



University of Hawaii at Manoa

College of Education Master Of Education in Teaching Program

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EVALUATION OF PAULA WON

**Internship Semester
Master of Education in Teaching Program
University of Hawaii at Manoa
Spring 1998**

The purpose of the internship semester is to induct MET students into the full responsibilities of teaching under the guidance of an experienced and accomplished intern mentor. Each intern has primary responsibility for planning and conducting instruction for the entire semester, for issuing students grades, working with the parents of students in their classes, and performing the full duties of regular teachers in the school.

Students are required to be at the school site as full-time teachers, and they are responsible for teaching each school day for the duration of the DOE semester. They are required to meet all the contractual requirements as negotiated with the DOE and the teachers' union.

Paula Won interned throughout spring semester in a kindergarten class at Mokulele Elementary School. Paula has a very warm, calming, and loving approach to teaching. Children love her, and it shows that she loves them. She planned for engaging lessons so that even the more challenged students responded well to the lessons. Although Paula communicated in her journal

that she was worried about how to reach these students, she always dealt with them calmly, yet firmly, with no loss of self-respect on the part of the child.

During the fall semester Paula worked in a fourth grade classroom. This made the transition to lower elementary more challenging in the beginning. But Paula accepted the challenge cheerfully and Paula was able quickly to make the appropriate adjustments to fit the needs of the children. She also sought help from volunteer parents from the Air Force base, as well as eliciting aid from parents to guide their children with extra homework practices. She also used appropriate early childhood strategies such as a multi-sensory approach to learning with sing-song rhymes and whole-body movement activities to connect with sound-symbols used in beginning reading. This was very appealing to her energetic group of kindergarteners.

Paula used effective voice modulation and non-verbal cues in communicating during lesson. Her calm demeanor encouraged "difficult students" to participate in planned activities.

Because of her earlier upper elementary experiences, Paula was a little unsure of the curriculum in the beginning. However, she applied herself to the task and quickly adjusted her lessons to the age level. In observing her lessons, it was evident that considerable planning had been devoted to developing the units.

Students were encouraged to assess themselves and most of the completed assignments were on the bulletin board display. However, this is an area that she still needs attention especially as new practices and newer approaches are developed.

Paula works well with her grade level as well as with her parent volunteers. The administration and office staff have commented highly on Paula's teaching practices and cooperation with school-wide activities.

Although Paula has expressed her preference with teaching upper elementary, she has done exceptionally well with the kindergarteners. She has the enthusiasm and zest to incorporate singing, dancing and engaging multi-sensory activities for her students. She was able to deal with immature behavior in a very positive and loving way. Paula seemed to diffuse potential tantrums with "difficult personalities" very effortlessly.

Conclusion

The MET evaluation process involves a three-way process of student self-evaluation, intern-mentor evaluation, and College of Education faculty evaluation. These occur regularly, but most importantly at mid-semester and at the end of the semester. Ten areas of teacher competence, derived from the Hawai'i Department of Education "Profile of an Effective Teacher," provide separate criteria of satisfactory or unsatisfactory performance.

Paula Won has performed well beyond the minimum requirements and achieved satisfactory performance in all the areas required by the MET Student Assessment Plan.

SKILL	Satisfactory	Unsatisfactory
Skills in communicating	✓	
Skill in designing and using a variety of instructional strategies to meet student needs.	✓	
Skill in setting long and short-term goals based on knowledge of students and reflective practice.	✓	
Skill in using instructional materials and technology effectively.	✓	
Skill in working effectively with families and other community resources.	✓	
Students will learn to reflect on educational situations, practices and problems in an intelligent, self-critical, informed, culturally sensitive, and imaginative manner, and, adapt to future situations, practices and problems accordingly.	✓	
Skill in constructive collaboration with professional colleagues.	✓	
Skills in relating to students.	✓	
Competency and confidence in their subject area and in adapting their subject area to their students.	✓	
Open Category: Interest in elementary science curriculum.	✓	

Intern Mentors:

Bernice Iyuka
Kathy Kahide

UH Faculty Co-ordinator:

Hunter M. Ewan

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