

**Exhibit I
PROGRAM IMPROVEMENT SURVEY**

This survey was administered to mentor teachers during the spring 2015 semester.

| Professional Role | N= | Field Experience | Practicum | Student Teaching | Does Not Apply | Fall 2014 | Spring 2015 |
|-------------------|----|------------------|-----------|------------------|----------------|-----------|-------------|
| Mentor Teacher | 45 | 22 | 32 | 12 | 0 | 29 | 37 |

Using the 3-point scale, how would you rate

UHWO Teacher Candidates' Dispositions towards teaching and learning in the elementary schools?



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| Mentor Teache r | 2.69 | 1-3 | 2.61 | 1-3 | 2.56 | 1-3 | 2.60 | 1-3 | 2.71 | 2-3 | 2.55 | 1-3 | 2.52 |
|-----------------------|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|

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:

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| | Lesson Planning and Preparation Range | | Delivering Effective Instruction Range | | Classroom Management Range | | Differentiated Instruction: ELL Range | | Differentiated Instruction: SPED Range | | Differentiated Instruction: All Abilities | |
| Mentor Teacher | 2.42 | 1-3 | 2.24 | 1-3 | 2.09 | 1-3 | 1.97 | 1-3 | 2.04 | 1-3 | | |

Response Legend: 1 = Unprepared (unacceptable) 2 = Prepared (acceptable) 3 = Highly Prepared (Target) N/A = Not Applicable

How would you rate the teacher candidate's impact on student learning, based upon his/her performance in your classroom?

| Response(s) | Count |
|------------------|-------|
| Cannot determine | 5 |
| Acceptable | 25 |
| 3Excellent | 15 |

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

| Response(s) | Count |
|-------------|-------|
| Unlikely | 3 |
| Likely | 11 |
| Very likely | 31 |

| Response What do you believe to be the UHWO Teacher Candidates' major strengths and needs? | Response What do you believe to be the overall UHWO Elementary Teacher Education program strengths and needs? |
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| Strengths: Willing to work and try new ideas, write lesson plans, use new technology, make charts, practice learning a variety of discipline strategies and develop assessments. Needs: Become more aware of Common Core Standards and how to incorporate them in their lessons, learn to use the "I do ,We do You do" strategy with ease. Become familiar with Danielson is and what some of her ideas are. | Strengths: Students are willing to learn and are open to criticism and come prepared to learn! They are also very respectful and patient. Needs: Their lesson plans are not always up to date with the ones we are now encouraged to use. UHWO needs to be up to date with the curriculum that the state is demanding the DOE use. |
| Strength - willingness to accept constructive criticism and make necessary changes Need - unclear knowledge of standards | Need - constant communication with mentors and clear expectations of teacher candidates |
| Strengths - was willing to do what I asked of her and was accurate in grading student work Needs - get assignments done in a timely manner so that things are not "thrown together" at the last minute | Not enough experience with the program to answer this question. |
| Strengths - good rapport with the students. Great teamwork with me. Responsible and able to complete their lesson plans on time. Lessons were hands on and fun for the kids. Needs - to be able to circulate around the room and check on the students' learning. Management of behavior. | Strengths are that the candidates are willing to try new things to make learning fun and interesting. The teacher candidates are creative and responsible. |
| Nice person, open for improvement, kind, interact well with students, always smiling, persevere to any endeavour, complete assigned task on time, always asking questions for clarification and betterment for her career. She should minimize laughing while teaching. Mastery of the lesson highly recommended for | UHWO Elementary Teacher Education Program is excellent. Student teachers always did a great job in the field. |

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| smooth flow. Improve self-esteem. Be confident. | |
| I still feel that they need more hours in the classroom and more commitment on the TCs part. It's hard to work with teachers that have a job and need to work around a schedule. I feel that 3 hours per week with a total of 45 hours per semester is WAY too little to spend in the classroom and get the experience. | I still feel that they need more hours in the classroom and more commitment on the TCs part. It's hard to work with teachers that have a job and need to work around a schedule. I feel that 3 hours per week with a total of 45 hours per semester is WAY too little to spend in the classroom and get the experience. There also needs to be more communication between the mentor teachers and UHWO. |
| Strengths: Understanding of various strategies to teach lessons and a willingness to try new strategies. Relationships with the students. Creative lessons that engaged the students. Classroom Management --- confidence in various strategies. Needs: Understanding that you need to begin with the end in mind: what is the standard the student needs to learn, how will it be assessed? Teacher Candidates need to come armed with a variety of assessment tools and know what rubrics are. | Strengths: Professionalism, Understanding how the different groups of people in the school work together to meet the needs of the students, and the ability to collaborate with various teachers, have engaging and authentic lesson plans that are integrated across subject areas Needs: I feel that Teacher Candidates should spend more time in the classroom during their first three semesters. Only needing to have 45 contact hours isn't enough. Teacher Candidates need a better understanding of various assessment strategies and how to use rubrics, checklists, etc. to help determine if their students are meeting or developing proficiency. |
| The Teacher Candidates strengths are that she was thorough in knowing the lesson that she was teaching the students. If a problem came up, the candidate was able to adapt to it and change her lesson a little to meet the needs of the students. I likes how she was able to ask the students different level of questioning to get the students in discussing what they learned. This really helped students understand the task that they had to do. She worked well with the students in which they were not afraid to ask questions if they did not understand what to do. | I believe that the UHWO Elementary Teacher Education program is well organized. It gives the Teacher Candidates opportunities to get as much experience as they can in the classroom. I like the one to one that the Teacher Candidate has with their UHWO mentor. The only thing that I would like is maybe have the Teacher Candidates that do their Block teaching have the same mentor if possible during their student teaching session. |
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| <p>Strengths: Willingness to take suggestions and make changes to lessons/instruction. Needs: Class management. Focus on student outcomes.</p> | <p>More emphasis on planning instruction to help students meet the learning goals. More emphasis on classroom management. More emphasis on planning lessons which have students doing more and teachers doing less.</p> |
| <p>Because of her work experience at a PPT, she possessed great classroom management. She had a positive attitude in learning to become an effective teacher.</p> | <p>More guidance in teaching teacher candidates about ELL students and how they learn.</p> |
| <p>Amanda had a wealth of experiences before she entered the program. She was prepared for the challenges of student teaching. She planned ahead-- minimized distractions. She did not make excuses because of family or financial obligations. She approached her responsibilities with heart and soul. I would love to work with a teacher with Amanda because I know she would have much to contribute into our team that would impact student learning. I would put my own children in her class.</p> | <p>UHWO has highly qualified and pleasant professors. I would recommend having a student teacher manual with expectations, schedule of responsibilities, evaluations with rubrics tied to EES. For most candidates (not only from UHWO), 4 months is all they have before a classroom of students are entrusted in their care. Teacher candidates should lessen what's on their plate prior to student teaching so that they can fully embrace what teaching is all about. It is also not fair to inconvenience others (students, parents, teachers, CCs and MTs, etc.) because a candidate has other commitments. It's a habit of mind that could continue long after they leave the college.</p> |
| <p>#NAME?</p> | <p>+ Positive professors that share their observations so the mentor teacher also learning how to be more effective as a teacher and mentor. - A little concerned if students teachers are not teaching the entire day for at least a week or two. I don't know if they truly understand how much time it takes out of the classroom to plan, prepare, and correct.</p> |
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| <p>I feel that they do come well prepared with curriculum. They are award of stepping stones for math and Wonders for reading and are familiar with it. They understand student centered teaching and workshop model. They sort of understood learning targets and criteria. Another strength is that they come before their actual date to start so they can see the beginning of the year (for fall students) and for the spring students, they come in the end to help out and they see what we are doing at the end of the year. My new student teacher is already coming in at the end of this year. She starts in the Fall. I love that she wants to be prepared and get comfortable. I also feel their instructors are very good. They seem to see the connections between what they are learning and what we are learning & doing in our school. I love it when I start to hear them using the same vocabulary the whole school is using.</p> | <p>I feel their strengths are that they get to practice teaching in the classroom and "see and experience" what teachers go through on a day to day bases. I feel it was difficult for the solo period because of all the EES. I had to be able to teach my lessons on my SLO and my Learning teams (data teams) lessons. I also feel that so much depends on the test that I had to make sure we were teaching everything we needed to cover. I felt that they are not able to get the real solo teaching experience, however, what they do get is still very helpful because if you think about it, the students know they are not the 'real' teacher and will not treat them that way, so it is very hard for them when it comes to classroom management and building relationships. We were also sad when they have to leave us. I think with them being placed in our school where they see an inclusion model of education.</p> |
| <p>Strength: Passion to work with students. Needs: Lesson planning, assessments, reflecting on the days learning outcomes, and collaboration with mentor teachers.</p> | <p>Strengths: Assisting teacher candidates in the field of education. Needs: Providing more lessons on lesson planning. Changing the format for student teaching- teacher candidates should stay the whole day and teach all subjects, not just one or two. That is not the reality of teaching. They should be experience all requirements of teaching, not just what is required for that particular semester (ex. Math and Science). More teacher candidate lesson observations and collaboration after with the mentor teacher, teacher candidate, and observer. Teacher candidates should be required to collaborate with the mentor teacher after school.</p> |

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| <p>Jason need to learn how to communicate directly with parents and staff. He also needs to use formative assessments in order to see if their teaching is effective in the classroom. He could also improve on teaching more effective classroom management skills. Jason has a very positive look on education as a whole. He understood the students right away. Getting to know their names and understanding what they like is a great way to start relationships in the classroom. He earned their respect very quickly and used that to his advantage to teach them.</p> | <p>The coordinators of the program are effective in holding high standards for their students. Jason was well prepared on knowing what he needed to accomplish this semester and was pushed to do so. The program could improve by starting earlier. Student teachers need to understand HOW to start a school year. Too many times do we see college age kids come into already molded classes and that respect is already given. In the real classroom setting, respect is earned over time from both students and parents. Getting the student teachers in the classroom at the beginning of the year or even during parent teacher conferences would be a great way to introduce them to the busiest times of the year. Another aspect of the program that could be improved is the depth of lessons. Students teachers are given the task to create a lesson that works well in adapting to what the classroom teacher is currently working on... However, in the real classroom setting, with all mandated curriculum, these student teachers are going out into the system thinking they will be writing lesson plans for a 30 minute lesson. These types of lessons are good for supplemental purposes, but hold no depth to any concept we teach in the classroom. Also, teacher candidates need to better understand the evaluation process. Maybe using their lesson that they teach on a certain concept could be assessed. The data from the assessment could be used in order to monitor the effectiveness of their teaching. This will take them through not only the Danielson, but also data can be tracked and acted upon, just like the SLO's.</p> |
| <p>The teacher candidates were prepared, open to suggestions, willing to try anything, enthusiastic about doing more than what was expected, and knowledgeable in regards to standards.</p> | <p>This program prepares their teacher candidates well. The teacher candidates come in to the classroom with enthusiasm and a positive feeling.</p> |
| <p>Strengths: Interaction with students Needs: Punctuality, Communication</p> | <p>Strengths: Communication with Mentor teachers Needs: None</p> |
| <p>Strengths: Tech savvy Organized Well-prepared Ask questions Takes initiative Needs: Communication with parents</p> | <p>Strengths: Communication with mentor teacher Manageable workload Needs: N/A</p> |

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| <p>Strengths - willingness to try to teach anything, even when she didn't quite feel comfortable with the subject matter - willingness to stay and plan instruction with me past her duty time - willingness to interact with parents and other teachers Needs: - classroom management, but this got better with more experience</p> | <p>Strengths - students came to me with enough background knowledge about the standards of the grade level being taught Needs - learn more about questioning techniques to elicit higher understanding of the material -creating rubrics</p> |
| <p>Strengths - Kept good communication - Good rapport to the students and other professional colleagues - Ask questions Needs - Develop content knowledge - Questioning skills - Rigor in lessons</p> | <p>Strengths - Academic support to the teacher candidates - Delivering information so that the candidates are current in what is going on in the DOE in terms of testing and content - Communication between the mentor teacher and Block instructors Needs - Developing questioning skills with students so that the candidates can deliver lessons that will promote deeper understanding of content</p> |
| <p>Strengths are being flexible to the students' needs and changing her instruction based on the student's formative assessments. She was also able to grasp the Wonders reading routine very quickly. An additional strength is that she truly cares about the students and takes the time to assist them when needed. She was able to quickly assess one of the students in the class and identify that the student had difficulty with counting to 10. From there she pulled the student during independent math time and worked with her. Areas that can be improved lesson prep and time management. Needs to work on pacing herself throughout the lessons that she teaches so that she will have enough time to wrap up her lesson and the students will have enough time to prepare for the next block or period (lunch, recess, afterschool, etc.). Also, she could have provided extra activities based on the content to promote an engagement in the lessons.</p> | <p>My only comment: It would be nice for every teacher candidate to experience the opening of a school year. It seems that every Spring teacher candidate states the same concern year after year. They seem to really worry about their lack of experience in opening a classroom for a new school year.</p> |
| <p>STRENGTHS: -open and honest -willingness to learn -A+ background helped with management (clear) -open to new strategies and techniques, never hesitant to try something new CHALLENGES: -Be exposed to more techniques and learning styles to strengthen your teacher craft</p> | <p>STRENGTHS: -fosters candidates ready to learn -Timely with placements -Open to mentor teacher feedback as well NEXT STEPS: -possible course or intro to the EES system (mandatory-currently) and Data Team process (common in most schools)</p> |

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| <p>Strengths: ideas were strong, started to take initiative towards the end, engaging lessons Needs: management follow through, commitment to tasks, professionalism (attending all meetings/PC days - not scheduling appt on those days),</p> | <p>N/A</p> |
| <p>Since this is their field experience they both had room to grow in content and knowledge. Both were eager to learn, communicated well, kept me informed on any changes of planned participation in activities</p> | <p>The biggest strength is giving the teachers the experience in the actual school system. Keep up the good work.</p> |
| <p>This is a difficult question because there is so much to learn and I am participating in the early field experience. I would need to know what content and knowledge the candidate has from UHWO before coming to my class. In general, the candidate's cheerful attitude, and willingness to learn are major strengths. Weak areas include classroom management and differentiation.</p> | <p>I believe a dual prep sped/regular education program is a great need. It's not an easy program, but I have seen how regular education and special education teachers in our school are effective due to this special background. Non dual prep regular education teachers; even with a sped class or two; do not relate well to the needs of sped students that are attempting to be mainstreamed into their classes. A strength is that candidates come with a professional, eager-to-learn attitude.</p> |
| <p>I feel the strengths of the candidates I worked with are that they are looking forward to being in the classroom and working with our high risk students, and they genuinely liked the students. I feel a need is for the candidates to have strong, consistent behavior management.</p> | <p>A strength is that this program is bringing teachers to our high risk community. I feel that the adviser visiting and observing the teacher candidate at least once a week or once every other week in the classroom is a need that will give the teacher candidates more support.</p> |
| <p>Sarah's strengths are that she has a passion for working with children. She genuinely cares about each child and emits a positive energy that the children get excited about. She is warm and sincere but also has good command in classroom management. An area of work in progress would be curriculum as she grows with her teaching her expertise in asking questions and differentiation will continue to progress.</p> | <p>Strengths are communication with coordinating teacher.</p> |
| <p>Strengths Preparation of lessons Professional Behavior with students and adults Commitment to the profession Needs To ask more questions on "why" I do certain things.</p> | <p>Should have more classroom time with the students.</p> |

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| personally respectful with teacher and students lessons engaging assistance to students and teachers assisting one on one with students with targeted needs | guiding students towards rigor of lessons and providing management of class questioning techniques close reading strategies open ended responses |
| Kimmie has great energy in the classroom. She is willing to help out and work one-on-one with the kids when needed. Kimmie also did a great job on teaching her lesson. I had her teach one class, then we talked about what went well and what she could do to make it better. Then, she taught the next class, making the necessary adjustments. | I think a need would be to have a set schedule for the student observers. Scheduled days would be helpful so that if something comes up (testing, assemblies, etc) then the student teachers do not lose time that they are supposed to be in the classroom. |
| The teachers are well prepared to work in the classroom with the students. There are clear guidelines and expectations for this program to make is successful. | Overall, I believe the program is preparing a great group of teachers for their future careers. |
| Strengths are the willingness to partake in our profession. The needs are the students need to work on their professionalism when entering someone else's classroom. There needs to be a class on how to communicate effectively with mentor teachers, planning their time to ensure they are consistently in the classroom, plan lessons that focus on the what the teacher asked. | It is very well organized. However, the students do not seem prepared on professionalism in the classroom. I feel it is very important to go over these things with them before you send them to us. |
| Strengths - Use of technology - Relating to students - Creating lessons based off the text but adding to it to make it more his own - Scaffolding - Various levels of questioning - Use of I do, We do, You do -Use of choral responses -Use of hand gesture responses Needs: - Behavior management (I stepped in some of the time but I would like to see him do it more often and notice more of the students who are off task - Provide more specific feedback and walk throughout the room more -More partner sharing | Overall, he was a good teacher. He'd activate prior knowledge, teach what the lesson was about, give time for feedback on student work, provide independent time for practice, and review. He'd point out key concepts and repeat if necessary. He'd adjust lessons if he needed to for the second class as well, i.e. making sure the whole class was paying attention, and asking questions. He had a good rapport with students, taught lessons for the class, was prepared when coming to class. I wish him the best of luck on his future endeavors. I know he will make a great teacher! |
| Strengths include: excitement for teaching excitement for learning and making changes Able to take a concept and create their own lesson plans, also they are able to take a scripted lesson and execute it. Strengths: both students volunteered longer than the required hours, they did so to gain more experience in the class. needs: Classroom management and discipline (however | Strengths: the time in the classroom, Although the time in the classroom is based on the candidates adjusted time schedule, having to see either the beginning of the day and/or the ending of the day at different times is nice. |

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| <p>this comes with time and experience).</p> | |
| <p>Mr. Mike is an excellent teacher. His greatest strengths are his creativity and his classroom management. He is excellent at managing a class. I have no doubt he will be a great teacher. His need would be getting over his "nervousness" when delivering a solo lesson, but that is normal with any beginning teacher.</p> | <p>N/A</p> |
| <p>The teacher candidate is very knowledgeable in various content areas, not just the area she received credit in. I do believe the teacher candidate should get involved more with the students and initiate a lot of engagement and interactions so that when lesson plans are made there is an idea of how various learners may or may not respond to instruction. I'd also encourage the teacher candidate to get up and walk around the classroom often to hear student conversations and assess the knowledge that students are expressing with peers.</p> | <p>Make it an expectation for teacher candidates to be highly involved in the learning process with mentor teachers and students to get hands on experiences that go with lesson planning and implementation.</p> |
| <p>Communication with school.</p> | <p>Needs focus on special education.</p> |
| <p>Strengths: - adaptability - hooking students interest - asking critical thinking questions - use of technology To work on: - making sure all students are engaged - making final product/expectations clear</p> | <p>Teacher candidates are well prepared and seem to get useful suggestions for lesson planning from their instructors. The amount of lesson objectives and how lessons need to integrate with the curriculum is something I didn't focus on as a student teacher. My teacher candidate spent extra time in the classroom than the required amount but if he didn't, I don't think it would have been enough time to see different aspects of being a teacher.</p> |
| <p>+ ~ Helpful ~ Willing to learn ~ Take charge - ~ They don't get to see a whole day from when students walk in to class till they leave.</p> | <p>+ ~ Very Simple ~ Clear - ~ Students don't spend a whole day in the classroom. Sometimes this can hinder their ability to start taking leading certain parts of the day.</p> |
| <p>Enthusiasm is a major strength. Content knowledge is a need.</p> | <p>N/A</p> |

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| <p>Strengths: -Responsible -Reliable -Flexible -Willing to help all Needs: I can't remember but I believe I wrote about it on the other survey.</p> | <p>I had no problems with communicating with the people involved at UHWO about the program although other teachers did.</p> |
| <p>Knowledge of math content and the ability to articulate that knowledge at a level the students can understand is a major strength. Consistency is an area of need. There were times when I had very little notice that he would or would not be present.</p> | <p>My candidate was here, generally, once a week and it's very difficult to have them deliver a lesson given there was little time to consult/plan with him. I do like that the evaluation is electronic.</p> |
| <p>Major strengths: eagerness, willing to learn and try new things, communication with mentor teacher and students. Needs: grade level appropriate language, classroom management (grabbing students attention, projecting voice), some background knowledge on the subject before going into the classroom.</p> | <p>The program is doing well with students and their classroom pairings, but I think they giving the teachers more guidelines and creating a sort of to-do list would be helpful in supporting students. Again, providing or having students do some basic research into the subject they are going into, especially with social studies, where every grade level is learning a new subject.</p> |