	0%	4.88%	24.39%	26.83%	43.90%	4.1
Overall communication skills with parents	41	0%	4.88%	29.27%	29.27%	36.59%	3.98

Response Legend: 1 = Very Unprepared (unacceptable) 2 = Mostly Unprepared 3 = Somewhat Prepared (acceptable) 4 = Mostly Prepared 5 = Fully Prepared (target)

6. Comments

Dispositions are professional.

I cannot rate this fairly.

Dispositions are professional.

One of the candidates worked out well but still needs a great deal of work before getting a regular teaching position. The other candidate was not responsive to the mentor teacher or principal when provided feedback.

She was very enthusiastic but afraid to try out her skills. She felt more comfortable taking on a supportive role. She was able to work with students 1:1, to help after I taught a lesson, and willing to begin in the class room before the actual start date of the school semester. She took the teacher's manuals home to check out and familiarize herself with the grade level curricula, but was not ready to actually implement lessons independently. I think that an additional semester of observation with an emphasis on the participation, she might have felt more comfortable taking on the teaching/lead role in the classroom as a student teacher.

The teacher candidate has a positive attitude towards teaching and a willingness to learn more about the teaching profession.

I have had different teacher candidates and some have positive attitude and enthused and others not as excited.

She worked well with others.

Most of the students I mentored were eager to learn and always were willing to do more than was asked. this is a credit to not only your program but to the individual students as well.

All of the students have had positive attitudes and been on their best behavior (professional). I am very impressed.

This area is well taught. The experience with parents will come with experience, but perhaps role playing with more difficult parental situations would be appropriate.

Teacher candidates were enthusiastic in communicating skills with students, very professional when working with mentor, faculty, and administration.

7. How often have you recommended UHWO teacher candidates for a teaching position in your or another school?

Frequency of Recommendation	Response Total	Percent n = 50
0	17	34%
1-2	20	40%
3-5	3	6%
6-10	2	4%
10+	0	0%
I do not know	8	16%

8. How many UHWO teacher candidates have been hired to teach in your school?

Number of UHWO Hires	Response Total	Percent n = 50
0	22	44%
1-2	10	20%
3-5	4	8%
6-10	0	0%
10+	0	0%
I do not know	14	28%

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

Likelihood of Participation	Response Total	Percent n = 50
Unlikely	1	2%

Somewhat unlikely	4	8%
Somewhat likely	7	14%
Likely	17	34%
Very likely	21	42%

10. COMMENTS

A. What do you believe to be the UHWO Teacher Candidates' major strengths and needs?

The UHWO candidates have been well prepared and have professional behaviors. We are not able to hire any of them due to budget cuts and a shrinking enrollment. Also, the DOE as a process for hiring new teachers pursuant to the teacher union contract.

There is definitely a commitment to becoming an educator. Getting them into the classroom from their freshman year is a plus; other universities have 2-year programs where students need to be seniors. UH-WO students are more confident when they do their student teaching because they are involved in classroom experiences from the outset.

Since the candidates were in their early years of training, they were acceptable. No specific comments on strengths or needs at this time.

Strengths are their eagerness and enthusiasm. Needs are all related to experience- more differentiation and more understanding of ell/ sped

The candidates are willing to help the teachers and learn in the classroom.

Content knowledge is strong ability to manage classroom for discussion and facilitate students to ask critical thinking type of questions is a need

Candidates need to be better prepared to address reading and differentiation. They need to know how students learn to read and know what skills children need in order for them to read and comprehend. Also they need to understand Standard Based instruction and how to address standards in their lessons.

Teacher Candidates --Stephanie and Jenifer came with a positive, open minded attitude. They were committed to learning, showed empathy/tolerance toward the differences in others/cooperated with staff/parents when working with students. They gained confidence as they became familiar with routines/students. Stephanie and Jenifer always showed respect/appreciation for the staff/parents. It was a blessing to have worked with them both this school year!

Has a positive attitude. Willing to work with diverse children & adults.

Needs: - A motivation to learn - Grasp of core content knowledge - Understanding the development of a lesson plan (how to scaffold a lesson) - Assessment (formative and summative) - using the assessment knowledge to help drive instruction - How to create an assessment that will target the benchmark or standards being addressed - Giving the students web sites where they can go to get the benchmarks and standards (HCPSIII as well as the Common Core)

She was very motivated, excited & open to the student teaching experience. She came to school on time, began the student teaching semester before UHWO began so as to see "how to open up a classroom" with me in July. She simply need more confidence. She was unsure and unready to try teaching lessons in class. This combined with a family emergency had her decide to withdraw from school. I think that if she had more confidence she would have taken a more active role in the class & with the students.

The teacher candidate had a positive attitude towards their educational background.

Strengths- I think that they have understood the students and their culture. They have worked well with faculty and parents. They were always open to suggestions. Needs-They need more behavior management training in the real classroom environment.

Her strength was being able to use technology. Also working well with other teachers.

Strengths: willing to work, listen and adapt, go out on a limb and try again! Needs: better understanding of content and use of English

Strengths: Preparedness, strong work ethic, communication skills with colleagues, students, and parents. Needs: Firm grasp on classroom management.

Strengths: Knowledge of standards. Professionalism Enthusiasm Willingness to learn and share ideas Weaknesses: Assessment (variety/regularly) Differentiation of instruction for low/high/ELL

I have had the best experiences with the students.

I have only one experience with UHWO candidates, however, I have had 7 previous experience with Phoenix and UH-Manoa candidates. The major strength of your program is the way the candidate's attitude toward teaching and his/her professionalism. My one candidate was always eager to learn and to try out my suggestions. She was always patient and caring for each and every student. She tried her best to get EVERY student to learn. My one gripe was that she was not able to adjust at times to students not "catching on" at first and not being able to adjust the thinking level to make the students' understanding clearer. I know there are now many different authors who have put out new or adjusted theories of thinking, but having Bloom's or other's ingrained in the candidates' understanding will, I believe, help him/her to transition smoothly when starting at perhaps too high a level of thinking for the concept to be taught. The discussions will go smoother and thus management will not suffer.

Students are knowledgeable in the content areas and carrying out lessons. Needs are to be able to modify and differentiate lessons to all learners. Use assessment data to drive instruction.

My ST was very organized and well prepared. She clearly had a love for the profession and that was her driving force to do her best. She was an outstanding ST and will be a great teacher. If anything she may have needed a few more strategies for the content areas, but that also will come with time and experience.

Very organized in lesson planning and delivering lessons. Tech Savvy

Some teacher candidates need to work on following through with commitments and being professional.

Strengths: Attendance, and the willingness to learn and take constructive criticism that will help them to become stronger teachers.

Strengths - Willingness to ask and accept suggestions regarding lessons and management. Needs - None

Strengths: thorough lesson planning, willingness to accept guidance and work collaboratively
needs: more strategies on how to differentiate lessons according to data

Willing to work hard. Willing to learn. Desire to do well.

Ability to develop good rapport with students Strength usually in one core subject

She carried herself nicely and was determined to teach a lesson that would show her skills in an inclusion class. She knew that she had to work with all kinds of learners with special disabilities. She managed really well to have a positive rapport with the kids. Her planning out of possible glitches in the lesson plan, such as the electricity tripping out or kids getting too excited would be great. We did have a Plan B eventually when it happened twice. More time to dialogue about the lesson would have been nice.

Professionalism, attitude, work ethic. creative lesson planning. understanding of standards. Have a good "bag of tricks" for working with challenging students. General knowledge of curriculum.

Very organized. Well planned. Team player. Built relationally with students and faculty.

Strengths: Her openness to new ideas. Her ability to work well as a part of a team. Her ability to get along with the students. Needs: Effective classroom management.

The major strengths are very knowledgeable, well prepared and easily adapt herself in the new environment. She should be more exposed into classroom interactions meaning more teaching experience.

I didn't have Teacher Candidates, just Observation/Participation students.

I think that the teacher candidates need to be required to do more substantive lessons. Not just two read-alouds a semester as part of their grade. I think it would be more meaningful to have them do a reading group, or a math lesson with a small group.

They practice what they learn in the Education program. They are willing to take risk and welcome learning and suggestions.

Strength: willingness to learn, jumps in to assist during independent time

Strengths: professionalism, ability to work collaboratively with the mentor teacher, ability to communicate with students, willingness to try things in the classroom, willingness to ask questions of the mentor teacher
Needs: exposure to the HCPS III Benchmarks and the Common Core Standards

Very well versed in theory and practice of education * very polite and appreciative of the schools and mentor teachers guidance * familiar with the routine of school and what is expected I do not

believe that there are any outstanding needs other than practice in having a live classroom of students. There are obviously skills and abilities that you "fine tune" when you have a class of students of your own.

Strength - Candidate ready to work and flexible. Good attitude
Need - Candidate's schedule sometimes unpredictable

Enthusiasm and initiative

Having more than one candidate at school is very helpful for them. They can discuss together and see different teaching styles.

Creating lesson plans

My teacher candidate is very motivated in her student teaching assignment, and is dedicated to her students. Although she has expressed confusion over some of her assignments in her course work at UHWO, she seems very prepared and professional.

Strengths - Willingness to learn and be a part of the school community. Needs: Screen all candidates ahead of time.

Open to new things and positive attitude.

Have not had teacher candidates on campus long enough to determine strengths and needs.

B. What do you believe to be the overall UHWO Elementary Teacher Education program strengths and needs?

The teacher candidates we see are doing well.

It appears that the professors have a commitment to ensuring that those in their program are competent and ready-to-teach. There is a definite relationship between the professors and the students which is not usually evident in other programs; they know their students and help them to develop their strengths and needs so they can be more effective educators.

Opportunity for individuals to determine whether or not they have the fortitude to be teachers. To screen out those that do not and to nurture those that do. To send only your best to the schools for student teaching and to give more support to those that need it before beginning their student teaching. To provide support after student teaching for a minimum of two years.

I would recommend more communication between the Teacher candidate and the school community.

I do not feel I know enough info to give overall strengths and needs of the program at this time.

The faculty really knows their students. communication with the host school is excellent

There is a need to coordinate more closely the placement of candidates in the schools earlier so that arrangements can be made.

Strong communication with mentor teacher, not enough with principal

The UHWO ETE Program needs to better prepare candidates for the pressures they will face in a real classroom. Reading is a key content that is not addressed very well in most teacher prep programs. Most of the time the school has to in-service the new teachers on how develop reading skills and how to instruct reading effectively. Standard based instruction also needs to be better addressed at the training level.

I think the program allows the students to gain confidence by empathizing with their needs/ encouraging them to be risk takers by being creative in planning their lessons. It has instilled an attitude of respect, appreciation, cooperation, and responsibility in the Teacher Candidates which helped to promote a positive working environment!

Need - more communication with the mentor teacher from UHWO staff. Unsure of what needed to be done with student teacher.

Needs: - Consistency for the students - More communication with the Mentor teachers - Helping Mentor teachers understand what is expected from the student teachers as well as what information was given to the student teachers about the expectations of student teaching. - Communication about professionalism to the student teachers (what is acceptable and what is not)

At this point in time I think that perhaps more teaching experience, lesson planning (how to tie essential question to the HCPS III and CCSS) & class room management prior to the student teaching semester would be helpful. The additional prep time would allow the student teacher to hone his/her skills rather than develop them during this very critical learning experience. Also I think that the solo period should be longer than 2 weeks. This is a very short period of time in which to gain the experience necessary to run a classroom independently in the following semester as a "new hire."

The strength of the program is that they promote and support their teacher candidates. One of the needs would be to help the teacher candidates with discipline within the classrooms. Many of them struggle with this.

Strengths-Being able to recruit students from the area(Leeward side) who are willing to return and work in the area. -understanding of the ELL students -excellent communication with their professors Needs-more visitation/evaluation from the professors -Candidates need to learn how to access resources to educational materials to help to plan their curriculum. It was a great opportunity to have UHWO teacher candidates in my classroom. The experience of being a CT and working with a student teacher gave me an opportunity to review my own teaching style and methods. It gave me fresh ideas on what's new in the field of education and what is coming out of the colleges.

Immersing the students in the classroom and having them make and teach lessons are strengths. Also teaching them technology is a strength.

Strengths: most candidates are ready, willing and able, courses appear to fit curriculum at most grade levels. Field supervisors are on it and willing to listen and share. Needs: An easier lesson plan model that is useful and not so cumbersome. Evaluation sheets that are not so repetitive.

Strengths: Lesson planning and integration

Strengths: Knowledge of standards. Professionalism Weaknesses: Assessment (variety/regularly)
Differentiation of instruction for low/high/ELL

As stated in the previous sections. In addition, the program needs more structure. We kind of followed Phoenix's benchmarks this year. For example, "at 2 weeks the candidate will have planned and taught 2 stand-alone lessons and have appropriately assessed the students on degree of learning." This kind of benchmark type of organization will help not only the candidate but the mentor teacher in what should be the pace of the candidate's experiences. I do believe that the candidate should be required to bring in an outside resource to help with a unit or lesson to give the candidate the experience of seeking outside help and seeing how that would fit in with his/her unit or lesson planning.

Students are able to come out with teaching experiences that could be used in their career. Needs are to have clearer direction with what students need to do (clearer guidelines).

There may need to be a bit more organization and follow through on written plans. There may also need to be more contact between professors and mentors.

UHWO needs to provide better guidelines for student teachers' portfolio's, guidelines for State interviewing sessions should improved.

I believe that the teacher candidates need more instruction on classroom management and lesson planning.

Good program to prepare future teachers.

Needs: more flexibility in type of lesson plan...every lesson plan should have a basic structure, however, the structure of the lesson plan should be what the student teacher wants & needs rather than what the professor wants. There are many types of lesson plans...maybe provide the students a variety of acceptable lesson plan structures and allow them to choose the one they would like to use instead of mandating the lesson plan they have to use. also it would be a good idea to have them use more than one structure to find the pros & cons of each on their own. I have my own lesson plan structure that I like...my colleagues have their own which is nothing like the one I use. each person thinks differently and it is reflected in the type of lesson plan a person uses.

The program "promises" to give mentor teachers a stipend to host a student teacher. We don't get the money. It goes to our school. Please don't "promise" a stipend. Be up front and say that the school will get the money. It was very disappointing to find that out, especially after teachers got a pay cut.

Students need to have a better knowledge of all core subjects. Need to work on classroom management

I haven't been with your program for very long. It seems to be going nicely with sending students who already have quite a bit of experience in the field. I always wished I had OP and student teaching in both upper and lower elem. I'm glad that they are getting that.

Management and decision making outside of the lesson plan. Lesson pacing. math fluency and understanding of science theories. How to setup data based systems for behavior and grading. Behavioral theory as it applies to classroom management.

Strength: Teamwork Weakness: Management of classroom behavior.

The program is very excellent.

Strength: Placing student teachers in different schools.

To make practicing available for the students. Needs: Students may benefit from being placed in "cohorts" so that they may form a professional relationship with other practicing teachers. They may encourage and support each other.

Strengths: preparing the teacher candidate for what to expect in the classroom, effective strategies for instruction Needs: if you are preparing teacher candidates to teach in the DOE, a need may be to give them more insight into the HCPS III Benchmarks and even more important, exposure to the Common Core Standards (which will be coming next) It is great that UHWO has an Elementary Teacher Education program, as we do have a need for new teachers who are well prepared. So thank you to UHWO for the efforts that are being put forth!

This is my first student to work with from UHWO, but if she is any bearing on the program then I think you are doing a terrific job! no needs at this time.

My first year working with UHWO Ed program. Strength - Opportunity to meet with candidate before assignment begins.

Clarity in the requirements for the candidates and mentor teachers; provision of evaluation forms (formative and summative) at the start of the practicum or student teaching

Contact between UHWO and Mentor Teachers is lacking. There seems to be no communication besides the initial email and the email with the forms to fill out. Other College/Universities that I have worked with, came to the school to meet us, gave us a working binder to assist the Student Teachers, and gave us a sense that they knew what they were doing.

Strict attendance issues

This is my first semester being a mentor teacher or UHWO so I am still learning about the program as well. I appreciated the communication between the supervisors and myself so I knew what my role was. However, we did have some confusion at the beginning of the year with my principal over my qualifications to be a mentor teacher since I'm only in my 4th year of teaching, I think more communication needs to be in place with the principals when placing student teachers.

My teachers have reported that the majority of candidates they have had were very eager and receptive to mentoring and coaching. The ones that didn't work out were identified very early on and didn't continue with the program.

They care about children and are nurturing. I would like them to have more contact with parents to solicit their support at home.

Have not worked with teacher candidates long enough to determine strengths and needs.

