

MENTOR TEACHER PROGRAM EVALUATION

AY 2022-2023

115 Mentor Teachers were sent evaluations

54 respondents, 47% response rate

Professional Role	K-12 N=	Early Field Experience	Practicum	Student Teaching
Mentor Teacher	54	18	40	16

Professional Role	SPED	Does Not Apply	Fall 2022	Spring 2023
Mentor Teacher	2	0	26	51

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	2.52	1-3
Collegiality and ability to work collaboratively	2.57	1-3
Overall communication skills with students	2.48	1-3
Overall communication skills with peers	2.67	1-3
Overall communication skills with mentor teacher	2.61	1-3
Overall communication skills with school faculty	2.3	1-3
Overall communication skills with principal	2.34	1-3
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?

- More often than not, the disposition is the responsibility of the student. You get out what you put in.
- The candidates were professional, however, one of them did not fulfill their hours because of scheduling conflicts and personal issues. Had this candidate been able to do their field experience at the school they were an EA for, I believe they would have been successful. The second candidate is an EA at my school, and scheduling and communication was much easier for her.
- I believe this is where staying the full day, they will be able to interact with various staff members and get to know more of the school.
- I feel for most part what UHWO does an excellent job preparing their teacher candidates to exhibit dispositions towards teaching and learning in their field practicum. From my standpoint no changes need to be made.
- NA
- N/A
- Excellent.
- Be very explicit on what communication needs to take place and how to communicate.
- Changing the requirements for time in the field. 45 hours is the bare minimum and does not match the growth candidates experience in other university OP programs.
- If there is one area of improvement, I do feel that the program should require either more hours during OP year or enable more consistency with the OP being in the classroom regarding how many hours they put and how often and consistent they are in doing so.
- Stress relationship building and that we are teaching people NOT just content
- More hours
- UHWO Teacher Education Programs are doing a great job preparing its Teacher Candidates for the classroom. However, some teacher candidates will need to understand that teaching is a lifestyle, and that it requires sacrifices from their normal lives.
- I think that it's important for all teacher candidates to have a clear understanding that while they are in the field to learn from their mentors and students, they should also serve as assets who are willing to assist when possible and engage with students as an additional adult in the classroom. Whole group instruction led by the mentor teacher should not be an opportunity for teacher candidates to complete homework.
- Students can be encouraged to reach out to parents and community and provided with ways to foster this relationship.
- My teacher candidate this time around was hesitant to jump right in and get involved. Perhaps discussions/instructions on taking more initiative would be helpful.
- Have student candidate make letters introducing themselves and objectives for parents, students, and teachers.
- I felt my teacher candidate came well prepared to have personal instruction. She was receptive to any/all feedback I gave.
- This is a changing field especially with how society is. Observations are great ways and UHWO has been doing a great job with their candidates.
- UHWO should go over professionalism when it comes to communicating with the Mentor teacher, to properly dress as well as communicating to students excellence and high expectations. Additionally, student teachers need to understand the population they will be interacting with so perhaps a small project or assignment that might get them use to understanding the communities in which they teach.
- It would be nice if all candidates introduced themselves to parents via a short letter.

- I think that if the program can prepare the students by expressing the importance of becoming a teacher and allowing them to know the importance of being a role model for the future keiki of our community.
- Student often canceled classroom observation days on that day via texts. Require a dress code. Teacher candidate wore often wore clothes dressed for outdoor play, T shirt, bike shorts and slippers. Also, often canceled observation days.
- Set the teacher candidates with expectations at the door, meaning no sugar coding but what to expect in the field and prepare prior.
- The teacher candidate was very professional in his disposition towards teaching and learning.
- Allowing for more practice and experiences to exhibit excellent dispositions.
- Preparing the Teacher Candidates for the mental stress in a classroom. Preparing for the multiple tasks and demands of the classroom.
- The teacher candidate was a solid communicator and improved each lesson he conducted.
- You guys did a fine job
- The student teacher that I worked with displayed a high level of professionalism.
- Based on only 1 experience, dress code should be addressed with practicum students.
- I believe the staff at UHWO is present and available for the teacher candidates. They are ready to answer questions and collaborative in nature helping teachers to build inquiry and problem solving.
- review professional expectations
- no comment
- Set up an orientation with school admin, coaches, mentor teachers, and teacher candidates before the semester starts. Assign interviews with mentor teachers and other teachers or staff on campus.
- Remind Teacher Candidates to not be shy and ask for help and ask for clarifications. Don't be afraid to ask for what they need.
- I think giving student teachers more scenarios to practice and rehearse how to work collaboratively with colleagues, how to communicate to parents in a positive and negative behaviors, how to communicate when different challenges arrive with students, principal, or staff.
- I think that students should constantly be reminded that it's perfectly okay to "mess up" while in student teaching and to look at all constructive criticism as being able to improve their practice. At the final presentation at Leilehua, I saw a lot of candidates who were so scared of presenting and having their mentors and other educators present to give feedback on their projects. It would be good to emphasize that this is an excellent learning opportunity that would help prepare them for the classroom by gaining wisdom from more veteran teachers.
- Unsure
- I think you do a great job. All of the students from UHWO have been very respectful in my classroom.
- I think to better prepare teacher candidates during their practicum, its important practice communicating with staff, admin and parents. Also, exposure to beginning of the year routines, rituals and expectations will help.
- More time in the field
- My student did well. N/A
- I think it would be helpful to have the candidate take a personality type of survey, and then that's given to the mentor. This would allow the mentor to better understand who the mentee is and better prepare for their semester in their classroom.

- n/a
- I'm not sure how to get teacher candidates to communicate with parents with an assignment or task other than an intro letter. However, I do believe parent communication is key. I can only model it, but it doesn't put the responsibility on the candidate.
- The students can be better prepared with finding alternate ways to assess students
- Already displays excellent dispositions
- I feel that the program did a great job in preparing the teacher candidate that I mentored this semester.
- I have had wholly positive experiences with professionalism among UHWO students
- Students need to be aware of factors such as tardiness and professional responsibility. Teaching is more than just lesson planning and working with students.
- During student teaching it is a really good practice for student teachers to sit in on meetings held after school to see the full day of a teacher.
- Perhaps focus on teaching workplace professionalism (e.g. carrying themselves professionally at the workplace, teaching from the heart)
- It is doing an appropriate job
- Possibly look at the timeline of when assignments are due to give enough time for completion with discussion with mentor teacher.
- Unsure if necessary for early field/practicum due to minimal direct student contact
- "exhibit excellent dispositions towards teaching and learning". good question
- UHWO has done a good job to build a solid foundation it and its students teachers can build off of and make better by better preparing their students / candidates in the following; teach them to always to reflect on their practice at every opportunity and to not take everything a student does personally

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	2.36	1-3
Delivering Effective Instruction	2.38	1-3
Classroom Management	2.17	1-3
Differentiated Instruction: ELL	2.05	1-3
Differentiated Instruction: SPED	2.05	1-3

	Average	Range
Differentiated Instruction: All other diverse learners	2.14	1-3
Assessment to Inform Practice	2.14	1-3
Technology in the Service of Learning	2.29	1-3
Knowledge of Content: English Language Arts	2.36	1-3
Knowledge of Content: Math	2.5	1-3
Knowledge of Content: Science	2.38	1-3
Knowledge of Content: Social Studies	2.24	1-3
Knowledge of Content: Biology	2.56	1-3

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

- I think that the university does a good job preparing student teachers. It is up to the students to make the most out of the program.
- I never got to see the first candidate deliver a lesson, and the second candidate delivered a lesson that I modeled. More confidence building would be good, because I know that the one who taught has the knowledge, but they did not trust themselves enough.
- I think that the TC needs to put more time into the classroom instead of the minimum of 45 hours. There are TCs who just put only that amount of time in. I think they should be putting in at least 1 full day in the classroom per week. This will help better prepare them to know how to teach, what being in the classroom is like, and what goes on during a class day.
- I
- NA
- N/A
- I feel the area where UHWO can better prepare their students with regard to Knowledge, Skills, and Delivery of Instruction is in content knowledge. The teacher candidates should look at a variety of different grade level standards and deconstruct it into learning targets and success criteria for clarity on what the standard is asking. Teacher candidates need to know where to look to find the standards for all grade levels and figure out what is it that grade level students need to master. I feel the knowledge of content for each subject comes with the grade level you teach but knowing where to find the standards and how to deconstruct the standards to meet its goal of mastery. I also think it is the knowledge of STRATEGIES in each subject area that can help teacher candidates to better instruct their

future students. Most of the subject areas are taught to the teacher candidates by the mentor teacher of that specific grade level.

- N/A
- More hours, using the correct standards (NGSS, Common Core not HCPS, National art standards, C3 standards, etc)
- With this semester being my second year working alongside with UHWO's Ed program, I really do believe that students are set up for success in these areas and so I do not feel there needs to be any changes made.
- Arrange for candidates to see a variety of styles and classes
- N/A. I feel that a lot of the knowledge and skills come with classroom experience.
- The UHWO Teacher Education Program can better prepare its teacher candidates by getting them in the classroom before the semester starts, so that they can meet with the mentors to get a better understanding of content. This will help them with their knowledge, and how to better deliver the instruction.
- Give teacher candidates the opportunity to share the special needs of the students they come across in the field and discuss ways to address them when lesson planning.
- Students going into a science field would benefit from instruction aimed at teaching students how to run inquiry labs and focus on curriculum that meets NGSS standards.
- From what I hear and from my own experience, many of the education classes involve general ideas such as classroom management and engagement. I believe it would be helpful to have classes on how to teach the content that the teacher is specializing in. Perhaps instruction on the latest movements in math regarding teaching for understanding rather than memorization.
- Have students understand the standard of their grade level they are teaching, especially since in elementary, the social studies standards are different for all grade levels.
- My teacher candidate always came prepared and asked questions if ever unsure. I was very impressed with Alysa B.
- I think providing teacher candidates with more lesson delivery opportunities. Although candidates are required to teach one, mentors can provide them with more opportunities to teach lessons.
- To better prepare student teachers in Social Studies in the field, I highly encourage that student teachers going into Social Studies take additional classes in history and the social sciences to better prepare them for the myriad of courses they may be asked to teach within Social Studies. Additionally, teacher needs to take a Speech or performance base class to prepare them to speak in larger audiences. There should be more intensive look at different approaches, methodologies and strategies to support student teachers entering the field of teaching.
- Teach candidates to create and use a rubric to help them assess the work of students. Make sure the objectives of the lesson is what the assessment is measuring.
- I honestly think that when the Student Teacher goes through the program they themselves need to take that initiative to better themselves with the experiences they are able to experience in the classroom. I think it makes a difference when the teacher candidates apply themselves and put themselves out there, they have a better overall experience.
- Lessons plans were not shared with mentor. No rubrics were provided for students for lessons. Lesson 2 scheduled for Tuesday, May 2, 2023, was canceled on Wednesday, May 3, 2023. During lesson 1, student asked mentor teacher for supplies such as index cards and card stock paper for the children during the lesson.
- Not applicable
- Providing teacher candidates an opportunity to give feedback. I think that feedback is important for student learning and growth and achievement. Giving teacher candidates a

chance to give and receive feedback could be a beneficial practice when they are delivering their instruction to help build student knowledge and skill.

- Preparing teacher candidates with more knowledge about different types of students and their needs. Having them take courses that help them to understand and be able to effectively work with needs that may come up in the classroom (ADHD, autism, etc.)
- Would love if student teachers could do their blocks during the Fall semester. The knowledge gained during this time is so valuable. When they come in during the Spring semester, everything in the classroom is set up and the students know the routines and expectations. The Teacher Candidates need to know how to start and create that learning environment.
- The student teacher was prepared for direct instruction, and he was able to integrate and employ other methods in his lessons.
- Kai did a amazing job. I think the program prepared him for the classroom.
- Not sure. The student teacher observed and taught three lessons. Unit planning is a whole different world.
- Delivery of Instruction should include a diversity of strategies embedded in the lesson.
- I believe that UHWO provides a good basis for content area knowledge. The classes are informative and include discourse and projects that help candidates to engage in. The conversations with colleagues and peers are valuable to help gain perspective. The projects and assignments help teachers to prepare but I do believe that the classroom experience of teaching in real time is the best preparation. For the candidates, the consistent presence in the classroom is essential to their success. Candidates must be in the classroom as much as they can.
- determining learning intention and success criteria and planning instruction/assessments to match standards.
- Teacher residencies
- Require teacher candidates to regularly meet with mentor teachers to share what they are learning in class, ask questions, reflect, and receive feedback.
- Provide more real life experiences in the classroom
- I feel UHWO does a fairly good job about teaching the students the knowledge, skills and how to deliver instruction. Although I do feel that the students need to have a longer time to SOLO teacher. I feel 3 full weeks does not give them enough insight to what a full time teacher does. Providing student teachers with more solo teaching will only benefit them when they become a certified teacher.
- I think it would be beneficial for students to be given examples of exemplary teaching in local schools with our diverse populations. Beyond just observing and participating in a mentor's classroom, it would also be good to see other teaching styles, maybe even cross-content. It would also be good to have several modeling opportunities in classes that simulate what certain situations would be in the classroom.
- I only rated certain areas a 2 because it wasn't demonstrated through my candidate. I am not sure if those areas were introduced, as this is the first experience they've had. My Fall teacher candidate was able to tell me what she needed to reflect on each week, while this semester's one didn't. Therefore, I wasn't aware of what she was learning each week.
- I think you do a great job already!
- I think teaching candidates how to learn, content and researched based strategies while focusing on student centered learning.
- More time in the field.
- N/A
- I created the lessons she taught, I wasn't told she had to creat them herself. I think if she had a template or something to guide her to create her own, that would be beneficial.

- n/a
- My teacher candidate was very competent, but still lacked the understanding of how to scaffold lessons especially in math. I believe this comes with more experience, but exposure to breaking down content and skills would be helpful for new teacher candidate. For example, if the standard is multi-digit multiplication, but a student is struggling with it, then the teacher must be able to recognize the skills leading up to that standard such as place value, multiplication facts, and number sense. Then know how to identify which skills the student is struggling with and then somehow address it within the school day.
- More practice in interventions
- Extremely prepared consistently
- I feel that the program is doing a great job in preparing teacher candidates.
- N/A, The academic work is sufficient, only through experience and active teaching can they continue growth. Stipends during student teaching to allow them to fully dive into their practice would be greatly beneficial.
- Help students to be prepared for diverse learners and working with diverse colleagues (coteaching)
- For my teacher candidate specifically, I think it would have been beneficial if she taught the same period for all 3 of her lessons instead of 3 different periods due to scheduling conflicts.
- Perhaps have teacher candidates observe other teachers (veterans as well as their peers)
- More practice with instructional strategies.
- Possibly practice different scenarios to introduce different possible teaching strategies to address the problem.
- Emphasize reflection on learner status and needs prior to delivering instruction
- Have the student teacher candidate work, review and fill out the INTASC evaluation sheet with the mentor teacher on a daily basis so proficient and exceeds standard measures can be discussed.
- UHWO has done a good job to build a solid foundation it and its students teachers can build off of and make better by better preparing their students / candidates in the following; ins and outs of rubrics, backwards mapping when lesson planning, lesson adjustments based on student needs and always to reflect.

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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	30
Excellent	26

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

Responses	Count
Unlikely	2
Likely	15
Very likely	41

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

- I believe that UHWO does a good job weeding out the bad candidates so there are only professionals assigned to Mentors.
- The candidates are very knowledgeable and eager to learn.
- I think that one of the strengths is having them teach lessons in the class, coming to do observations, and communication with UHWO has been better.
- I have taken a PD course at UHWO and have mentor taught 5+ students from UHWO so I'm very familiar with the program. I have also got to know Dr. Kamai, Dr. Ikeda, and Dr. James and they have shared with me the way they develop the teacher candidates. It is my opinion that UHWO does an excellent job of preparing their teacher candidates. I feel teaching is part science (the concepts and content/subject matter) and part art (the act of teaching in front of students) and I feel UHWO teaches the art part better than any other school I have been around. That said the strength of the program is the ability to train teacher candidates who know how to get in front of students and teach a lesson.
- NA
- Rigor of the program.
- The partnerships it keeps with mentor teachers to mentor new upcoming teacher candidates.
- I believe experience is the best teacher, so it's great that the candidates have the opportunity to different classroom environments at various schools and grade levels.
- Strengths include tying in Hawaiiana and the culture.
- I feel that the strengths of the program lies in the long preparations students need to take upon reaching student-teacher status. Where other programs require less time, I feel I have witnessed the success of students putting in more time into being in the classroom and applying skills long before student teaching. An area where even new teachers struggle who do not come from the same program.
- The candidates that I've seen are teachable and willing to grow and learn with students. They ingrain themselves in the culture of the school and really take the time to get to know our students!
- I believe that the program overall strengths is the preparations you provide the teacher candidates before entering the schools. I watched a orientation and it was amazing to see the number of teacher candidates from UHWO.
- The strength is getting teacher candidates into the classroom early. This allows them to get plenty of experiences in different classroom settings.
- The UHWO Teacher Education program does a great job in equipping teacher candidates with knowledge across content areas and grade level standards.
- The UHWO teacher program is very supportive and provides students with great mentorship. Students come into their teaching candidacy well prepared in how to create a full lesson plan from start to finish. They are well prepared to engage in discussions about how to improve their instruction and are very receptive, and respectful to mentors.
- The teacher candidates have all had an open mind and have been very receptive to suggestions.
- Being able to give them hands on experience.
- Teacher candidate was prepared with meaningful lesson plans
- The understanding that communication and planning is key.
- Providing student is several opportunities to see and work with different mentors.

- The program helps candidates prepare for the subject they will be based in and does a good job making sure candidates experience what it's like to teach at both the upper and lower grade levels.
- As an Alumni of UHWO, I appreciate that the program requires the student candidates to do field experience from early on in the program. I think this is beneficial for the student candidate to ensure that teaching is what they want to get themselves into.
- -
- The strength of having great professors.
- The teacher candidate was very prepared and knowledgeable.
- The Teacher Education program produces strong candidates that love teaching. They are professional and very hardworking. The candidates have a lot of knowledge and are ready to jump in at any moment.
- Overall the program is strong and the candidates that I have truly enjoyed.
- The multiple placements is a strength. Additionally, among two teacher candidates, one on his first and one on his final, both had positive attitudes and worked hard to know the students and improve their teaching.
- I think it's great for preparing teaching students for the classroom
- The candidates are very professional and seem to be well supported.
- Preparing students to be open to the diverse teaching styles that they will encounter and embracing each of them for their uniqueness. Also, to encourage student observes/teachers to be open to the wide range of strategies within the different content areas to explore the best means by which all students will be able to succeed in the classroom.
- The strengths of the program includes the availability of the staff and the smaller classroom sizes. Teacher candidates need to be able to test and discuss their points of view and ideas. The field based curriculum is the best preparation for teaching careers. Not only for candidates to build their teaching styles and methods but it allows for candidates to be immersed in the school environment where they can learn from each day and the dynamic environment of a classroom. The more time the candidate spends the better prepared they will be. Not just in the planned lessons but in the unplanned moments that occur frequently within the classroom.
- building relationships and providing support to candidates
- Support from professors and mentors, even after students have graduated
- Teacher candidates didn't share too much about their UHWO classes, assignments, and lessons.
- Teacher Education is very supportive and works with Mentors.
- I think the mock interview definitely help prepare them with securing a job and giving them the opportunity to practice what to say and ask questions to administrators.
- I really liked the final project the students did as it was a relevant project with realistic results/reflections. I think this should definitely be a project that is continued for future cohorts.
- I felt both semester's it was easy to access their professor. So I would say open communication with the professor.
- I like the flexibility. Teacher Candidates can choose what days work best for them to observe. I like Teacher Candidates are required to teach 3 lessons they have produced. This gives them practice in the classroom.
- I like the program structure, the cohorts all the teacher candidates to slowly integrate within the classroom and given field practice /experience.
- Allowing candidates the freedom to deviate from lessons when necessary

- Knowledge of language arts (mentored for language arts).
- I think it's great that they have many opportunities to get into the classroom sooner rather than just when they are strictly student teaching.
- n/a
- 15 days of student teaching (solo)
- The student teachers were well prepared to take on the classroom themselves.
- Based on this candidate, very positive program experience
- Providing the teachers with hands on activities for the students.
- Local placements for local teachers. Continue serving central and leeward oahu.
- Teacher prepared lesson plans
- I love that UHWO puts students in classrooms early-on and asks them to teach lessons. Some programs wait until candidates are too far in and then when they're thrown into actually teaching a classroom they realize this is not the profession for them or they aren't prepared when student teaching comes.
- I like the idea of getting teacher candidates into the classroom as soon as possible and appreciate the follow through and guidance from the college coordinators. They do a very good job of supporting all the teacher candidates.
- I love the integration of Hawaiian philosophy. Would love some inservice on this.
- I like that candidates are in the classrooms in the first semester of the program. It's important for them to have immediate experience in the beginning.
- Early field/practicum allows flexibility for teacher candidate
- Having teacher candidates see many types of class so different curriculum can be observed and created. I had with IEPs and 504 students, and an ELL class.
- Professionalism, they conduct themselves in a professional manner (attire, interactions with coworkers, etc.) and are knowledgeable in their content fields, solicit and use feedback well, and solidly prepared in general.

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

- Finding time to spend with my mentee since the school was getting accredited and I was department head.
- With one of the candidates, there were scheduling issues due to her work as an EA at another school. Allowing EAs to do their field work at the schools they work at is beneficial, as the second candidate was an EA at my school and they were able to fulfill their hours.
- I find most challenging having the TC putting in the hours in the classroom. I feel that only doing 3 hours per week does not prepare them for full day student teaching. Also, if they complete their hours before the end of the semester, why do they stop coming? I think it should be said that they need to come at least once a week even if they complete their hours. They really do need more time in the classroom.
- To be honest I have not had any problems with UHWO teacher candidates and I have been doing this for over 5 years
- NA
- N/A
- Each year what is most challenging is the evaluation to complete at the end of the semester. It is very long and time consuming. It is the same evaluation for all blocks, which I feel shouldn't be. Many of the questions I feel would be questions based on and applied over a longer period of time of teaching rather than on 3 weeks of consecutive or not of teaching. Having a relationship with parents and the community and addressing

global and local issues in the way that is asked is hard to have in one semester or 3 weeks.

- Communication with my teacher candidates was difficult. They were both reserved and I found that I often had to be the one to pursue any type of conversation. I also really had to push them to interact with the students, as they wouldn't willingly do that on their own.
- Scheduling. OP in West Oahu compared to other universities is very minimal and impacts future teachers. A consistent schedule with high expectations for hours to fulfill (ie 2 days a week in field) would drastically impact growth.
- Honestly, I did not really find anything challenging mentoring teacher candidates from this program. The program does an excellent job and I try to push more students who are interested in teaching to go through the program.
- What to do when I am out on PD a lot. It might be hard for some candidates, but mine navigated this extremely well.
- Trying to fit their lessons into our pacing and other grade level specific schedules.
- The most challenging aspect of mentoring UHWO teacher candidates are working around their already set schedules. Some teacher candidates had prior commitments, which limited their time in our classroom setting.
- As a teacher in an inclusion classroom with young students who have emotional needs, it was challenging to have a teacher candidate with emotional needs that needed to be addressed as well. Being a college student myself, I understand the demands of being a teacher candidate and there were times that I needed the support of my mentor to push through but in an inclusion setting, it's best to place a teacher candidate who is personally confident and secure in oneself.
- One of the challenges with science is the need for supplies for the teacher candidate to run their lessons. For example, my teacher candidates may find labs they want to conduct and if we do not have the supplies available they want to reach into their own pocket to purchase the supplies.
- As mentioned above, this year's teacher candidate didn't seem as eager to jump in and get exposure to working with students.
- Being able to schedule the candidates and making them teach their three lessons and knowing their content they need to teach.
- No challenges
- Our scheduling. We had schoolwide testing which affected the candidates ability to observe sometimes.
- Some student teachers are coachable and easy to speak with when it comes to revisions and changes that need to occur in lesson planning. Some are eager to learn methodologies of teaching but there are a few that need to work with understanding the field, what teaching entails, and how to use strategies and skills to pivot change in the communities in which teachers teach. The most challenging component of mentoring student teachers is that sometimes students teachers are not open to constructive criticism and are set in their ways so they are not coachable. The willingness to learn from a mentor, the ability to understand correction and coachability is important in learning the craft of teaching.
- N/A
- I think that the most challenging part of mentoring the UHWO teacher candidate was the fact that some of the requirements for us (the mentor teacher) weren't quite clear. So in some ways it was a bit challenging to help support the teacher candidate. I also think that a lot of the requirements for the teacher candidates were their responsibility. In doing this, it did make it a bit difficult if the teacher candidate was not communicating clearly.
- Students ask homework questions for other UHWO classes which each may take over an hour or more to answer.

- The most challenging is the teacher candidate taking initiative the communication with the mentor and reviewing lesson plans. It's not my job to follow up on the teacher candidate to complete the lesson plan. As a teacher candidate, he/she is responsible for the lesson plan and asking for feedback on a timely basis.
- I was very pleased with y experience this past semester.
- n/a
- Preparing them mentally for the stress and demands of teaching in the classroom.
- I commented last year about doing an observation debrief with the mentor and that happened this year. Hearing inputs and what the university supervisor/professor was looking for was helpful for me as a mentor to learn too.
- I think they did a great job, no challenge
- Hard to find any great deficiencies, considering this was only the observation phase of preparation.
- I didn't experience any challenges during SY 2022-2023. However, reflecting on the previous year, giving mentor teachers confidence in sharing early on that a student teacher is not doing well and perhaps needs more time to develop their lessons and classroom management strategies.
- I don't see the program as challenging as I see the program as a way to mold and develop student teachers into classroom teachers. The program is most successful when candidates commit to their practice.
- I am not sure at this time.
- The most challenging part of mentoring this year was making time to be in the classroom with my mentee. This was a challenge because mentoring was one of many responsibilities that I carried this year. Had I been in the classroom more, I would be able to help support my mentee on a deeper level.
- Compared to teacher candidates from other programs, these didn't seem very motivated. It seemed as if they were too busy with work and didn't prioritize school.
- Making sure that they don't hold back and ask for help in what they need.
- The most challenging thing was when students were solo teaching. It was hard to not say anything and address anything until there was a break or discuss after school.
- It was most challenging when it came to final observations, only because due to the Professor's schedule, the observation days were pushed back and sometimes were unclear of what class period they would be coming.
- It was more personal I have a 1 year old daughter, so for Spring, I was out often and then my candidate was sick as well. Both candidates have their own personal things, therefore rescheduling was challenging more on their end. The confidence level of both candidates were both very different as well. My Fall candidate did very well to hide her nervousness, while my Spring candidate struggled to hide her nervousness in a large setting.
- Finding time to sit with candidates to plan/give feedback. There's never enough time in a day.
- I did not have any real challenges, overall staff and candidate did a great job.
- No challenges.
- I found that involving a teacher candidate into data team meeting was difficult because it was after school (out of student hours) . My data teams meeting involved inputting data and discussing how our students did. I felt that it would be better to discuss with the student about what happens during the data team meeting instead of having her attend one.
- Our personalities didn't really mesh.

- Over this past year, I did not find anything challenging in reference to what the teacher candidate could do. I think being my first time mentoring a teacher candidate, I wanted to ensure that I am giving opportunities in my classroom that would support/be beneficial to the teacher candidate.
- Scheduling lessons to be observed with the professor was the most challenging. The dates had to align with both student teachers on campus and the professors schedule. However, it wasn't ideal for the academic schedule of my students. My teacher candidate was only observed for ELA lessons.
- N/A
- No challenges with this candidate- perhaps finding time with her busy schedule but that is not something that reflects the UH West Oahu program
- It was a great experience for our situation because I am a coordinator/coach and my role allowed the flexibility of meeting with my mentee.
- My student had some issues with previous HDOE work complaints that limited his time in my class. Nothing to be helped on my end.
- scheduling and maintaining schedule
- The most challenging part was scheduling and having time to actually have conversations with my teacher candidate. The teacher candidate could only stay for a few hours 1-day a week but I would be actively teaching during those hours so there wasn't as much time as I would've liked to collaborate and reflect.
- n/a
- I had a specific situation (candidate had a shortened term). I don't recommend that for a full observation experience.
- Time management of student teachers. Not enough time for feedback and discussion before actual lesson delivered.
- Encouraging teacher candidate to build relationships with students (early field/practicum) and reflection on student growth and learning when teacher candidate only sees students once a week for the semester
- Teacher candidate for "observation" (40 hours) was not enough time to go over lesson plans or strategies. I was not sure when the candidate would be coming to my class because of her personal situations including working.
- Surprising gaps in knowledge about certain fundamental teaching practices (ex; backwards mapping to create a lesson plan)

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.

- I don't have anything in particular. My mentee was very professional and open to suggestions.
- None at this time.
- I just really feel that they all need more time in the classroom vs. just the 45 hours. Maybe if they are doing the Early Field Experience, they can do the 45 hours but as they get into the program, they need at least 1 full day per week.
- What I feel is most important is for teacher candidates to be put in difficult situations before they graduate and become teachers. Thinking back to when I was getting my teaching certification I created lessons that were easy to teach so that way when I was

observed I would be easily able to teach the lesson. In hindsight I wish I was put in difficult situations so I would be forced to make decisions like when to cut a lesson short due to time constraints, how identify my struggling learners faster and to better meet their learning needs, how to deal with misbehaving students in a classroom setting, etc. These are things I learned after I got certified as a teacher.

- NA
- Having OP students spend a day at school versus
- I would say to make the evaluation appropriate for the different field experiences and somehow make the evaluation not so time consuming. It takes a long time to complete.
- Clearly communicate with mentor teachers of what their role is with the teacher candidates. We receive the syllabus so we know what the candidates are expected to do, but more information about what the mentor should do would be helpful.
- Overall, more time in the field is going to have the most impact. A consistent schedule for field is ideal. In the elementary setting, being here the whole day is more beneficial than being here for the block they are learning about. Lessons are integrated and build on one another. The idea that is is a silo is detrimental to the development of future teachers.
- One thing I can think of to recommend the continuous improvement of the program is to keep supporting the mentor teachers as the program has been. As a teacher, it really means a lot and feels great to have the support from the program by constant recognition and feedback during debriefs between the teacher, teacher candidate, and UC. Thank you for all that you do in this program!
- unsure. I like what you folks are doing with the program.
- N/A
- The overall recommendations that I have in support of the continuous improvement of the field-based programs is to continue to expose the teacher candidates to as much classroom experiences as possible.
- A post-pandemic occurrence that I am observing that needs to be addressed is the social emotional needs of students. I believe that it would be beneficial for teacher candidates to explore integrating social emotional learning into their lesson planning to address these needs..
- Students may benefit from teaching a complete unit versus single lessons to help them go through the complete process of building a unit and from start to summative assessment. This will help them to scaffold their lessons and learn how to readjust there next lesson based on the formative data they collected from the previous lesson.
- Perhaps some SEL type of incorporation into the instruction may be helpful.
- Continue with what you are doing, possibly have them stay for the whole day to get their general whole life experience from beginning to end of the day, a few hours or one each day is not enough.
- I feel my teacher candidate was mature and open to my feedback. She was great. I have had other teacher candidates and none were as prepared as my current TC. I would like to see the TCs come to their observation looking more professional. I did have this convo with my TC and she was receptive. This is a career and we are professionals. I dot think ripped jeans and tshirt. are acceptable.
- I recommend that teachers understand that it is important to implement short breaks into the schedule. Add alternative ways that parents can assist with. Parents find it difficult to assist because it is supposedly different than the way they've learned.
- Some recommendations is to create a portfolio for the field experiences and lesson planning that allows student teachers to see growth and progress throughout the program. Additionally, have students learn how to work lesson plan using pacing guides and curriculum maps and to collaborate interdisciplinary lessons as that is the movement of

- current educational landscape. Additionally, introduce data driven instruction to help them understand how to pivot learning using data.
- Early Field Experience candidates I feel should at least spend one full day in the classroom to observe. Right now most students in the Early Field Experience just see a snippet of a day and one subject being taught.
 - I think moving forward and with it being the post-pandemic period, it would be beneficial for the teacher candidates to experience as much as they can in the classroom itself, especially prior to student teacher. I think that the more experience the students are able to gain prior to student teaching, the easier the student teaching experience will be.
 - -
 - Require student candidates to complete the entire semester of the block.
 - I think ensuring that teacher candidates are able to commit to the requirements of the program. Follow-up with teacher candidates throughout the field placement.
 - Does the school track and keep records of the number of teachers that they retain over the years? Would it be possible to create some sort of after graduation check-ins to see how teachers are doing? The first couple years of teaching are critical and most new teachers often quit because it is too hard. How do we keep our local teachers here?
 - Keep up the good work. We need good strong teachers. Thank you for all that you do
 - As the teacher candidate steps through field experiences, I think UHWO should emphasize to them to maximize their opportunities to practice teaching. For example, I think the candidates improve much as they go through the process of teaching similar lessons they prepared to multiple classes.
 - N/A
 - I would like to recommend that the student teachers continue to observe classes and to teach lessons at all phases of preparation.
 - During the Early Field Experience, students should be required to teach at least 1 introduction lesson in either reading, math, social studies, or science.
 - I would recommend that student teachers spend as much time in the classroom as they can rather than just the prescribed hours required by the program. In other words, don't just show up for the lesson but be present and active as much as possible. Work with your mentor and be open minded and ready to try.
 - More classroom time for student teachers.
 - This year we had three UHWO students who participated in what we call "teacher residencies". Although this is not a common practice, I truly believe that this experience set our residents up to succeed in their first official year of teaching. An overall recommendation that I have is to continue to seek out opportunities for teacher residencies. This aligns with ma ka hana ka 'ike. In doing, one learns and they get to conduct the "doing" with support from all angles.
 - Require more hours in the classroom.
 - The open communication and support with UHWO is very important.
 - I think you should have current teachers be more apart of the program to see what they can offer. These current teachers can also have mock conversations/scenarios about parents, students and staff.
 - support in terms of how to effectively differentiate for ELL, SPED, etc. students and how to be more place-based and culturally responsive in teaching practices.
 - We felt this year our students needed a lot of social emotional help for many different reasons. Therefore, maybe ensuring the candidates are at least introduced to how teaching is changing to ensure that our student relationships are more important so they feel valued and understood. We are also shifting in our complex towards real world experiences, so being aware of what that entails whether it's PBL or truly making those connections.

- Your operation works very smoothly. Keep up the great work! My Teacher candidate was a sub...(but not a long term sub)
- Continue to work on building relationships with the kiddos and support there SEL to close achievement gaps.
- More field placement
- I think that what you all have currently is great. I mentored only once so maybe I will see a need of improvement as a mentor more.
- Maybe having some sort of premtg with our candidate, like a get to know you session
- Ensuring that candidates are dedicated to really take in the experience of being in the classroom. I don't know how that can be addressed, but I believe when teacher candidates have that drive and willingness to learn and soak in the experience, it translates to the mentors as well. And maybe have some type of questionnaire that could "match" teacher candidates to mentor teachers. I totally understand that it may be hard to find mentors, but I think simple surveys would help collect that type of data to help with the matching process.
- Teacher candidates should think of, plan, and implement classroom management systems for various grade levels. They should also practice using online systems such as Google Classroom, slides, canva, etc. Exposure to different instructional methods would be helpful too.
- I would recommend having the students become familiar with using Google apps because a lot of schools are using that instead of Microsoft
- Experience based!
- Continue to provide different teaching resources so that teachers are prepared to teach online if needed.
- We need teachers with a variety of engagement strategies and most of all teachers who are willing, and capable of creating actual connections with the students. In a tech-driven, social media interaction world, the power of a real-life connection cannot be overlooked. Many of my students show emotional stunting from the pandemic and they deeply need to be loved and appreciated.
- Reinforce the concept of professional responsibilities
- I think UHWO has a great program and as it continues to grow it will create great teacher candidates.
- Very happy with the field based programs.
- Share lesson template used in college class with the mentor teacher.
- After the early field experience, is there another classroom experience or is there a gap? I think it is important that they continue to be in the classroom.
- Classroom management has been an increased challenge post-pandemic due to students growing used to walking away any old time or playing on their phones on zoom calls.
- Have the student teacher view 2-4 other classes to see the skills, styles of the different teachers.
- Clearer communication from supervisors to mentor teachers

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

Responses	Count
No	42
Yes	14
Unsure	2