



HAWAI'I TEACHER  
STANDARDS BOARD

**STATE APPROVED TEACHER EDUCATION  
PROGRAM (SATEP)  
2015 ANNUAL REPORT  
(2013-2014 Year)**

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## **Introduction**

There are currently thirteen Hawai'i Educator Preparation Programs (EPPs) that have been approved by the Hawai'i Teacher Standards Board (HTSB). Within these EPPs there are seven programs with traditional routes to licensure and eight programs with alternate routes to licensure. Teacher candidates can choose one of the following pathways: traditional undergraduate program; traditional or alternative post-baccalaureate; or traditional or alternative master's program. The HTSB has approved 132 different licensure fields.

In NBI 11-51 Rev. the Hawai'i Teacher Standards Board approved the consolidation of the annual report of State Approved Teacher Education Programs (SATEP) and the SATEP Title 2 report to streamline the reporting process and avoid duplication of effort. Each Hawai'i SATEP is required to submit this consolidated report between April 1 and May 1 of each year.

The report includes:

- 1) Current contact information for the Unit;
- 2) A list of all licensure programs currently offered by the unit;
- 3) Substantive changes approved by the HTSB to the unit and programs within the past reporting year;
- 4) Progress the unit and programs have made in addressing any areas for improvement or conditions on their current SATE approval;
- 5) Steps the unit has taken towards national accreditation;
- 6) The number of completers for each program;
- 7) Information on traditional or alternative programs as requested by HTSB for inclusion in the state's Title 2 report.

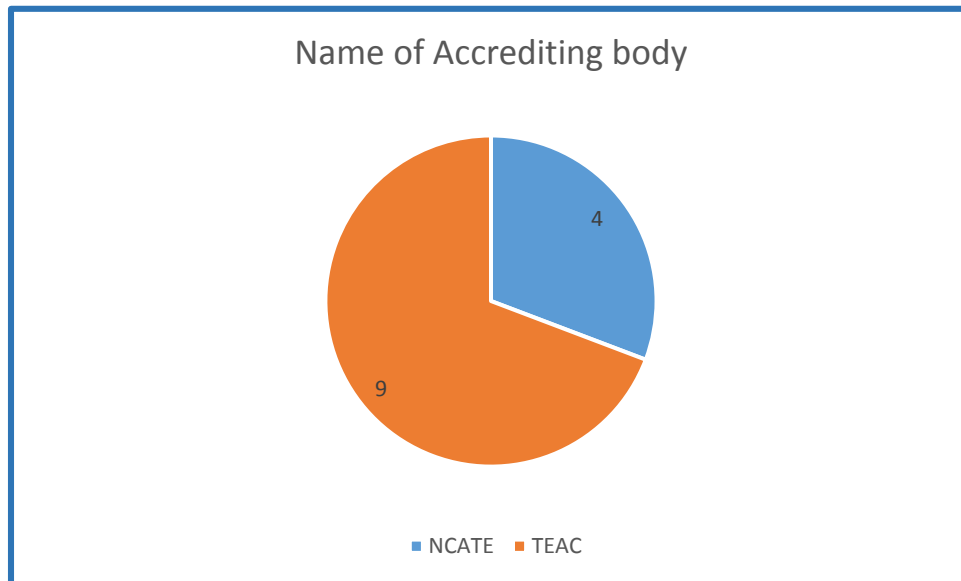
All data provided in this report is dated from July 1, 2013 and June 30, 2014 and does not reflect policy that HTSB approved after that time period.

## Hawaii Educator Preparation Programs

Name of Unit	Current Approval Status	Expiration
Brigham Young University-Hawai`i	Full State Approval	December 2015
Chaminade University	Full State Approval Traditional Undergraduate Program	December 31, 2017
	Full State Approval Traditional Post-Baccalaureate Program Traditional Master's Program	December 31, 2016
Chaminade University – Behavioral Science	Full State Approval	December 2016
Kaho`iwai	Full State Approval	June 24, 2018
Hawai`i Pacific University	Provisional Approval Traditional Undergraduate Post-baccalaureate and Master's Program	June 2019
	Full State Approval Alternative Master's Program	December 2019
IteachHAWAII	Full State Approval	December 2018
Kahuawaiola	Full State Approval	December 31, 2017
Leeward Community College	Provisional State Approval	December 2015
Teach for America	Provisional State Approval	June 2016
University of Hawai`i – Hilo	Full State Approval	December 31, 2016
University of Hawai`i at Manoa	Full State Approval	December 31, 2021
University of Hawai`i – West Oahu	Full State Approval Traditional Baccalaureate Program	Fall 2019
	Provisional State Approval Traditional Baccalaureate Program	December 2015
University of Phoenix	Full State Approval	December 31, 2017

## National Accreditation Status and Pathways

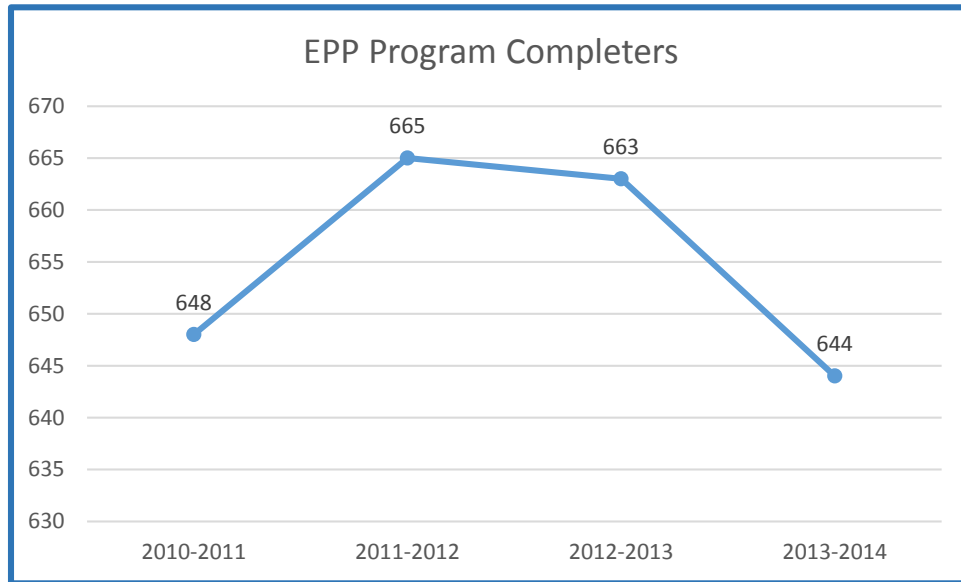
Name of Unit	Name of Accrediting body
Brigham Young University-Hawai`i	TEAC
Chaminade University	TEAC
Chaminade University – Behavioral Science	TEAC
Kaho`iwai	TEAC
Hawai`i Pacific University	TEAC
IteachHAWAII	NCATE
Kahuawaiola	TEAC
Leeward Community College	TEAC
Teach for America	TEAC
University of Hawai`i – Hilo	TEAC
University of Hawai`i at Manoa	NCATE
University of Hawai`i – West Oahu	NCATE
University of Phoenix	NCATE



# Data

## Hawaii EPP Program Completers

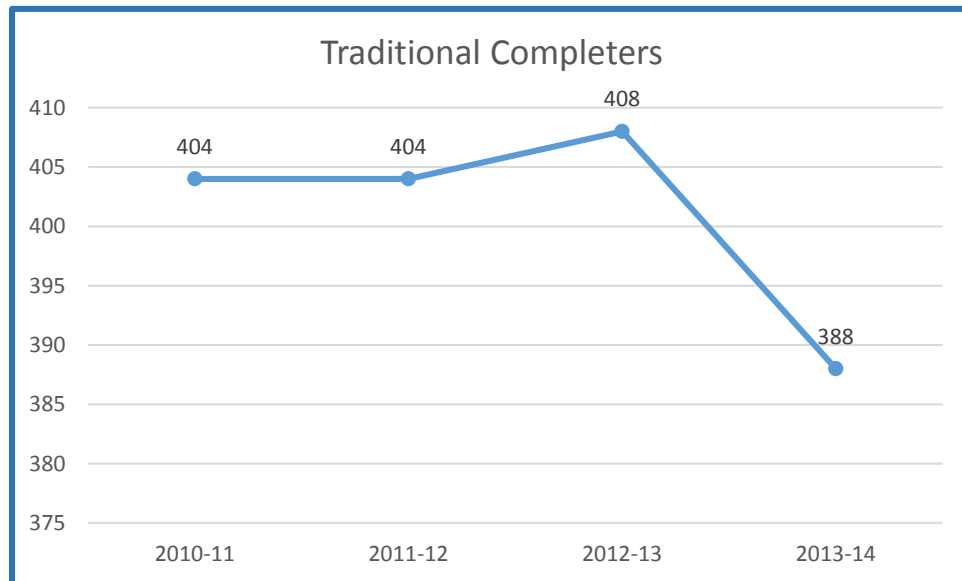
Program Completers	2010-2011	2011-2012	2012-2013	2013-2014
<b>Totals</b>	<b>648</b>	<b>665</b>	<b>663</b>	<b>644</b>





**Table 1.1 Traditional Completers**

<b>Academic Year</b>	<b>Traditional Completers</b>
<b>2013-14</b>	388
<b>2012-13</b>	408
<b>2011-12</b>	404
<b>2010-11</b>	404



Traditional Completers

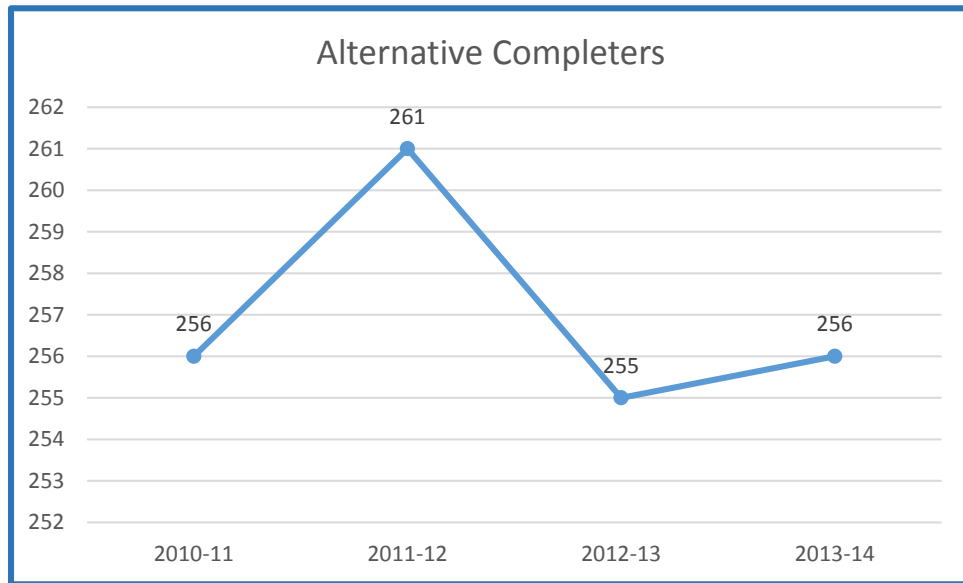
In AY 2011 to AY 2012 there were the same number of traditional completers.

In AY 2012 to AY 2013 there was a 1% increase in the number of traditional completers.

In AY 2013 to AY 2014 there was a 5% decrease in the number of traditional completers.

**Table 1.2 Alternative Completers**

Academic Year	Alternative Completers
2013-14	256
2012-13	255
2011-12	261
2010-11	256



Alternative Completers

In AY 2010 to AY 2011, there were 256 alternative completers

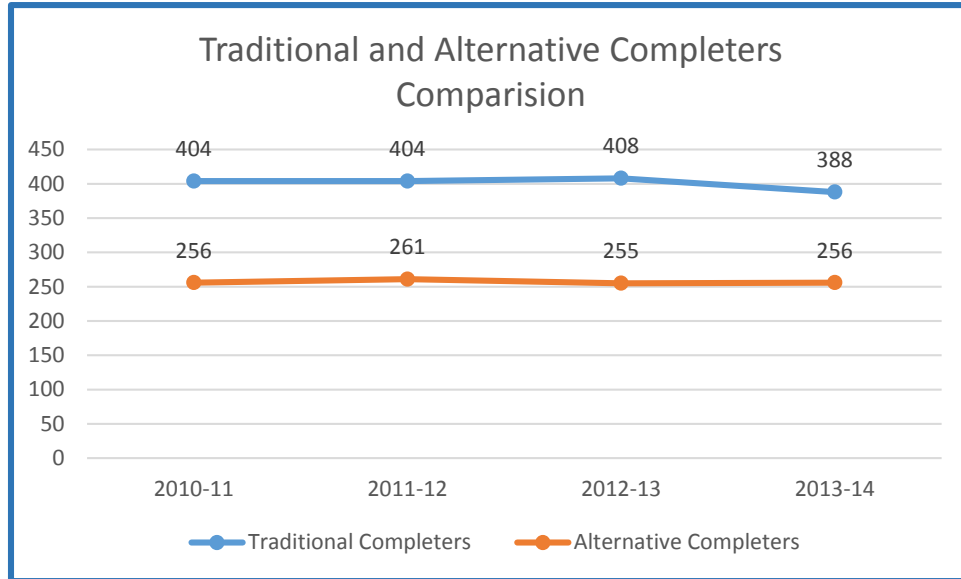
In AY 2011 to AY 2012 there was a 1% increase in alternative completers.

In AY 2012 to AY 2013 there was a 1% decrease in alternative completers

In summary, from 2010 – 2014, the number of alternative completers have been constant between 255 – 261 alternative completers.

**Table 1.2 Traditional and Alternative Comparison**

Academic Year	Traditional Completers	Alternative Completers
2013-14	388	256
2012-13	408	255
2011-12	404	261
2010-11	404	256



Traditional and Alternative Completers

In all four years the number of traditional completers exceeded that of alternative completers.

In AY 2010-11 there were 36.6% more traditional completers.

In AY 2011-12 there were 35% more traditional completers.

In AY 2012-13 there were 37.5% more traditional completers.

In AY 2013-14 there were 34.1% more traditional completers.

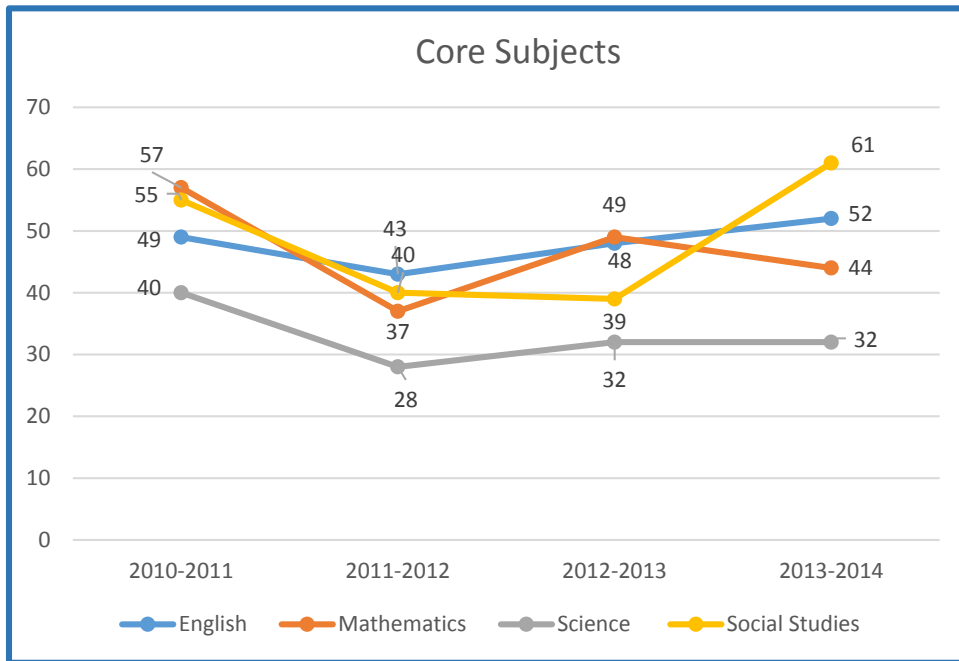
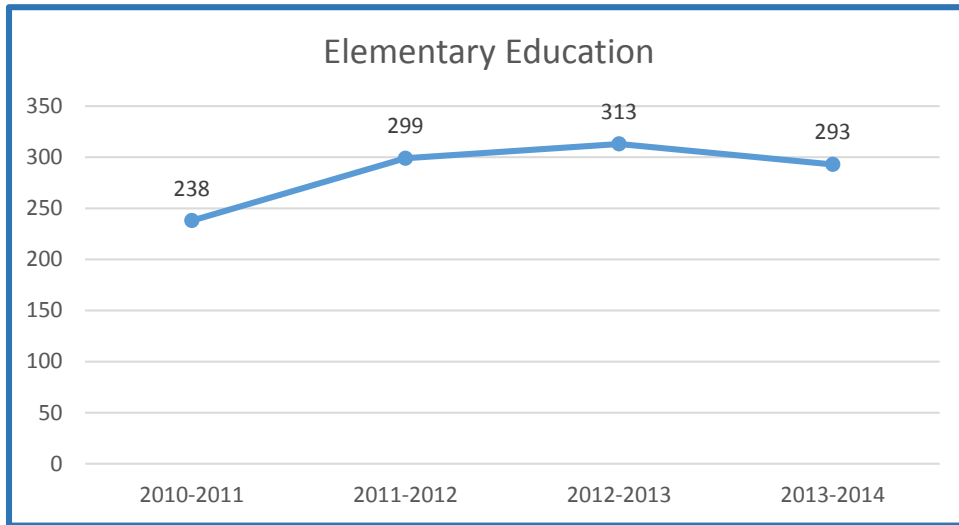
## License Fields

Number of licenses issued per license field from 2010-2014.

License Fields	2010-2011	2011-2012	2012-2013	2013-2014
Art	5	9	1	5
CTE Licensure Program	2	N/A	2	4
Drama & Theatre	2	0	0	0
Early Childhood Education	9	15	15	18
Elementary Education	238	299	313	293
English	49	43	48	52
Hawaiian Language	8	5	3	3
Hawaiian Language Immersion	7	6	5	7
Hawaiian Studies	5	5	3	1
Mathematics	57	37	49	44
Music	9	7	5	8
Physical Education	7	4	7	11
School Counselor	27	45	22	24
Science	40	28	32	32
Social Studies	55	40	39	61
Special Education	126	111	111	77
Teaching English as a Second Language	1	5	2	2
World Language	1	6	6	2
<b>Totals</b>	<b>648</b>	<b>665</b>	<b>663</b>	<b>644</b>

**Table 2.1 Elementary Education and Core Subjects Completers**

License Fields	2010-2011	2011-2012	2012-2013	2013-2014
Elementary Education	238	299	313	293
English	49	43	48	52
Mathematics	57	37	49	44
Science	40	28	32	32
Social Studies	55	40	39	61
<b>Totals</b>	<b>439</b>	<b>447</b>	<b>481</b>	<b>482</b>



License Fields	2010-2011	2011-2012	2012-2013	2013-2014	Percentages Between 2010/2011 – 2011/2012	Percentages between 2011/2012 – 2012/2013	Percentages between 2012/2013 – 2013/2014
Elementary Education	238	299	313	293	20.4% ↑	4.5% ↑	6.5% ↓
English	49	43	48	52	12.3% ↓	10.4% ↑	7.7% ↑
Math	57	37	49	44	35.1% ↓	24.5% ↑	10.2% ↑
Science	40	28	32	32	30% ↓	12.5% ↑	Same
Social Studies	55	40	39	61	27.3% ↓	2.5% ↑	36.1% ↑
<b>Total</b>	<b>439</b>	<b>447</b>	<b>481</b>	<b>482</b>			

#### 2010/11 – 2011/12

The number of Elementary Education completers increased by 20.4% whereas all of the core subject areas decreased.

#### 2011/12 – 2012/13

All core subjects showed completer increases from the previous year. The science increased 12.5% (from 28 – 32 completers) but even with this increase, science remained less than the Math (49) and Social Studies (39) completers. Math completers increase 24.5% making it the largest percentage increase during this time period.

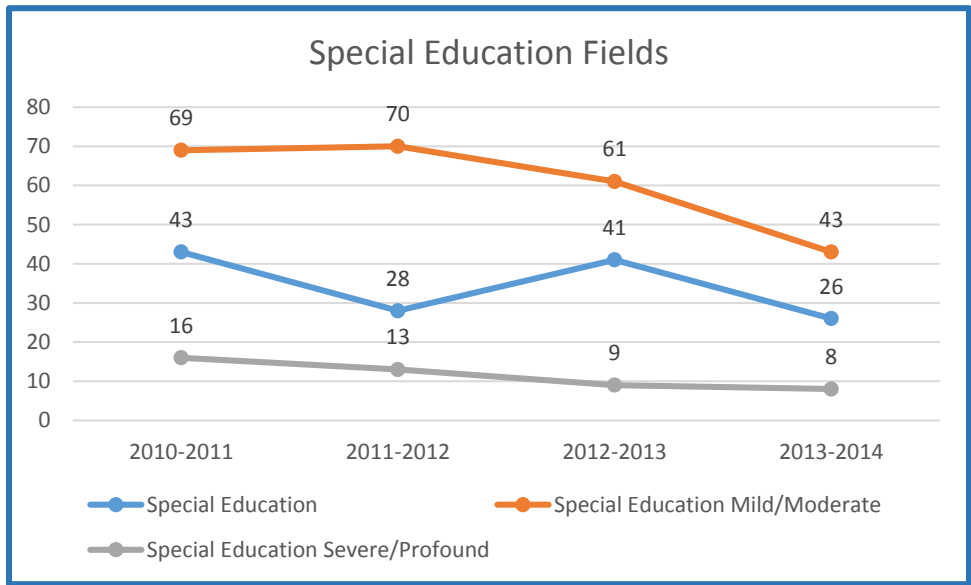
#### 2012/13 – 2013/14

A slight 6.5% drop in Elementary Education completers, however there were increases in English, Math, and Social Studies completers. This biggest jump comes from Social Studies which increases by 36%.

From 2010 to 2014, Elementary Education shows a slight increase in completers only dropping slightly to 293 in 2014. Other core subjects appear consistent except for Social Studies which rose by 36% when compared with the previous two years.

**Table 2.2 Special Education Completers**

License Fields	2010-2011	2011-2012	2012-2013	2013-2014
Special Education	43	28	41	26
Special Education Mild/Moderate	69	70	61	43
Special Education Severe/Profound	16	13	9	8
<b>Total</b>	<b>128</b>	<b>111</b>	<b>111</b>	<b>77</b>



Name of Program	Percentage between 2010/11 – 2011/12	Percentage between 2011/12 – 2012/13	Percentage between 2012/13 – 2013/2014
Special Education	34.9% ↓	31.7% ↑	36.6% ↓
Special Education Mild/Moderate	1.4% ↑	12.9% ↓	29.6% ↓
Special Education Severe/Profound	18.8% ↓	30.8% ↓	11.2% ↓
<b>Total Percentage of Special Education Completers</b>	<b>13.3% ↓</b>	<b>No change</b>	<b>30.7% ↓</b>

#### 2010/11 – 2011/12

The number of Special Education completers decreased by 34.9%, the number of Special Education Mild/Moderate completers increased by 1.4% and there was an 18.8% decrease in the number of Special Education Severe/Profound completers. Overall there was a 13.3% (from 128 to 111) decrease in the total number of Special Education completers.

#### 2011/12 – 2012/13

The number of Special Education completers increased by 31.7%, the number of Special Education Mild/Moderate completers decreased by 12.9% and the number of Special Education Severe/Profound completers increased by 30.8%. Overall there was a no change in the (111 to 111) in the total number of Special Education completers.

#### 2012/13 – 2013/14

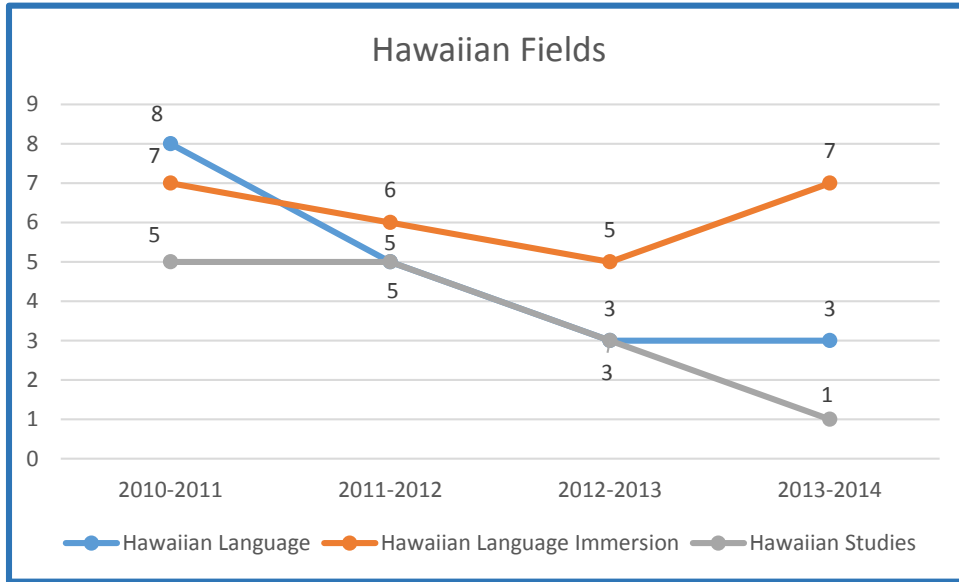
The number of Special Education completers decreased by 36.6%, the number of Special Education Mild/Moderate completers decreased by 29.6%, and there was an 11.2% decrease in the number of Special Education Severe/Profound completers. Overall, there was 30.7% decrease (from 111 – 77) in the total number of Special Education completers when compared to the prior year.

In summary, the three special education fields, showed gradual decline in overall totals over a four year period. The largest group of completers over a four year period is Special Education Mild/Moderate with 243 completers. Special Education is second with 138 completers. The smallest special education field of completers was Special Education Severe/Profound which totaled 46 completers over a four year period.



**Table 2.3 Hawaiian Fields**

License Field	2010-11	2011-12	2012-13	2013-14
Hawaiian Language	8	5	3	3
Hawaiian Language Immersion	7	6	5	7
Hawaiian Studies	5	5	3	1
<b>Totals</b>	<b>20</b>	<b>16</b>	<b>11</b>	<b>11</b>



License Field	Percentage between 2010/11 – 2011/12	Percentage between 2011/12 – 2012/13	Percentage between 2012/13 – 2013/14
Hawaiian Language	37% ↓	40% ↓	No change
Hawaiian Language Immersion	14% ↓	17% ↓	29% ↑
Hawaiian Studies	No change	40% ↓	67% ↓
<b>Totals of Hawaiian Fields Completers</b>	20% ↓	31% ↓	No change

#### 2010/11 - 2011/12

The number of Hawaiian Language completers decreased by 37%, the number of Hawaiian Language Immersion completers decreased by 14% and the number of Hawaiian Studies completers had no change from the previous year. Overall, there was a 20% decrease in Hawaiian field completers.

#### 2011/12 – 2012/13

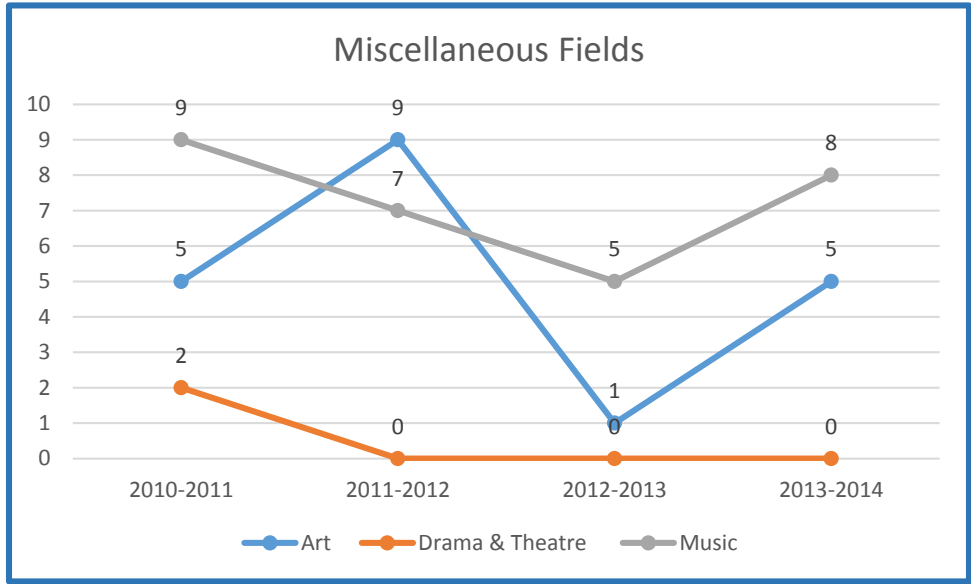
The number of Hawaiian Language completers decreased by 40%, the number of Hawaiian Language Immersion completers decreased by 17% and the number of Hawaiian Studies completers decreased by 40%. Overall, there was a 31% decrease in Hawaiian field completers.

#### 2012/13 – 2013/14

There was no change in the number of Hawaiian Language completers from the previous year. The number of Hawaiian Language Immersion completers increased by 29% and there was a 67% decrease in the number of Hawaiian Studies completers. Overall, there was no change in the Hawaiian field completers from the previous year.

**Table 2.4 Other License Fields 2010/11 – 2013/14**

License Fields	2010-2011	2011-2012	2012-2013	2013-2014
Art	5	9	1	5
Drama & Theatre	2	0	0	0
Music	9	7	5	8
<b>Totals</b>	<b>16</b>	<b>16</b>	<b>6</b>	<b>13</b>



Due to the low numbers of licenses issued in this chart, percentages were not used to convey the increase and decrease in the number of licenses issued in this section.

In summary, the chart shows a decline in licenses issued in Art, Drama/Theatre Arts, and Music, from 2010 – 2013, then in the AY 2013-2014 there was an increase in completers for Art (5) and Music (8) while Drama & Theatre remained at zero completers.

## Educator Preparation Provider Profiles

### Brigham Young University-Hawaii

<b>UNIT NAME AND ADDRESS</b>	Brigham Young University-Hawaii 55-220 Kulanui Street Laie, HI 96762
<b>CONTACT</b>	John Bailey Chair, School of Education 808-675-3458 office 808-675-3988 fax baileyj@byuh.edu
<b>CURRENT TRADITIONAL PROGRAMS</b>	Elementary Education K-6 Secondary Education Art Education K-12 Business Education 6-12 English Education 6-12 Math Education 6-12 Music Education 6-12 Physical Education K-12 Science Education 6-12 Social Studies Education 6-12 TESOL Education K-12
<b>CURRENT ALTERNATIVE PROGRAMS</b>	BYUH School of Education (SOE) is applying for approval for the Alternative Licensure Program in the following fields: Elementary Education K-6 Secondary Education Art Education K-12 Business Education 6-12 English Education 6-12 Math Education 6-12 Music Education 6-12 Physical Education K-12 Science Education 6-12 Social Studies Education 6-12 TESOL Education K-12
<b>PROGRESS MADE TOWARDS INCORPORATING A PRE-SERVICE PERFORMANCE ASSESSMENT APPROVED BY THE HTSB</b>	Faculty and staff currently reviewing edTPA and PPAT programs by examining documents and support materials. Faculty members have attended edTPA workshops. The general skills required for both assessments, such as reflective analysis, are currently being implemented into education and methods courses. The SOE faculty have decided to prepare to use the ETS PPAT at this point.

## Section II. Educator Preparation Approval

**Educator Preparation Program Approval.** Indicate the evidence the EPP has that ensures they are following the requirements stated in HAR 8-54-19, “Approval of educator preparation programs.”

1. Provide evidence that candidates meet the Hawai'i teacher performance standards.

<ol style="list-style-type: none"><li>A. Candidates complete a standards portfolio in which they provide 6 evidence artifacts for each Hawaii teacher performance standards. Performance portfolios are evaluated by professors.</li><li>B. Each candidate will be evaluated by the cooperating teacher and the university professor. The cooperating teacher fills out a mid and final evaluation using a form based upon the 10 Hawaii teacher standards. The university professor fills out a final evaluation form using the same measurements.</li><li>C. Candidates are formally observed 23 times during the clinical practice (8 observations during Observation/Practicum and 15 times during full-time clinical practice). The observation form is aligned to the 10 Hawaii teacher standards.</li></ol>
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2. Provide evidence that candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.

<ol style="list-style-type: none"><li>A. During each education course, candidates complete a self-assessment of professional dispositions. Candidates provide evidence of how they met each disposition. Evaluations are signed by the professor/instructor of record who approves or corrects each disposition sheet. Candidates who fail to meet dispositions may be referred to the department chair.</li><li>B. Candidates are evaluated on four professional disposition items for each formal observation that occurs during field practice. Each candidate is observed 18 times during the professional year.</li><li>C. All students at BYUH agree to abide by the University Honor Code including an annual ecclesiastical endorsement.</li></ol>
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3. Provide evidence that candidates are prepared to incorporate the following areas into their practice:
  - a. Hawaiian language, history and culture;

<ol style="list-style-type: none"><li>A. Each candidate enrolls in Hawaiian Studies 101. Grades must be C- or higher. School of Education faculty work with Hawaiian Studies faculty to align course with state standards.</li><li>B. Elementary Education majors review HCPS III Social Studies standards, which focus on Hawaiian history. As part of this course, each candidate develops a lesson plan using these standards. Candidates teach a mini-lesson based on these standards.</li><li>C. Candidates provide evidence in their individual portfolios, TPS IId.</li></ol>
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4. Student standards adopted by the Department;

<ol style="list-style-type: none"><li>A. Candidates use the Hawaii student standards for lessons in each methods course. Candidates are introduced to Common Core, HCPS III, and national standards in the pedagogy course, assessment course, and in the methods courses.</li><li>B. All candidate lessons used during the clinical field practice must include the standard/benchmark appropriate to the content area.</li></ol>
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5. Teaching of reading including working with students of reading difficulties;

- A. Elementary Education candidates enroll in two Language Arts courses which address literacy, reading challenges, and language acquisition.
- B. Secondary Education candidates enroll in a Content-area (Disciplinary) Literacy course, which addresses practices for making the content major accessible to all learners.
- C. All candidates enroll in a pedagogy course which includes a unit on the Sheltered Instruction Observation Protocol (SIOP).
- 6. Candidates are evaluated during the field clinical practice. In the observation, candidates provide evidence of planning for and meeting the needs of all learners.

6. Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;

- A. All candidates enroll in a Special Education course which includes a section on IEPs, UDL, and RTI.
- B. Candidates develop skills for working with students with disabilities in the following courses:
  - i. Assessment: methods of assessing students with special needs.
  - ii. Pedagogy: Lesson plan format includes sections for “accommodations” and “differentiation.”
  - iii. Classroom management: Candidates learn strategies for working with special needs students, including concepts such as “due process” and “LRE.”
- C. Candidates are evaluated in the field experience on their capacity to plan for and meet the learning needs of students with disabilities and other unique learning needs.

7. Working effectively with students who are limited English proficient;

- A. Elementary Education candidates enroll in two Language Arts courses which address literacy, reading challenges, and language acquisition.
- B. Secondary Education candidates enroll in a Content-area (Disciplinary) Literacy course, which addresses practices for making the content major accessible to all learners.
- C. All candidates enroll in a pedagogy course which includes a unit on the Sheltered Instruction Observation Protocol (SIOP).
- D. Candidates are evaluated during the field clinical practice. In the observation, candidates provide evidence of planning for and meeting the needs of all learners.

8. Working with gifted and talented students;

- A. Candidates prepare for teaching gifted and talented students in the following courses:
  - i. Pedagogy: planning sections on differentiation.
  - ii. Human Growth and Learning: developmental theories and approaches for meeting the needs of all students.
  - iii. Methods courses: Development of content area knowledge into discipline specific lessons addressing all levels of student learning.
- B. Candidates are evaluated during clinical field practice on the planning and instruction for all students.

9. Integrating technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

- A. All candidates enroll in technology course focusing on integrating technology in instruction.
- B. Candidates enroll in an assessment course which includes the use of electronic grading systems and data analysis.
- C. Candidates provide evidence of this standard in their evidence portfolios.

10. Provide evidence that candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.

- A. Courses are aligned with the content area disciplines where appropriate.

11. Provide evidence that candidates clinical experience is met by one of the following requirements:

- (A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency; or
- (B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP; or
- (C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

- A. During the Observation/Practicum experience, candidates spend 88 hours in supervised practice. During full-time field experience, candidates spend approximately 630 hours of supervised practice over 18 weeks. Candidates complete close to 718 hours of supervised practice

### **Section III. Areas for Improvement, Weaknesses, and/or Stipulations**

Summarize activities the EPP has engaged in and report on the outcomes of those activities as they relate to correcting areas of improvement or conditions cited in the current SATEP approval report.

NA

### **Section IV. Accreditation Pathway**

State the pathway your EPP has chosen and explain what steps have been taken towards national accreditation.

The School of Education has completed necessary components of the national accreditation through TEAC. In preparation for the site visit, the program created a draft of an Inquiry Brief Proposal. At the March 2014 CAEP conference, the accreditation chair met with TEAC officials to gather informal feedback. In April 2014, the self-audit was conducted and findings were summarized in the Appendix A. The IB Proposal was submitted to TEAC/CAPE in May 2014. The site visit was scheduled with TEAC in February 2015. We are now waiting for conclusion and final decision in October 2015.

## Section V. Substantive Changes

Have any of the following substantive changes occurred during the 2012-2013 academic year?

Has the EPP made changes in the published mission or objectives of the EPP?

Change       No Change/ Not Applicable

Explanation (if 'Change'):

Has the EPP added programs of study different from those that were offered when most recently approved?

Change       No Change/ Not Applicable

Explanation (if 'Change'):

Has the EPP added courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently approved?

Change       No Change/ Not Applicable

Explanation (if 'Change'):

Does the EPP have a contract with other providers for direct instructional services, including any teach-out agreements (A teach-out agreement is a written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program)?

Change       No Change/ Not Applicable

Explanation (if 'Change'):

Are there any changes that mean the EPP no longer satisfies approval standards or requirements?

Change       No Change/ Not Applicable

Explanation (if 'Change'):

Are there any changes in regional or higher education accreditation status?

Change       No Change/ Not Applicable

Explanation (if 'Change'):



## Section VI. Student Loan Default Rate

**Student loan default rates and other consumer information.** Report consumer information for the educator preparation provider. (Hawai'i Revised Statute §302A-807)

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Consumer information	No Access to Data	Access to data	Publicly displayed data (insert link)
3-year student loan default rate		X	2009: 6.7% 2010: 5.3% 2011: 6.9% <a href="http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html">http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html</a>
Average cost of attendance		X	<a href="https://financialaid.byuh.edu/?q=cost_of_attendance">https://financialaid.byuh.edu/?q=cost_of_attendance</a>
Average beginning salary of a program completer	X		
Placement patterns of completers		X	<a href="http://ir.byuh.edu/prr">http://ir.byuh.edu/prr</a>
Other (specify)			
The EPP does not have access to any consumer information.			

OPE/ID (Office of Post-Secondary Education) number	00160600
EPP Default Rate	

# Chaminade University of Honolulu, Education Division

## Section I. EPP Profile

<b>UNIT NAME AND ADDRESS</b>	Chaminade University 3140 Waialae Avenue Brogan Hall #110 Honolulu, Hawaii. 96816
<b>CONTACT</b>	Dale Fryxell, Interim Dean 808.739.4684/808.739.4607 dryxell@chaminade.edu
<b>CURRENT TRADITIONAL PROGRAMS</b>	<p>Traditional Undergraduate Teacher Education Programs with Full state Approval (through December 2016):</p> <ul style="list-style-type: none"> <li>English (6-12)</li> <li>Mathematics (6-12)</li> <li>Science (6-12)</li> <li>Social Studies (6-12)</li> <li>Special Ed. Mild/Moderate (K-12)</li> <li>Elementary (K-6)</li> <li>Elementary (K-6)/ Special Ed Mild/Moderate(K-12) Dual Licensure Program</li> </ul> <p>Traditional Post-Baccalaureate Program with Full State Approval (through December 2016):</p> <ul style="list-style-type: none"> <li>English (6-12)</li> <li>Mathematics (6-12)</li> <li>Science (6-12)</li> <li>Special Ed Mild/Moderate (K-12)</li> <li>Elementary (K-6)</li> <li>Elementary (K-6)/ Special Ed Mild/Moderate (K-12) Dual Licensure Program</li> <li>Early Childhood Education (PK-3)</li> <li>Early Childhood Education (PK-K)</li> </ul> <p>Traditional Masters' Program with Full State Approval (through December 2016):</p> <ul style="list-style-type: none"> <li>English (6-12)</li> <li>Mathematics (6-12)</li> <li>Science (6-12)</li> <li>Social Studies (6-12)</li> <li>Special Ed Mild/Moderate (K-12)</li> <li>Elementary (K-6)</li> <li>Elementary (K-6)/ Special Ed Mild/Moderate (K-12) Dual Licensure Program</li> </ul>

	Early Childhood Education (PK-3) Early Childhood Education (PK-K)
<b>CURRENT ALTERNATIVE PROGRAMS</b>	Non-Applicable
<b>PROGRESS MADE TOWARDS INCORPORATING A PRE-SERVICE PERFORMANCE ASSESSMENT APPROVED BY THE HTSB</b>	EdTPA adopted and used for developing unit and lesson plans for undergraduate courses, pilot to be implemented in spring 2015.

## Section II. Educator Preparation Approval

**Educator Preparation Program Approval.** Indicate the evidence the EPP has that ensures they are following the requirements stated in HAR 8-54-19, “Approval of educator preparation programs.”

1. Provide evidence that candidates meet the Hawai'i teacher performance standards.  

All candidates must demonstrate the Hawaii Teacher Performance Standards during the student teaching experience. (Please Refer To Appendix)
---

2. Provide evidence that candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.  

Cooperating Teachers are required to complete a dispositions survey on student teachers each month the student is under their supervision. (Please Refer To Appendix)
---

3. Provide evidence that candidates are prepared to incorporate the following areas into their practice:
  - a. Hawaiian language, history and culture;  

Required courses in respective programs insure all students receive preparatory education in Hawaiian Language, History, and Culture. Elementary, Secondary, and Special Education graduate students are required to take EDUC 643 Hawaiian Culture and Language course, while Early Childhood graduate students take the EDUC 764 Culturally Appropriate Practice & Montessori Methods course. At the Bachelors-Level, Elementary Education students take HI 451 (History, Politics, and Culture of Modern Hawaii), while Secondary Education students take ED 462 (Multicultural Education) which includes Hawaiian Language, History, and Culture.
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4. Student standards adopted by the Department;  

Candidates complete a unit during Student Teaching which utilizes Common Core Standards and reflects the Department's SLO Framework. (Please Refer to Appendix)
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5. Teaching of reading including working with students of reading difficulties;  

Students in the following programs are required to take the listed courses to address the instruction of reading (to include working with students who demonstrate reading difficulties): Graduate Elementary Education: -EDUC 610: Elementary Language Arts Methods -EDUC 600 SPED: Introduction to Exceptional Children Courses
--

Graduate Secondary Education:

- EDUC 642: Teaching Literacy Through The Content Areas
- EDUC 660 SPED: Introduction To Exceptional Children Courses

Graduate Special Education:

- EDUC 642: Teaching Literacy Through The Content Areas
- EDUC 660 SPED: Introduction to Exceptional Children Courses
- EDUC 668: K-12 Language Arts & Methods

Graduate Early Childhood Education:

- EDUC 776: Language Arts Methods for Montessori
- EDUC 660 SPED: Introduction to Exceptional Children Courses

Bachelor's in Elementary Education:

- ED 320: Elementary Language Arts Methods I
- ED 321: Elementary Language Arts Methods II
- ED 326: Exceptional Children

Bachelor's in Secondary Education:

- ED 421: Literature of Adolescents
- ED 423: Teaching Strategies: Secondary
- ED 326: Exceptional Children

6. Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;

Candidates in graduate programs take EDUC 660 SPED: Introduction to Exceptional Children course while undergraduate program candidates take the ED 326: Exceptional Children course.

7. Working effectively with students who are limited English proficient;

ELL Topics are covered in the following courses:

Graduate Level:

- EDUC 610: Elementary Language Arts Methods (Elementary)
- EDUC 642: Teaching Literacy Through The Content Areas (Secondary)
- EDUC 660 SPED: Introduction to Exceptional Children (all disciplines)
- EDUC 668 SPED: K-12 Language Arts & Methods (Special Education)
- EDUC 766: Language Arts Methods for Montessori (Early Childhood)

Bachelor's Level:

- ED 320: Elementary Language Arts Methods I (Elementary)
- ED 321: Elementary Language Arts Methods II (Elementary)
- ED 326: Exceptional Children (all disciplines)
- ED 421: Literature of Adolescents (Secondary)
- ED 423: Teaching Strategies: Secondary (Secondary)

8. Working with gifted and talented students;

Graduate Level:

- EDUC 660 SPED: Introduction to Exceptional Children Courses

Undergraduate Level:

- ED 326: Exceptional Children course covers topics in working with gifted and talented students.

9. Integrating technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning and the use of technology to

effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Elementary Secondary, and Special Education graduate students take the EDUC 640: Educational Technology in the Classroom course. Early Childhood Education graduate students take the EDUC 765: Development of the Senses & Montessori Methods course. Elementary Education undergraduate students take the ED 224: Technology & Planning course, and Secondary Education undergraduate students take the ED 222: Educational Technology course.

10. Provide evidence that candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.

National standards are infused into program learning outcomes and course learning outcomes for all licensure programs/  
Teacher Performance Standards (InTASC Standards)  
Note: The Program Learning Outcomes (PLO) are the same across all licensure programs. The course syllabi all include a matrix correlating the PLO's with course learning outcomes.

InTASC Standard # 1: Learner Development:  
-PLO 2: Developmentally Appropriate Practice (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning.)

InTASC Standard # 2: Learning Differences:  
-PLO 7: Focus on Student Learning (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology.)

InTASC Standard # 3: Learning Environments:  
-PLO 7: Focus on Student Learning (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology.)

InTASC Standard #4: Content Knowledge:  
-PLO 1: Content Knowledge (Knowledge of the subject matter such as reading/language arts, mathematics, social sciences, science, visual arts, musical arts, and kinesthetic arts.)

InTASC Standard # 5: Application of Content:  
-PLO 3: Pedagogical Content Knowledge (Knowledge of how to teach the subject matter to students and the application of a variety of instructional strategies that are rigorous, differentiated, and focused on the active involvement of the learner.)  
-PLO 4: Educational Technology (Knowledge and application of appropriate technology for student learning.)

InTASC Standard # 6: Assessment:  
-PLO 5: Assessment for Learning (Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning.)

InTASC Standard # 7: Planning for Instruction:  
-PLO 3: Pedagogical Content Knowledge (Knowledge of how to teach the subject matter to students and the application of a variety of instructional strategies that are rigorous, differentiated, and focused on the active involvement of the learner.)

InTASC Standard # 8: Instructional Strategies:

-PLO 3: Pedagogical Content Knowledge (Knowledge of how to teach the subject matter to students and the application of a variety of instructional strategies that are rigorous, differentiated, and focused on the active involvement of the learner.)

-PLO 6: Diversity: (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe, positive, caring, and inclusive learning environments.)

-PLO 7: Focus on Student Learning (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology.)

InTASC Standard # 9: Professional Learning and Ethical Practice:

-PLO 8: Professional and Ethical Dispositions and Communication (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community, and professional colleagues.)

InTASC Standard # 10: Leadership and Collaboration:

-PLO 8: Professional and Ethical Dispositions and Communication (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community, and professional colleagues.)

**Specialty Area Program Standards Used In Individual Course Learning Outcomes:**

Elementary Education:

-Association for Childhood Education International (ACEI) Standards

-<http://www.htsb.org/wp-content/uploads/2014/ACEI-2007-Standards.pdf>

a. Program: MAT Elementary Education (Graduate)

b. Program: Bachelor of Science in Elementary Education with K-6 Licensure.

Secondary English:

-National Council of Teachers of English

-<http://www.htsb.org/wp-content/uploads/2014/01/2012-NCTE-Standards-2012.pdf>

Secondary Mathematics:

-National Council of Teachers of Mathematics

-<http://www.htsb.org/wp-content/uploads/2014/01/NCTM-NCATE-Standards-2012-Secondary-2.pdf>

a. Program: MAT Secondary Education (Mathematics)

b. Program: Bachelor of Science in Secondary Education (Mathematics)

Secondary Science:

-National Science Teachers Association

-[http://www.htsb.org/wp-content/uploads/2014/2013NSTA Preservice Science Standards/pdf](http://www.htsb.org/wp-content/uploads/2014/2013NSTA_Preservice_Science_Standards.pdf).

a. Program: MAT Secondary Education (Science)

b. Program: Bachelor of Science in Secondary Education (Science)

Secondary Social Studies:

-National Council for the Social Studies

-<http://www.htsb.org/wp-content/uploads/2014/01/2004-NCSSSoc-Standards.pdf>.

a. Program: MAT Secondary Education (Social Studies)

b. Program: Bachelor of Science in Secondary Education (Social Studies)

Special Education:

-Council for Exceptional Children

-<http://www.htsb.org/wp-content/uploads/2014/01/2012-CEC-Initial-Preparation-Standards.pdf>.

a. Program: MAT Special Education

Early Childhood Education Program:

-National Association for the Education of Young Children

-<http://www.htsb.org/wp-content/uploads/2014/01/NAEYC-2010-Initial-and-Advanced-Standards.pdf>.

a. Program: MAT Early Childhood Education (PreK-Grade 3) and (Graduate)

b. Program: M.Ed Early Childhood Education (PreK-K\_) and (Graduate)

11. Provide evidence that candidates clinical experience is met by one of the following requirements:

(A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency; or

(B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP; or

(C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

A. Student Teaching is a minimum of 450 hours.

B. Chaminade has not used the ‘demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP’ option for recommending candidates.

C. Chaminade has not used the “Passing a board approved assessment normed for Hawaii in combination with any other requirements determined by the EPP” option for recommending candidates.

### **Section III. Areas for Improvement, Weaknesses, and/or Stipulations**

Summarize activities the EPP has engaged in and report on the outcomes of those activities as they relate to correcting areas of improvement or conditions cited in the current SATEP approval report.

Chaminade University Faculty members have officially adopted the EdTPA per HTSB rules (<http://www.htsb.org/wp-content/uploads/2012/10/NBI-12-37-Adoption-of-Pre-Service-Performance-Assessments-and-Implementation-Timeline.pdf>) and begun implementation into undergraduate courses. This is an important valid and reliable data source that can be used to make programmatic decisions and satisfy accreditation requirements.

The student teaching materials were updated to better reflect the InTASC Standards that were adopted by HTSB ([http://www.htsb.org/wp-content/uploads/2012/NBI\\_11-06\\_Revised.pdf](http://www.htsb.org/wp-content/uploads/2012/NBI_11-06_Revised.pdf))/

The unit plan for student teaching has also been modified to reflect the SLO Framework used by the Hawaii Department of Education (<http://eesteacher.weebly.com/student-learning-objectives-slos.html>).

The goal is for student teachers to use the framework in setting objectives, teaching, collecting data, analyzing data, and making instructional decisions based on these data.

## Section IV. Accreditation Pathway

State the pathway your EPP has chosen and explain what steps have been taken towards national accreditation.

Chaminade University is moving towards the CAEP Pathway for national accreditation via TEAC Legacy Crossover. Inquiry brief is nearing completion and working towards site visit as early as April 2016.

## Section V. Substantive Changes

Have any of the following substantive changes occurred during the 2012-2013 academic year?

Has the EPP made changes in the published mission or objectives of the EPP?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Has the EPP added programs of study different from those that were offered when most recently approved?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Has the EPP added courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently approved?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Does the EPP have a contract with other providers for direct instructional services, including any teach-out agreements (A teach-out agreement is a written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program)?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Chaminade University continues to provide courses for the Teach for America Program. We also have signed a MOU with Kaho'iwai – Center for Adult Teaching and Learning to partner on coursework.

Are there any changes that mean the EPP no longer satisfies approval standards or requirements?

Change  No Change/ Not Applicable

Explanation (if 'Change'):



Are there any changes in regional or higher education accreditation status?

Change       No Change/ Not Applicable

Explanation (if 'Change'):

--

## Section VI. Student Loan Default Rate

**Student loan default rates and other consumer information.** Report consumer information for the educator preparation provider. (Hawai'i Revised Statute §302A-807)

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Consumer information	No Access to Data	Access to data	Publicly displayed data (insert link)
3-year student loan default rate		8.3% Institutional	<a href="http://www.whitehouse.gov/issues/education/higher-education/college-score-card">http://www.whitehouse.gov/issues/education/higher-education/college-score-card</a>
Average cost of attendance	\$19,820	\$19,820 (Institutional)	<a href="http://www.whitehouse.gov/issues/education/higher-education/college-score-card">http://www.whitehouse.gov/issues/education/higher-education/college-score-card</a>
Average beginning salary of a program completer		\$44,538 (based on Hawaii DOE estimate)	<a href="http://www.hawaiipublicschools.org/DOE%20Forms/OHR%20Employment/TeachersSalarySch2015-2016pdf">http://www.hawaiipublicschools.org/DOE%20Forms/OHR%20Employment/TeachersSalarySch2015-2016pdf</a> .
Placement patterns of completers	X		
Other (specify)			
The EPP does not have access to any consumer information.			

OPE/ID (Office of Post-Secondary Education) number	<b>001605</b>
EPP Default Rate	<b>8.2\$ (Institutional Rate)</b>

# Chaminade University of Honolulu, School Counseling

## Section I. EPP Profile

<b>UNIT NAME AND ADDRESS</b>	Chaminade University of Honolulu 3140 Waialae Avenue Behavioral Sciences 105 Honolulu, Hawaii 96816
<b>CONTACT</b>	<p>Robert Santee, Ph.D. Dean (808)735-4720 Fax: (808)739-4670 Email: <a href="mailto:rsantee@chaminade.edu">rsantee@chaminade.edu</a></p> <p>Darren Iwamoto, Ed.D. Clinical Director, School Counseling (808)739-4678 Fax: (808)739-4670 Email: <a href="mailto:diwamoto@chaminade.edu">diwamoto@chaminade.edu</a></p> <p>Deneen Wong, MSCP Internship Director, School Counseling (808)739-7450 Fax: (808)739-4670 Email: <a href="mailto:deneen.wong@chaminade.edu">deneen.wong@chaminade.edu</a></p>
<b>CURRENT TRADITIONAL PROGRAMS</b>	Traditional Master's Program <ul style="list-style-type: none"> <li>• School Counseling (K-12)</li> </ul>
<b>CURRENT ALTERNATIVE PROGRAMS</b>	None
<b>PROGRESS MADE TOWARDS INCORPORATING A PRE-SERVICE PERFORMANCE ASSESSMENT APPROVED BY THE HTSB</b>	N/A

## Section I.A. Additional Information

- A. **Program Information.** Please complete the program enrollment and completer table below. Report each program individually.

NAME OF PROGRAM	TYPE OF PROGRAM	2013-2014 NUMBER ENROLLED	2013-2014 NUMBER of COMPLETERS	2012-2013 NUMBER ENROLLED	2012-2013 NUMBER of COMPLETERS	2011-2012 NUMBER ENROLLED	2011-2012 NUMBER of COMPLETERS
School Counseling (K-12)	Traditional	25	24	22	22	48	45

**Teachers Prepared by Area of License.** For each initial teacher preparation program, provide the number of teachers prepared by area of license in 2013-14. Include both traditional programs and alternative routes to teacher licensure.

Area of license	Number prepared
School Counseling (K-12)	24

### B. Surveys

- Results of completer surveys.** Insert a table showing the summary data for the 2013-2014 completer survey. Attach a copy of the survey as appendix A at the end of this document.

Refer to Appendix A to view the School Counseling Program Evaluation.

Refer to Appendix B to view the results of the 2013 School Counseling Program Evaluation.

#### Analysis

In reviewing the 2014 School Counseling Program Evaluation data, the overall perception of the program, its curriculum, and its faculty are viewed highly. School Counseling candidates understand the importance of each course and in particular ethics. Candidates also expressed a strong understanding of the importance of counseling. Candidates strongly recognized that all individuals and groups have the right to be respected, treated with dignity, and evaluated in a fair and just manner irrespective of race, gender, age, ethnicity, disability, sexual orientation, health, religion, and socioeconomic status. The one area of improvement focused on the candidates' confidence in working directly with special education students. Topics on special education will be emphasized in our School Counseling courses, in particular our practicum and internship courses. This data shows that the School Counseling program is providing a positive and meaningful learning experience for its candidates.

2. **Results of employer surveys.** Insert a table showing the summary data for the 2013-2014 employer survey. Attach a copy of the survey as appendix B at the end of this document.

In 2012, the DOE informed all EPPs that a standardized Principal survey was going to be developed. The goal was to reduce the amount of surveys Principals were being asked to complete. In 2014, this survey is still being discussed and because of the School Counseling program's deadline to complete this Inquiry Brief, it was decided to send out our existing survey to the Principals. DOE informed the School Counseling program that principals were instructed to only complete surveys approved by the Superintendent's office. Subsequently, the School Counseling program will stop the distribution of this survey and will work collaboratively with the DOE to obtain data on graduate performance.

No data available.

## Section II. Educator Preparation Approval

**Educator Preparation Program Approval.** Indicate the evidence the EPP has that ensures they are following the requirements stated in HAR 8-54-19, "Approval of educator preparation programs."

1. Provide evidence that candidates meet the Hawai'i teacher performance standards.

Student Learning Outcomes for Psy 501. Students will demonstrate an understanding of:

1. The methods of scientific inquiry and the use of principles and theories in educational decision-making.
2. Ethical and legal practice for counselors in the educational context.
3. The developmental sequence for cognition and language, as well as for social, emotional, and moral development, and the implications for academic performance, counseling, and consultation.
4. Motivation and learning theories regarding behavior, cognition, and socialization as they apply to students in the educational context.
5. The fundamentals of classroom management and the implications for consultation to assure student success.
6. Classroom evaluation, grading, and the interpretation of standardized tests and rating scales.
7. Various educational arrangements and accommodations, and the provision of assistance in the development of modification plans to support learning.
8. Modifications in counseling interventions based on cultural and linguistic diversity, and the range of counseling interventions available to students.
9. The ASCA National Model as the basis for developing an effective guidance program.
10. The design, assessment, implementation, and evaluation of a school counseling program.
11. Basic teaching skills for counselors by conducting a guidance class, and development of a curriculum plan for a school guidance program incorporating the Hawaii State Department of Education's Six General Learner Outcomes.
12. The Ten School Counselor Performance Standards as outlined by the Hawaii Teacher Standards Board.
13. The Hawaii Teacher Standards Board Code of Ethics.
14. The provision of the service of consultation with teachers, parents, administrators, and community agency personnel, as well as an understanding of community resources and the process for referral.

ePortfolio:

The ePortfolio is a performance-based assessment organized around the ten HTSB School Counseling Performance Standards. It contains documentation of the essential skills and dispositions required by these standards. Contents of the ePortfolio also document the candidates' reflective practice as a developing School Counselor.

The ePortfolio is a collection of materials and reflections providing a record of the School Counseling candidate's course work and school based experiences. It encourages the candidate's active involvement in monitoring and reflecting on his or her development as a school counselor. Quality school counseling is both a performance-based profession and an on-going learning process. A significant part of this learning process is the ability to reflect on attitudes, skills, and ideas and to be willing to change and update these ideas through continued learning. The Exit Portfolio is evidence of the candidate's ability to impact student learning.

The ePortfolio is a demonstration of (a) professional and pedagogical knowledge, (b) skills and dispositions. It also shows the candidate (a) developing increase knowledge of school culture, (b) gaining a satisfactory level of expertise concerning systematic and developmentally appropriate practices, and (c) developing and demonstrating his or her liberal arts background with emphasis on issues of diversity, technology, school community relations, oral and written communication, Hawaiian culture and values, and purposeful reflection.

The Exit Portfolio is a requirement for the clinical-phase of the School Counseling program. The ePortfolio is introduced to candidates in Psy 771 School Counseling and concludes in Psy 672 Internship B.

The ePortfolio aligns with all HTSB standards. Sample ePortfolios can be made available upon request.

Instructor/Site Supervisor End-of-Year Evaluation. This is a newly developed survey to be piloted at the conclusion of 2014-2015.

Data from the School Counseling Program Evaluation survey (results of questions 150 – 159 in Appendix B)

2. Provide evidence that candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.

This is covered, as noted on each courses' syllabus and/or in its curriculum, in Psy 601 Ethical and Professional Issues in Counseling, Psy 501 The School Counseling in an Educational Context, Psy 771 School Counseling, Psy 646 Practicum, Psy 671 Internship A, and Psy 672 Internship B.

Instructor/Site Supervisor End-of-Year Evaluation (newly developed survey to be piloted at the conclusion of 2014-2015).

The data used to determine that our graduates exhibit the necessary professional and ethical dispositions are as follows:

**MSCP Core Comprehensive Examination (ethics sub-category).** Prior to the candidate's last term in the MSCP program, they are assessed on their declarative knowledge of the MSCP program's Core curriculum. Seventeen of the 125-multiple-choice questions focus on professional and ethical issues in counseling. Refer to Table 4.6 Core Comprehensive Examination Ethics Sub-Category Data for the results.

Core Comprehensive Examination Ethics Sub-Category Data

<b>Year</b>	<b>Ethics N=17 test items</b>
2014	82.35% correct responses
2013	88.24% correct responses
2012	88.24% correct responses

In reference to the data provided, the evidence indicates that the School Counseling candidates' overall performance (percent of correct responses) on the MSCP Core Comprehensive Examination Ethics sub-category questions is consistent over the past three years. The percentage of correct responses are indicative of the above average degree of declarative knowledge the School Counseling candidates have of professional and ethical issues in counseling.

**Site Supervisor's Evaluation of School Counseling Candidate survey (ethics sub-category).** Site Supervisors are asked to complete an evaluation on the School Counseling candidate once per term (Practicum, Internship A, and Internship B). Site Supervisors are instructed to provide a rating of the candidate's current level of professional and personal competence at their respective site. The Professional and Ethical Standards section of the Site Supervisor's Evaluation of the School Counseling Candidate survey consists of four questions.

Professional and Ethical Standards Data from Site Supervisor's Evaluation

Assessed Competency	2012 N Size	2012 Mean (5 pt Likert Scale)	2012 SD	2013 N Size	2013 Mean (5 pt Likert Scale)	2013 SD	2014 N Size	2014 Mean (5 pt Likert Scale)	2014 SD
Conducts oneself in a professional manner with students; respects the rights of others	237	4.27	.75	120	4.15	.73	131	4.08	.72
Establishes and maintains counseling,	236	4.19	.74	118	4.04	.81	128	4.07	.73

relationships consistent with ethical standards established by the ACA									
Completes assigned responsibilities in a timely and competent manner; maintains accurate records on the student(s) and on own professional practice	235	4.11	.77	119	4.02	.84	130	4.03	.85
Is willing and able to make referrals to other professionals when faced with issues beyond one's level of training and expertise	190	4.11	.76	104	3.96	.79	107	3.83	.84

In reference to the data provided, the evidence indicates that the School Counseling candidates' ratings in the Professional and Ethical Standards sub-category in the Site Supervisor's Evaluation of the School Counseling Candidate is consistent over the past three years. Site Supervisors consistently rate School Counseling candidates as Above Expectations in this sub-category. This provides evidence that procedural knowledge is high as they are able to apply professional and ethical concepts to their clinical experience.

**School Counseling Program Evaluation (ethics sub-category).** During the School Counseling candidate's final term in the program they are given the opportunity to provide feedback of their experience in the MSCP School Counseling program. School Counseling candidates are given 202 questions covering the curriculum, fieldwork experience, their assessment of their counseling disposition, and their knowledge of various standards (e.g., HTSB Standards, ASCA Standards, DOE GLO's, NBCC, and CACREP). Nineteen questions pertain specifically to ethics.

School Counseling Program Evaluation Ethics Sub-Category

Question	2012 (n=45) % of candidates responding Agree or Strongly Agree	2013 (n=22) % of candidates responding Agree or Strongly Agree	2014 (n=24) % of candidates responding Agree or Strongly Agree
9. An understanding of the ethical issue of confidentiality within a counseling context	100%	95.45%	91.67%
10. An understanding of the ethical issues of client rights within a counseling context	100%	100%	100%
11. An understanding of the ethical issues of informed consent within a counseling context	97.78%	90.91%	91.67%
12. An understanding of the ethical issues of dual relationships within a counseling context	97.78%	95.45%	95.83%
13. An understanding of the ethical issues of professional competence within a counseling context	95.56%	95.45%	91.67%
14. An understanding of the ethical issues of diversity within a counseling context	95.56%	100%	91.67%
15. An understanding of the ethical issues of boundary within a counseling context	95.56%	95.45%	91.67%
29. Recognize that counseling is a confidential process focused on the present relationship between counselor and client(s)	100%	95.45%	100%
33. Recognize that human behavior occurs and must be understood within the context of various interrelated, interpersonal, intrapersonal, educational, familial, community,	97.78%	100%	95.83%



organizational, and societal environments			
34. Recognize that all individuals and groups have the right to be respected, treated with dignity, and evaluated in a fair and just manner irrespective of race, gender, age, ethnicity, disability, sexual orientation, health, religion, and socio-economic status	95.56%	100%	100%
36. Adapt to the unique perspective of each client	95.56%	95.45%	95.83%
37. Recognize the importance of nonmaleficence	91.11%	95.45%	100%
38. Provide all pertinent information to my clients/parents/guardians so they are able to make an informed decision regarding commitment to and continuation in counseling	93.33%	90.91%	91.67%
39. Promote the welfare of my clients	100%	86.36%	100%
118. Competence in the knowledge of legal and ethical issues of counseling	97.78%	95.45%	87.50%
126. The ethical standards and guidelines of ASCA	86.67%	90.91%	75%
127. The policies, laws, and legislation relevant to School Counseling	80%	72.73%	79.17%
165. The ability to use a variety of technologies effectively and ethically	97.78%	86.36%	91.67%
197. The ASCA ethical standards for school counselors	82.22%	90.91%	87.50%

In reference to the data provided, the evidence indicates that the School Counseling candidates' self-report on ethical issues in the School Counseling Program Evaluation survey is consistent over the past three years. Candidates feel confident in their knowledge

and practice of counseling ethics. This is consistent with the ratings of site supervisors who have in most cases observed the candidates for an entire school year. This provides evidence that declarative and procedural knowledge is high as it pertains to ethical issues in the counseling profession.

3. Provide evidence that candidates are prepared to incorporate the following areas into their practice:
  - a. Hawaiian language, history and culture;

The data used to determine that our graduates are prepared to incorporate Hawaiian language, history, and culture into their practice are as follows:

**MSCP Core Comprehensive Examination (cross-cultural sub-category).** Prior to the candidate's last term in the MSCP program, they are assessed on their declarative knowledge of the MSCP program's Core curriculum. Thirteen of the 125-multiple-choice questions focus on diversity and cross-cultural issues in counseling. Refer to Table 4.9 Core Comprehensive Examination Cross-Cultural Sub-Category Data for the results.

Core Comprehensive Examination Cross-Cultural Sub-Category Data

Year	Cross-Cultural N=13 test items
2014	84.62% correct responses
2013	84.62% correct responses
2012	84.62% correct responses

In reference to the data provided, the evidence indicates that the School Counseling candidates' overall performance (percent of correct responses) on the MSCP Core Comprehensive Examination Cross-Cultural sub-category questions is consistent over the past three years. The percentage of correct responses are indicative of the above average degree of declarative knowledge the School Counseling candidates have of cross-cultural and diversity issues in in counseling.

**Site Supervisor's Evaluation of School Counseling Candidate survey (cross-cultural sub-category).** Site Supervisors are asked to complete an evaluation on the School Counseling candidate once per term (Practicum, Internship A, and Internship B). Site Supervisors are instructed to provide a rating of the candidate's current level of professional and personal competence at their respective site. The Personal and Social Skills section of the Site Supervisor's Evaluation of the School Counseling Candidate survey consists of five questions that focus on diversity and cross-cultural issues.

Personal and Social Skills Data from Site Supervisor's Evaluation

Assessed Competency	2012 N Size	2012 Mean (5 pt Likert Scale)	2012 SD	2013 N Size	2013 Mean (5 pt Likert Scale)	2013 SD	2014 N Size	2014 Mean (5 pt Likert Scale)	2014 SD
Is empathetic, understanding, and genuine in interactions with students; projects acceptance of student behaviors and value systems even when different from one's own	236	4.22	.71	120	4.11	.71	131	4.06	.73
Develops and maintains supportive relationships with others including staff, supervisors and other professionals	234	4.24	.78	120	4.05	.74	130	4.02	.85
Demonstrates emotional stability, security, confidence and an ability to take initiative	236	4.12	.79	120	4.00	.84	130	3.80	.96
Recognizes personal limitations and is open to appropriate supervision	235	4.18	.70	120	4.06	.77	129	4.00	.75
Demonstrates understanding and respect for diverse cultural, ethnic, sexual, and social backgrounds	236	4.16	.73	120	4.08	.75	129	4.03	.74

In reference to the data provided, the evidence indicates that the School Counseling candidates' ratings in the Personal and Social Skills sub-category in the Site Supervisor's Evaluation of the School Counseling Candidate are consistent over the past three years. Site Supervisors consistently rate School Counseling candidates as Above Expectations in this sub-category. This provides evidence that procedural knowledge is high as they are able to apply cross-cultural and diversity theory to their clinical experience.

**School Counseling Program Evaluation (cross-cultural sub-category).** During the School Counseling candidate's final term in the program they are given the opportunity to provide feedback of their experience in the MSCP School Counseling program. School Counseling candidates are given 202 questions covering the curriculum, fieldwork experience, their assessment of their counseling disposition, and their knowledge of various standards (e.g., HTSB Standards, ASCA Standards, DOE GLO's, NBCC, and CACREP). Sixteen questions pertain specifically to cross-cultural and diversity issues.

School Counseling Program Evaluation Cross-Cultural Sub-Category

Question	2012 (n=45) % of candidates responding Agree or Strongly Agree	2013 (n=22) % of candidates responding Agree or Strongly Agree	2014 (n=24) % of candidates responding Agree or Strongly Agree
2. How cross-cultural issues impact on the counseling context	95.56%	81.82%	95.83%
14. An understanding of the ethical issues of diversity within a counseling context	95.56%	100%	95.67%
21. Attitudes and sensitivities necessary to relate effectively with others in a wide variety of situations/contexts	93.33%	100%	91.67%
22. Interpersonal skills necessary to relate effectively with others in a wide variety of situations/contexts	88.89%	95.45%	100%
23. Critical thinking skills necessary to relate effectively with others in a wide variety of situations/contexts	84.44%	95.45%	87.50%
24. Competencies and skills to effectively	93.33%	100%	91.67%

provide individual counseling			
25. Competencies and skills to effectively provide group counseling	86.67%	95.45%	75.00%
30. Recognize that in the counseling relationship one must be genuine, empathic, non-judgmental, focus on the whole person, and practice nonmaleficence	100%	100%	100%
33. Recognize that human behavior occurs and must be understood within the context of various interrelated, interpersonal, intrapersonal, educational, familial, community, organizational, and societal environments	97.78%	100%	95.83%
34. Recognize that all individuals and groups have the right to be respected, treated with dignity, and evaluated in a fair and just manner irrespective of race, gender, age, ethnicity, disability, sexual orientation, health, religion, and socio-economic status	95.56%	100%	100%
36. Adapt to the unique perspective of each client	95.56%	95.45%	95.83%
115. Competence in the knowledge of social and cultural issues including family/parent education; human sexuality, child abuse, substance abuse; sex-equity; and socio-	84.44%	90.91%	70.83%

economic, ethnic, and racial groups			
128. The implications of socio-cultural, demographic, and lifestyle diversity relevant to school counseling	93.33%	95.45%	91.67%
195. Recognize that all students must be treated fairly	100%	100%	100%
196. Recognize that all students can learn	95.56%	100%	95.83%

In reference to the data provided, the evidence indicates that the School Counseling candidates' self-report on cross-cultural and diversity issues in the School Counseling Program Evaluation survey is consistent over the past three years. Candidates feel confident in their knowledge and practice of cross-cultural counseling. This is consistent with the ratings of site supervisors who have in most cases observed the candidates for an entire school year. This provides evidence that declarative and procedural knowledge is high as it pertains to cross-cultural and diversity issues in the counseling profession. Cultural diversity is a student learning outcome in every course School Counseling candidates' experience. The course that directly addresses this is Psy 736 Cross-Cultural Psychology. The Student Learning Outcomes for this course is:

Students will demonstrate an understanding of:

- Comparing and contrasting independent (individual) and interdependent (collective) approaches to the concept of "self" within the context of cross-cultural counseling.
- How the counselor and client may be seen within the context of a social, cultural, familial, and psychological integrated system.
- Cross-cultural counseling in the contexts of school, community, and marriage and family counseling.
- Their biases, prejudices, values, and expectations relative to the cross-cultural counseling context.
- Ethical issues relative to cross-cultural counseling.
- How Eastern and Western perspectives can be integrated in the counseling context.
- The scientific method, research, and sampling relative to cross-cultural counseling.
- Culture relative to the perspective of evolutionary psychology.
- Cultures in Hawai'i.
- Fundamental concepts in cross-cultural counseling.

4. Student standards adopted by the Department;

The Hawaii Department of Education has adapted the Common Core as its standards for students. Although the Common Core does not address School Counseling directly, School Counselors are needed to become familiar with the

Common Core Standards, its implementation, and how student achievement will be measured. School Counselors must understand Common Core components and implementation so that they may facilitate the inclusion of all students as appropriate and advocate for those who might be excluded from activities needed for their success.

The School Counseling program has not assessed School Counseling candidates' knowledge and support of the Common Core. This assessment will be piloted through the Instructor/Site Supervisor End-of-Year Evaluation of the School Counseling Candidate survey at the conclusion of the 2014-2015 academic year and included into the ePortfolio signature assignment starting in the 2015-2016 academic year.

In addition, the Hawaii General Learner Outcomes (GLOs) are a Student Learning Outcome in every School Counseling course. The GLOs are assessed in the School Counseling Program Evaluation.

**GLO Assessment Data from the School Counseling Program Evaluation**

GLO	2012 (n=45; % of students who Agreed or Strongly Agreed)	2013 (n=22; % of students who Agreed or Strongly Agreed)	2014 (n=22; % of students who Agreed or Strongly Agreed)
Self-Directed Learners	100%	100%	95.83%
Community Contributor	100%	95.45%	95.83%
Complex Thinker	97.78%	90.91%	95.83%
Quality Producer	100%	95.45%	95.83%
Effective Communicator	100%	95.45%	95.83%
Technology	97.78%	86.36%	95.83%

5. Teaching of reading including working with students of reading difficulties;

This is covered in Psy 500. More specifically in Student Learning Outcome 2:

**Student Learning Outcomes for Psy 500**

2. Exceptional children and youth within a school context, including the condition, learning characteristics, personal and social challenges, linguistic, and social diversity of individuals with:

- a. intellectual disabilities
- b. speech and language disabilities
- c. developmental delay

- d. specific learning disabilities
- e. emotional disabilities
- f. vision and hearing impairments
- g. physical disabilities and health impairments
- h. Autism/ Asperger's
- i. ADHD

In Psy 500, School Counseling candidates are taught how to administer Behavioral Assessments that serve as the foundation of assessing difficulties, such as reading. They are also provided the knowledge and appropriate intervention strategies that will help their students learn.

6. Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;

This is covered in PSY 500

**Student Learning Outcomes for Psy 500**

Students will demonstrate an understanding of:

1. The Hawaii State Department of Education's Six General Learner Outcomes (GLO's).
2. Exceptional children and youth within a school context, including the condition, learning characteristics, personal and social challenges, linguistic, and social diversity of individuals with:
  - a. intellectual disabilities
  - b. speech and language disabilities
  - c. developmental delay
  - d. specific learning disabilities
  - e. emotional disabilities
  - f. vision and hearing impairments
  - g. physical disabilities and health impairments
  - h. Autism/ Asperger's
  - i. ADHD
3. The impact of the exceptionality on the child/youth and the family in the context of school, community, and family supports that may be needed.
4. Ethical practices in consultation and collaboration with families, school personnel, and other agency personnel in the development and implementation of individualized education programs relative to the school counseling context.
5. The preparation of goals related to the social, emotional, and behavioral needs of students with exceptionalities or disabilities.
6. The legal basis for identifying and educating students with disabilities and the procedures to implement educational programs for them, in particular, Chapter 60/IDEA.
7. Ethics and cross-cultural issues and how they apply to students with exceptionalities or disabilities within the context of counseling.
8. Scientific method and research and how they apply to students with exceptionalities or disabilities within the context of counseling.



9. Research and how it applies to students with exceptionalities or disabilities within the context of counseling.
10. Consultation relative to the school-counseling context.

7. Working effectively with students who are limited English proficient;

This is covered in Psy 500 (noted above in Student Learning Outcome number 2) and Psy 736.

8. Working with gifted and talented students;

This is covered in Psy 500. More specifically, as noted above in Student Learning Outcomes 3, 5, and 9.

9. Integrating technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

The School Counseling faculty is supportive of and committed to the use of technology in preparing candidates to use technology to help their students help themselves in adapting cognitively, emotionally, and behaviorally to their various inter-related and diverse environments. It must be noted, however, that our faculty believe that counseling is fundamentally a face-to-face relationship between human beings, and while technology must have a place in the counseling process, there is no substitute for interpersonal interaction.

Technology in the School Counseling program is implemented in the following ways:

- Upon admission, all candidates are provided with an e-mail address, password and access to specific online sites.
- Each term, all candidates register online.
- Each term, all candidate grades are posted online.
- All faculty, full and adjunct, are provided with an e-mail address.
- All faculty are required to have their e-mail address as part of their syllabus so candidates will be able to contact them.
- All candidates are required to take Psy 616 Statistics, Research and Evaluation. In this class all candidates are taught to use the computer program SPSS for statistical analysis and evaluation.
- All candidates are required to take Psy 627 Career Development. In this class all candidates use computer technology for exploring career development.
- All candidates are required to take Psy 736 Cross Cultural Counseling. In this class all candidates are required to use PowerPoint for their presentation where they compare, across instructor-selected variables, Hawaiian culture with a culture of their choice.
- All candidates in Psy 603 Introduction to Counseling Skills, Psy 611 Group Processes, Psy 646 Practicum, and Psy 671/2 Internships A and B are filmed in a role-play or real counseling exercise, which is used by them, their

classmates, and their instructor to monitor their growth and development as counselors.

- All candidates must create an ePortfolio utilizing the technology learned throughout the program.

Prior to 2014, technology was not directly and formally assessed. After identifying this during our self-audit, assessment modifications were made to address this missing element. Starting in academic year 2015-2016, this will be assessed through (a) The Supervisor’s Evaluation of the School Counseling Candidate survey, (b) Program evaluation survey, and (c) the Psy 672 Internship B Instructor’s Evaluation of the School Counseling Candidate survey.

PSY521, PSY736, PSY751 signature assignments, ePortfolio

10. Provide evidence that candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.

The assessment data used to determine that our graduates meet this requirement are as follows:

**MSCP Core Comprehensive Examination.** Prior to the candidate’s last term in the MSCP program, they are assessed on their declarative knowledge of the MSCP program’s Core curriculum. This examination is a 125-item multiple choice exam. This assessment tool is considered to be a valid and reliable source of data.

MSCP Core Comprehensive Examination Results for School Counseling Candidates

Year	N	Percent Passing*	Low Score (125 total possible points)	High Score (125 total possible points)	Reliability	Mean (125 total possible points)	Standard Deviation
2014	25	96.00%	74	115	.84	96.48	10.32
2013	22	100.00%	79	117	.80	98.45	9.03
2012	47	97.87%	74	118	.81	97.26	9.40

\*Cut off score for passing determined by Mean, Standard Error of Measurement and Standard Error of Difference

MSCP Core Comprehensive Examination Subfield Pass Rates\* for School Counseling Candidates

<b>Year</b>	<b>Ethics (N=17 test items) % of correct responses</b>	<b>Development (N=10 test items) % of correct</b>	<b>Counseling Skills (N=10 test items) % of correct</b>	<b>Testing (N=12 test items) % of correct</b>	<b>Group (N=12 test items) % of correct</b>	<b>Research (N=12 test items) % of correct</b>	<b>Career (N=10 test items) % of correct</b>	<b>Theories (N=14 test items) % of correct</b>
2014	82.35%	70.00%	80.00%	75.00%	75.00%	66.67%	70.00%	71.43%
2013	88.24%	70.00%	90.00%	75.00%	83.33%	75.00%	80.00%	78.57%
2012	88.24%	70.00%	80.00%	75.00%	83.33%	66.67%	70.00%	78.57%

<b>Year</b>	<b>Cross Cultural (N=13 test items) % of correct responses</b>	<b>Health (N=10 test items) % of correct responses</b>	<b>Marianist (N=5 test items) % of correct responses</b>
2014	84.62%	80.00%	80.00%
2013	84.62%	80.00%	60.00%
2012	84.62%	80.00%	80.00%

\* Passing percentage was calculated by dividing the mean score by the total number of test items per subfield.

In reference to the data provided, the evidence indicates that the School Counseling candidates' overall performance (mean score and percent passing) on the MSCP Core Comprehensive Examination is consistent over the past three years. The mean score and percent passing the exam are indicative that significant cumulative candidate learning is occurring. Scale analysis indicates the School Counseling program's strengths are in ethics, counseling skills, cross-cultural counseling, group counseling and health and stress management counseling. Understanding of development is a moderate strength. Testing, research and career knowledge are the lowest areas. Scale analysis indicates that the program's common core candidate learning outcomes are being met. Cumulative learning has been demonstrated. The evidence is quite strong. In addition, strong performance in ethics and cross-cultural counseling are in line with integral aspects of the CUH Mission Statement and Marianist Educational Values. School Counseling candidates had a significantly higher rate of passing than candidates in the other counseling emphases. For candidates that did not pass, refer to the remediation description on p. 26.

Based on the evidence provided there is alignment and the meeting of CACREP Common Core Area I, II, III, IV, V, VI, VII and VIII.

**MSCP School Counseling Comprehensive Examination.** Prior to the candidate’s last term in the MSCP program, they are assessed on their declarative knowledge of the MSCP program’s School Counseling curriculum. This examination is a 50-item multiple choice exam. This assessment tool is considered to be a valid and reliable source of data. Refer to Table 4.3 for the MSCP School Counseling Comprehensive Examination Results.

MSCP School Counseling Comprehensive Examination Results

Year	N	Percent Passing*	Low Score (50 total possible points)	High Score (50 total possible points)	Reliability	Mean (50 total possible points)	Standard Deviation
2014	25	96.00%	28	42	.57	37.08	4.07
2013	22	100.00%	31	45	.59	38.23	4.04
2012	48	97.92%	22	46	.66	37.67	4.57

\*Cut off score for passing determined by Mean, Standard Error of Measurement and Standard Error of Difference

Based on the analyzed data, School Counseling candidates have performed consistently over the past three years and have demonstrated an understanding of the academic material presented in the School Counseling emphasis curriculum. The mean score and percent passing the exam are indicative that significant cumulative candidate learning is occurring. Item analysis indicates that School Counseling candidates scored highest on questions pertaining to ethics and counseling skills. School Counseling candidates scored lowest on questions pertaining to testing and the ability to recall standards.

Based on the evidence provided there is alignment and the meeting of CACREP School Counseling Program Area I, II, and III.

**Site Supervisor’s Evaluation of School Counseling Candidate Survey.** Site Supervisors are asked to complete an evaluation on the School Counseling candidate once per term (Practicum, Internship A, and Internship B). Site Supervisors are instructed to provide a rating of the candidate’s current level of professional and personal competence at their respective site. Site Supervisors are provided the following Likert scale:

- Not Applicable or not enough information to form a judgment
- Far Below Expectations – needs much improvement, a concern
- Below Expectations – needs improvement, a concern
- Acceptable – meets standards at an average level for Practicum student/Intern
- Above Expectations – performs above average level for Practicum student/Intern
- Far Above Expectations – a definite strength, performs well beyond average levels for Practicum student/Intern

Site Supervisor's Evaluation of the School Counseling Candidate Survey Results (Practicum, Internship A, and Internship B combined)

Assessed Competency	2012 N Size	2012 Mean (5 pt Likert Scale)	2012 SD	2013 N Size	2013 Mean (5 pt Likert Scale)	2013 SD	2014 N Size	2014 Mean (5 pt Likert Scale)	2014 SD
Life Span Development	229	3.88	.69	116	3.59	.65	127	3.73	.77
Counseling Theories	227	3.70	.66	112	3.49	.64	125	3.64	.77
Developed Counseling Style	223	3.70	.71	110	3.52	.73	124	3.56	.82
Dynamics of Individual Behavior	232	3.84	.72	117	3.64	.74	129	3.74	.82
Diagnosis and Treatment Planning	216	3.80	.72	104	3.65	.77	126	3.70	.86
Communication	234	4.08	.72	118	3.86	.74	129	3.98	.82
Empathetic	236	4.22	.71	120	4.11	.71	131	4.06	.73
Supportive	234	4.24	.78	120	4.05	.74	130	4.02	.85
Emotional Stability	236	4.12	.79	120	4.00	.84	130	3.80	.96
Recognizes Personal Limitations	235	4.18	.70	120	4.06	.77	129	4.00	.75
Understanding of diversity	236	4.16	.73	120	4.08	.75	129	4.03	.74
Professionalism	237	4.27	.75	120	4.15	.73	131	4.08	.72
Ethical	236	4.19	.74	118	4.04	.81	128	4.07	.73
Documentation	235	4.11	.77	119	4.02	.84	130	4.03	.85
Referrals	190	4.11	.76	104	3.96	.79	107	3.83	.84

The evidence indicates that the School Counseling candidates are demonstrating an integrative understanding through the application of clinical skills and competencies at their respective professional sites. Procedural knowledge is clearly being shown by the acceptable – above expectations range of mean scores per assessed competency. The School Counseling candidates consistently scored high in empathy, being supportive to their students and colleagues, and their professionalism. Areas that need improvement are the School Counseling candidate's understanding of their own counseling style, how to apply theory to real-world, and their overall confidence in diagnosing and creating treatment plans for their students.

Based on the evidence provided there is alignment and the meeting of CACREP Common Core Area I, II, III, IV, V, VI, VII, and VIII, and CACREP School Counseling Program Area I, II, and III.

**Praxis II Content Examination (School Guidance and Counseling exam or Professional Counselor exam).** It is a School Counseling program requirement that all School Counseling candidates must successfully complete the Praxis II School Guidance and Counseling content exam (prior to August 2013) or the Professional School Counselor content exam and provide official documentation of the passing score, prior to entering Internship A.

Praxis II Content Examination Data (combined scores)

Testing Year	# of Candidates	% Passing
2011-2012	48	96%
2012-2013	22	95%
2013-2014	25	100%

The evidence indicates that School Counseling candidates have an exceptionally high passing rate. This shows that the School Counseling candidates have met the minimum standards of their understanding of how to be an effective and knowledgeable School Counselor as determined by HTSB's minimum passing score.

Based on the evidence provided, there is alignment and the meeting of HTSB's licensure requirement of successful completion of the Praxis II content examination.

11. Provide evidence that candidates clinical experience is met by one of the following requirements:

- (A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency; or
- (B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP; or
- (C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

All MSCP graduates are required to complete a minimum 100 hour practicum and a 600 hour internship. All reported graduates have meet the minimum 450 hours of supervised clinical experience. Individual student data can be made available upon request.

### Section III. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize activities the EPP has engaged in and report on the outcomes of those activities as they relate to correcting areas of improvement or conditions cited in the current SATEP approval report.

No areas of weakness and/or stipulations were cited in the previously submitted annual SATEP report. No conditions were placed on the Behavioral Sciences School Counseling program during its most recent HTSB review.

Note: A program self-audit was done for Chaminade University's TEAC Inquiry Brief Proposal, which was submitted in February 2015. The study included looking at all program completers from May 2014 (N=24). Based on our findings, we conclude that overall, our quality control system is working to produce quality School Counselor candidates. We have since created an electronic database to improve areas in student advising. We have also taken steps to improve professionalism and soft skills of our candidates based on random feedback gathered from our site supervisors. We have added an Action Research based assignment to be completed at the end of the Internship sequence. We will be implementing a new Supervisor/Instructor evaluation and also creating a new training module for our site supervisors. We are also looking into developing an effective and formal system of gathering post-graduation data.

### Section IV. Accreditation Pathway

State the pathway your EPP has chosen and explain what steps have been taken towards national accreditation.

The Behavioral Sciences Division has submitted a TEAC Legacy/Inquiry Brief Proposal on February 13, 2015. Dr. Darren Iwamoto and Ms. Deneen Wong attended the CAEP Conference in Washington D.C. (September 2014).

### Section V. Substantive Changes

Have any of the following substantive changes occurred during the 2012-2013 academic year?

Has the EPP made changes in the published mission or objectives of the EPP?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Has the EPP added programs of study different from those that were offered when most recently approved?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Has the EPP added courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently approved?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Does the EPP have a contract with other providers for direct instructional services, including any teach-out agreements (A teach-out agreement is a written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program)?

Change                       No Change/ Not Applicable

Explanation (if 'Change'):

Are there any changes that mean the EPP no longer satisfies approval standards or requirements?

Change                       No Change/ Not Applicable

Explanation (if 'Change'):

Are there any changes in regional or higher education accreditation status?

Change                       No Change/ Not Applicable

Explanation (if 'Change'):

## Section VI. Student Loan Default Rate

**Student loan default rates and other consumer information.** Report consumer information for the educator preparation provider. (Hawai'i Revised Statute §302A-807)

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Consumer information	No Access to Data	Access to data	Publicly displayed data (insert link)
3-year student loan default rate		X	
Average cost of attendance		X	<a href="https://www.chaminade.edu/financial_aid/costs-graduate.php">https://www.chaminade.edu/financial_aid/costs-graduate.php</a>
Average beginning salary of a program completer	X		
Placement patterns of completers		X	
Other (specify)			
The EPP does not have access to any consumer information.			<a href="http://www.chaminade.edu/student-consumer/">http://www.chaminade.edu/student-consumer/</a>



OPE/ID (Office of Post-Secondary Education) number	160500
EPP Default Rate	2011 Fiscal Year: 2-year official: 5.9

# Hawaii Pacific University

## Section I. EPP Profile

<b>UNIT NAME AND ADDRESS</b>	School of Education Hawai'i Pacific University 1188 Fort Street Mall, Suite 254 Honolulu, HI 96813
<b>CONTACT</b>	Mani Sehgal Director Phone: 808-543-8046 Fax: 808-544-0841 Email: msehgal@hpu.edu
<b>CURRENT TRADITIONAL PROGRAMS</b>	B.Ed. in Elementary Education
<b>CURRENT ALTERNATIVE PROGRAMS</b>	M.Ed. in Elementary Education M.Ed. in Secondary Education
<b>PROGRESS MADE TOWARDS INCORPORATING A PRE-SERVICE PERFORMANCE ASSESSMENT APPROVED BY THE HTSB</b>	<ul style="list-style-type: none"><li>• School of Education faculty members after lengthy discussions have selected PPAT for implementation in Fall 2017.</li><li>• All assessments have been outlined/created for the new cohort starting Fall 2015.</li></ul>

## Section II. Educator Preparation Approval

**Educator Preparation Program Approval.** Indicate the evidence the EPP has that ensures they are following the requirements stated in HAR 8-54-19, “Approval of educator preparation programs.”

1. Provide evidence that candidates meet the Hawai'i teacher performance standards.  

All teacher candidates are required to complete a standards-based Professional Portfolio that contains reflections and artifacts for each standard.
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2. Provide evidence that candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.  

The clinical practice seminar professor completes a professional dispositions appraisal for each teacher intern.
--
3. Provide evidence that candidates are prepared to incorporate the following areas into their practice:
  - a. Hawaiian language, history and culture;  

All teacher candidates complete a course titled, “Culturally Responsive Education in Hawai'i,” along with an embedded assessment referred to as the culture-based sail plan.
--
4. Student standards adopted by the Department;  

All teacher candidates complete a unit plan and multiple lesson plans that include an alignment of the learning goals to the Common Core standards, and the GLOs.
---
5. Teaching of reading including working with students of reading difficulties;  

<ul style="list-style-type: none"><li>• B.Ed. in Elementary Education teacher candidates complete a course titled, Reading in Elementary Education.</li><li>• M.Ed. in Secondary English Education teacher candidates complete a course in English curriculum, which includes a component on reading and literature.</li></ul>
--
6. Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;  

All teacher candidates complete a foundational course in Special Education, which includes components on working with students with disabilities, including training related to participation as a member of individualized education program (IEP) teams.
--
7. Working effectively with students who are limited English proficient;  

All teacher candidates complete a foundational course in teaching English to speakers of other languages (TESOL), which was specially designed for regular education teachers.
--
8. Working with gifted and talented students;  

All teacher candidates complete a foundational course in Special Education, which includes a component on working with gifted and talented students.
--
9. Integrating technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning and the use of technology to

effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

All teacher candidates complete a unit plan and a teacher work sample, which includes a section on the integration of technology.

10. Provide evidence that candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.

Teacher candidates complete required curriculum courses that utilize course materials, which incorporate the SPA standards for English Language Arts, Math, Science, and Social Studies. Beginning in Fall 2015, all syllabi for subject area curriculum courses will include a table that shows the alignment of the SPA Standards, InTASC Standards, and course learning assessments.

11. Provide evidence that candidates clinical experience is met by one of the following requirements:

(A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency; or

(B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP;

or

(C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

All teacher candidates complete two clinical practice courses, which require the completion of a clinical practice log, documenting the completion of 450 hours of supervised clinical experiences.

### **Section III. Areas for Improvement, Weaknesses, and/or Stipulations**

Summarize activities the EPP has engaged in and report on the outcomes of those activities as they relate to correcting areas of improvement or conditions cited in the current SATEP approval report.

All areas for improvement cited in the current SATEP approval report for the M.Ed. in Secondary Education have been met, as documented in a separate report submitted to and accepted by HTSB. The B.Ed. and M.Ed. in Elementary Education programs were reviewed via the IB pathway for CAEP accreditation – and was awarded an initial 5 year accreditation in May 2014.

### **Section IV. Accreditation Pathway**

State the pathway your EPP has chosen and explain what steps have been taken towards national accreditation.

The School of Education had chosen the IB pathway for CAEP accreditation. The School of Education submitted an Inquiry Brief Proposal in September 2013 and hosted an onsite review in December 2013. The CAEP Accreditation Panel awarded a full 5 year accreditation decision in May 2014 without any stipulations.

## Section V. Substantive Changes

Have any of the following substantive changes occurred during the 2013-2014 academic year?

Has the EPP made changes in the published mission or objectives of the EPP?

Change       No Change/ Not Applicable

Explanation (if 'Change'):

Has the EPP added programs of study different from those that were offered when most recently approved?

Change       No Change/ Not Applicable

Explanation (if 'Change'):

Has the EPP added courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently approved?

Change       No Change/ Not Applicable

Explanation (if 'Change'):

Does the EPP have a contract with other providers for direct instructional services, including any teach-out agreements (A teach-out agreement is a written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program)?

Change       No Change/ Not Applicable

Explanation (if 'Change'):

Are there any changes that mean the EPP no longer satisfies approval standards or requirements?

Change       No Change/ Not Applicable

Explanation (if 'Change'):

Are there any changes in regional or higher education accreditation status?

Change       No Change/ Not Applicable

Explanation (if 'Change'):

## Section VI. Student Loan Default Rate

**Student loan default rates and other consumer information.** Report consumer information for the educator preparation provider. (Hawai'i Revised Statute §302A-807)

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Consumer information	No Access to Data	Access to data	Publicly displayed data (insert link)
3-year student loan default rate		x	<a href="https://www.nsls.ed.gov">https://www.nsls.ed.gov</a>
Average cost of attendance	x		
Average beginning salary of a program completer	x		
Placement patterns of completers	x		
Other (specify)	x		
The EPP does not have access to any consumer information.	x		

OPE/ID (Office of Post-Secondary Education) number	007279
EPP Default Rate	2011 - 4.4 % 2010- 4.2 % 2009- 5.3 %

# iTeach-Hawaii

## Section I. EPP Profile

<b>UNIT NAME AND ADDRESS</b>	iteachU.S. P.O. Box 1626 Denton, TX 76202
<b>CONTACT</b>	Diann Huber, Ed.D. President 940-383-8100 940-383-8131 Diann.huber@iteach.net
<b>CURRENT TRADITIONAL PROGRAMS</b>	
<b>CURRENT ALTERNATIVE PROGRAMS</b>	<ul style="list-style-type: none"><li>• Elementary Education (K-6)</li><li>• Special Education (PK-3)</li><li>• Special Education (K-6)</li><li>• Special Education (6-8)</li><li>• Special Education (6-12)</li><li>• Special Education (P-12)</li><li>• Special Education (K-12)</li><li>• Teaching English to Speakers of Other Languages (PK-3)</li><li>• Teaching English to Speakers of Other Languages (K-6)</li><li>• Teaching English to Speakers of Other Languages (6-8)</li><li>• Teaching English to Speakers of Other Languages (6-12)</li><li>• Teaching English to Speakers of Other Languages (K-12)</li><li>• English (6-8)</li><li>• English (6-12)</li><li>• Mathematics (6-8)</li><li>• Mathematics (6-12)</li><li>• Science (6-8)</li><li>• Science (6-12)</li><li>• Physics (6-12)</li><li>• Biology (6-12)</li><li>• Chemistry (6-12)</li><li>• Early and Space Science (6-12)</li><li>• Environmental Science</li><li>• Physical Education (K-6)</li><li>• Physical Education (6-12)</li><li>• Physical Education (K-12)</li></ul>

	<ul style="list-style-type: none"> <li>• Health (K-6)</li> <li>• Health (6-12)</li> <li>• Health (K-12)</li> <li>• Music (K-6)</li> <li>• Music (6-12)</li> <li>• Music (K-12)</li> <li>• Chinese (Mandarin) (K-6)</li> <li>• Chinese (Mandarin) (6-8)</li> <li>• Chinese (Mandarin) (6-12)</li> <li>• Chinese (Mandarin) (K-12)</li> <li>• French (K-6)</li> <li>• French (6-8)</li> <li>• French (6-12)</li> <li>• French (K-12)</li> <li>• German (K-6)</li> <li>• German (6-8)</li> <li>• German (6-12)</li> <li>• German (K-12)</li> <li>• Spanish (K-6)</li> <li>• Spanish (6-8)</li> <li>• Spanish (6-12)</li> <li>Spanish (K-12)</li> </ul>
<b>PROGRESS MADE TOWARDS INCORPORATING A PRE-SERVICE PERFORMANCE ASSESSMENT APPROVED BY THE HTSB</b>	Continuous review of both EdTPA and PPAT. These two instruments were designed as pre-service instruments and I am in dialogue with both Pearson and ETS on options to include in-service teachers.

## Section II. Educator Preparation Approval

**Educator Preparation Program Approval.** Indicate the evidence the EPP has that ensures they are following the requirements stated in HAR 8-54-19, “Approval of educator preparation programs.”

1. Provide evidence that candidates meet the Hawai'i teacher performance standards.

Prior to the Field Experience, the iteachHAWAII candidate is exposed to the Hawaii teacher performance standards in the six instructional courses. During the Field Experience the candidate is observed a minimum of 3 times by the Field Supervisor using the Classroom Appraisal Report Evaluation (CARE) form. The assessment which is based on the Danielson Framework while incorporating the Hawaii teacher performance standards is an authentic assessment of the student's performance.

2. Provide evidence that candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.

Prior to Admission the pre-screening instrument, IntruVIEW is taken by the candidate. Iteach is in the process to identify a valid cut score, but there are 10 markers that must be satisfactorily addressed for the candidate to move forward in the admission process. At the conclusion of the Field Experience, the Professional Behavior and Dispositions form is completed by the Field Supervisor. Candidates are not recommended for licensure if the professional and ethical dispositions outlined in the Code of Ethics are not consistently displayed throughout the program by the candidate.



3. Provide evidence that candidates are prepared to incorporate the following areas into their practice:

- a. Hawaiian language, history and culture;

Facets of the Native Hawaiian Culture are woven into the instructional curriculum. In the final instructional course, EDTC 5600, through an essay assessment all iteachHAWAII candidates demonstrate mastery of Native Hawaiian culture standard while providing a Philosophy Statement of teaching English to students of other languages.

4. Student standards adopted by the Department;

During instruction in EDTC 5300, a required course, the lesson plan is introduced. During the Field Experience in EDTC 5700: Field Experience, the Lesson Plan form is provided to the Field Supervisor during each classroom observation. The seminal Lesson Plan assessment is submitted as a required Reflection in EDTC 5700. The assessment is graded by the Field Supervisor to ensure that the candidates are planning and providing instruction grounded in the Standard adopted by the Department of Education. Extensive feedback is provided to the candidate.

5. Teaching of reading including working with students of reading difficulties;

Each candidate must successfully complete EDTC 5500: Literacy Across the Curriculum. This course in reading and content literacy allows the candidate to explore what reading and literacy are, their role in the classroom and how everyone (Teacher and Student) feelings and beliefs about reading literacy impact the learning that occurs in the classroom. During the Field Experience, the candidate is assessed of their ability to work with students that have reading difficulties. The candidate must demonstrate what techniques will address the needs of the student learner.

6. Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;

Candidates must successfully complete EDTC 5600: Special Education/Multiculturalism/Diversity. In this course the challenge of accommodating students with special needs is a primary focus of discussion. Candidates learn skills to help them adapt instruction to the needs of students with disabilities while working with gifted students who also require classroom and curriculum modifications. This course also addresses the affect of ability grouping on student achievement, along with the critical aspects of The Individual with Disabilities ACT (IDEA) and Parent Conference including Admission, Review and Dismissal (ARD) meetings. This course provides great resources to help the candidates identify and work with all special needs students.

7. Working effectively with students who are limited English proficient;

Candidates must successfully complete EDTC 5600: Special Education/Multiculturalism/Diversity. In this course the challenge of accommodating students with special needs is a primary focus of discussion. The rise of an increasingly diverse population has had a tremendous impact on the educational process. Candidates are instructed on methodology of addressing the needs of the limited English proficient student. In EDTC 5700, candidates receive instruction that reinforces the TESOL standards into their instruction. The candidates' mastery of

working with student with limited English proficiency is evaluated during classroom observations using the CARE form.

8. Working with gifted and talented students;

Candidates must successfully complete EDTC 5600: Special Education/Multiculturalism/Diversity. In this course the challenge of accommodating students with special needs is a primary focus of discussion. Candidates learn skills to help them adapt instruction to the needs of students with disabilities while working with gifted students who also require classroom and curriculum modifications. This course also addresses the affect of ability grouping on student achievement, along with the critical aspects of The Individual with Disabilities ACT (IDEA) and Parent Conference including Admission, Review and Dismissal (ARD) meetings. This course provides great resources to help the candidates identify and work with all special needs students.

9. Integrating technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

As a preparation program that offers its curriculum via an online medium, iteachHAWAII is keenly aware of the International Standards for Online Instruction and in turn value the importance of preparing candidates to be teachers who fully utilize technology to maximize student learning. The use of technology is initially addressed in EDTEC: Planning Instruction. The culminating activity in the course is the design of a lesson plan that demonstrates the use of technology in instruction. The seminal Lesson Plan assessment is submitted as a required Reflection in EDTC 5700. The assessment is graded by the Field Supervisor to ensure that the candidates are planning and providing instruction that fully incorporates technology that is reflective of best teaching practice. Extensive feedback is provided to the candidate.

10. Provide evidence that candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.

Each candidate is enrolled in a content specific course upon obtaining a Field Experience. In this course the national standards for the specific content are introduced, explained and reviewed. The course is designed to focus on the specific content culminating with a comprehensive content assessment, Content Specific Classroom Assessment Report and Evaluation (CCARE) form.

11. Provide evidence that candidates clinical experience is met by one of the following requirements:

- (A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency; or
- (B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP; or
- (C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

A - Intent to Hire form completed by school/district and observations by field supervisor are held in the candidates personal file for 5 years after date of field experience

### Section III. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize activities the EPP has engaged in and report on the outcomes of those activities as they relate to correcting areas of improvement or conditions cited in the current SATEP approval report.

There were no area for improvement

### Section IV. Accreditation Pathway

State the pathway your EPP has chosen and explain what steps have been taken towards national accreditation.

Currently NCATE accredited

### Section V. Substantive Changes

Have any of the following substantive changes occurred during the 2012-2013 academic year?

Has the EPP made changes in the published mission or objectives of the EPP?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Has the EPP added programs of study different from those that were offered when most recently approved?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Has the EPP added courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently approved?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Does the EPP have a contract with other providers for direct instructional services, including any teach-out agreements (A teach-out agreement is a written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program)?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Are there any changes that mean the EPP no longer satisfies approval standards or requirements?

Change

No Change/ Not Applicable

Explanation (if 'Change'):

Are there any changes in regional or higher education accreditation status?

Change

No Change/ Not Applicable

Explanation (if 'Change'):

## Section VI. Student Loan Default Rate

**Student loan default rates and other consumer information.** Report consumer information for the educator preparation provider. (Hawai'i Revised Statute §302A-807)

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

<b>Consumer information</b>	<b>No Access to Data</b>	<b>Access to data</b>	<b>Publicly displayed data (insert link)</b>
3-year student loan default rate	n/a		
Average cost of attendance		X	<a href="http://www.iteach.net/fees">www.iteach.net/fees</a>
Average beginning salary of a program completer			
Placement patterns of completers	x		
Other (specify)			
The EPP does not have access to any consumer information.			

OPE/ID (Office of Post-Secondary Education) number	
EPP Default Rate	

# Kaho`iwai

## Section I. EPP Profile

<b>UNIT NAME AND ADDRESS</b>	Kaho`iwai 64-1043 Hi`iaka St Kamuela HI 96743
<b>CONTACT</b>	Joe Fraser Director Kaho`iwai 808 5948617 joef@kalo.org
<b>CURRENT TRADITIONAL PROGRAMS</b>	NIL
<b>CURRENT ALTERNATIVE PROGRAMS</b>	Post-Baccalaureate Certificate of Teaching (6-12) Math, Science, Social Studies, English, Hawaiian Studies.
<b>PROGRESS MADE TOWARDS INCORPORATING A PRE-SERVICE PERFORMANCE ASSESSMENT APPROVED THE HTSB</b>	Moving to implementing PPAT

## Section II. Educator Preparation Approval

**Educator Preparation Program Approval.** Indicate the evidence the EPP has that ensures they are following the requirements stated in HAR 8-54-19, "Approval of educator preparation programs."

1. Provide evidence that candidates meet the Hawai'i teacher performance standards.  

Graduates are assessed against all 10 state standards using rubrics and a portfolio
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2. Provide evidence that candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.  

Code of ethics implemented into coursework and assessed through the rubrics reflecting State Standards.
---
3. Provide evidence that candidates are prepared to incorporate the following areas into their practice:
  - a. Hawaiian language, history and culture;  

Implemented through coursework (GCE404 History) and values based approach. Required through lesson plans and comparative coursework. Candidates are exposed to Hawaiian content through six program residentials and Hawaiian community placements every month.
---
4. Student standards adopted by the Department;  

Core standards are adopted through methods course and evidenced in lesson plans. Students are assessed through rubrics against TPS.
---

5. Teaching of reading including working with students of reading difficulties;  

Implemented in coursework GCE411 Working in Hawai`i.
--
  
6. Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;  

Implemented through coursework GCE409 Special education and modifications to lesson plans. Assessed using rubrics against the TPS.
--
  
7. Working effectively with students who are limited English proficient;  

Implemented in coursework GCE411 Working in Hawai`i.
--
  
8. Working with gifted and talented students;  

Implemented in coursework GCE411 Working in Hawai`i.
--
  
9. Integrating technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.  

Students undertake GCE408 Education Technology in which these items are embedded. Students also have technology requirements in other coursework such as GCE407 Assessment, and lesson plans.
---
  
10. Provide evidence that candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.  

Standards are adopted for each field through GCE402 Methods and implemented through field experiences and clinical practice.
--
  
11. Provide evidence that candidates clinical experience is met by one of the following requirements:
  - (A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency; or
  - (B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP; or
  - (C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

Students require 450 Hours of clinical experience, including assessment by observation and documented work experience.
--

### **Section III. Areas for Improvement, Weaknesses, and/or Stipulations**

Summarize activities the EPP has engaged in and report on the outcomes of those activities as they relate to correcting areas of improvement or conditions cited in the current SATEP approval report.

As per TEAC accreditation – Program is being operationalized.
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## Section IV. Accreditation Pathway

State the pathway your EPP has chosen and explain what steps have been taken towards national accreditation.

TEAC IBP

## Section V. Substantive Changes

Have any of the following substantive changes occurred during the 2012-2013 academic year?

Has the EPP made changes in the published mission or objectives of the EPP?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Has the EPP added programs of study different from those that were offered when most recently approved?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Has the EPP added courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently approved?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Does the EPP have a contract with other providers for direct instructional services, including any teach-out agreements (A teach-out agreement is a written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program)?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Are there any changes that mean the EPP no longer satisfies approval standards or requirements?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Are there any changes in regional or higher education accreditation status?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

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## Section VI. Student Loan Default Rate

**Student loan default rates and other consumer information.** Report consumer information for the educator preparation provider. (Hawai'i Revised Statute §302A-807)

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Consumer information	No Access to Data	Access to data	Publicly displayed data (insert link)
3-year student loan default rate	X		
Average cost of attendance		X	<a href="http://kahoiwai.kalo.org/apps/pages/index.jsp?uREC_ID=209469&amp;type=d&amp;pREC_ID=593015">http://kahoiwai.kalo.org/apps/pages/index.jsp?uREC_ID=209469&amp;type=d&amp;pREC_ID=593015</a>
Average beginning salary of a program completer	X		
Placement patterns of completers	X		
Other (specify)	X		
The EPP does not have access to any consumer information	X		

OPE/ID (Office of Post-Secondary Education) number	
EPP Default Rate	



# Kahuawaiola

## Section I. EPP Profile

<b>UNIT NAME AND ADDRESS</b>	Kahuawaiola Indigenous Teacher Education Program 200 W. Kāwili St., Hale‘ōlelo Hilo, HI 96720
<b>CONTACT(s) including name, positions, phone#, fax#, and email address</b>	Makalapua Alencastre Director 808-932-7411 808-932-7214 kaawa@hawaii.edu
<b>CURRENT TRADITIONAL PROGRAMS</b> Enter each teacher education program including approved licensure fields	N/A
<b>CURRENT ALTERNATIVE PROGRAMS</b> Enter each teacher education program including licensure fields	Graduate certificate programs: Hawaiian Language Immersion (P-3, K-6, P-12) Hawaiian Language (6-12) Hawaiian Studies (6-12) Elementary Education
<b>PROGRESS MADE TOWARDS INCORPORATING A PRE-SERVICE PERFORMANCE ASSESSMENT APPROVED BY THE HTSB</b>	2013-2015: Numerous email communication w/ETS & HTSB Sept. 2014: Attended ETS PPAT workshop and met with representatives from ETS PPAT, HTSB, & UHM COE April 2015: Attended 5 day ETS PPAT scorer training  Have been requested by ETS to assist with coordinating the development of a cadre of Hawaiian language scorers that will enable process for Hawaiian language teacher candidates to submit performance tasks in Hawaiian.

## Section II. Educator Preparation Approval

**Educator Preparation Program Approval.** Indicate the evidence the EPP has that ensures they are following the requirements stated in HAR 8-54-19, “Approval of educator preparation programs.”

1. Provide evidence that candidates meet the Hawai'i teacher performance standards.

Hawai'i teacher performance standards are embedded throughout the program goals and are developed and monitored through cultural and professional activities as well as formative and summative performance based assessments. Work to integrate InTASC standards into program is ongoing as assignments, projects and assessments are revised to incorporate standards as applicable.

2. Provide evidence that candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.

Professional and ethical dispositions are aligned with the program goals and are developed and monitored through cultural and professional activities and assessments. Prior to entrance, applicants' screening includes an interview, along with academic and community references to assess initial dispositions. Comprehensive formative and summative assessments of teacher candidate dispositions include input provided by program faculty and cooperating teachers, as well as numerous opportunities for discussion, reflection, and counsel.

3. Provide evidence that candidates are prepared to incorporate the following areas into their practice:

- a. Hawaiian language, history and culture;

As a Hawaiian culture-based teacher educator program, the Hawaiian language is the primary medium of all instruction and communication. All programming is provided through a Hawaiian cultural foundation through the Kumu Honua Maui Ola educational philosophy. A primary focus is the ongoing development of cultural knowledge and skills so that all teacher candidates are highly prepared to teach the Hawaiian language, history, and culture. Teacher candidates are required to demonstrate their Hawaiian language and cultural skills which are monitored and further cultivated through performance based assessments.

4. Student standards adopted by the Department;

In addition to the program's cultural standards and goals, when appropriate to grade level and academic content, HCPS III and Common Core are incorporated into lesson and unit planning, instruction, and assessment.

5. Teaching of reading including working with students of reading difficulties;

The teaching of reading is addressed in KED 621 Language Arts Methods course, a 2 credit course that focuses on the importance of oral language development and its implication in developing reading skills. During the course, students are given an overview of the five areas of reading instruction identified by the National Reading Panel Report: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Students also learn about the Common Core Language Arts standards for grades K-12. In addition to the KED 621 course held during the Summer, language arts instructional and assessment strategies are taught during five 3-hour seminar classes held in the Fall and Spring. Dyslexia is specifically addressed in one of these seminars. Students are required to read, research, and record findings regarding reading difficulties: definitions, warning signs,

research facts, the multi-sensory structured language approach, classroom accommodations, and ideas for parental support.

6. Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;

Direct instruction in recognizing the signs of common exceptionalities is provided by a DOE SPED specialist and supported with readings and assignments that address the needs of students with disabilities. Focus of instruction includes the signs, criteria, and strategies for emotional and physical impairments, ADD/ADHD, as well as the responsibilities of teachers to monitor and seek help to support student learning. Teacher candidates receive training focused on the IEP components and processes, although as teacher candidates, they may not have the opportunity to participate as members of an IEP team.

7. Working effectively with students who are limited English proficient;

In the Hawaiian language medium/immersion program, all academic content areas are taught through the medium of the Hawaiian language in grades K-4. Therefore, all of the Hawaiian language immersion students may be considered as being limited English proficient until the 5<sup>th</sup> grade when the English language is formally introduced into the curriculum. Research in the United States, Canada, and elsewhere indicate immersion students generally catch up to their peers in English proficiency by the end of 6<sup>th</sup> grade. Spelling in English may continue to be somewhat problematic until 8<sup>th</sup> grade. Teacher candidates learn about the various immersion approaches, including language acquisition theories and various strategies to develop language proficiency. These language strategies are used in teaching both Hawaiian and English. The text used is: "Languages and Children: Making the Match" by Helena Curtain and Carol Ann Dahlberg.

8. Working with gifted and talented students;

The Moenahā Culture-based instructional methodology is used extensively to provide a comprehensive focus on learning styles of P-12 students. It is a systematic and cultural cycle of instruction and assessment that organizes meaningful and purposeful learning experiences through a conceptual understanding of main ideas and essential questions. Moenahā was created to assist teacher candidates in the Kahuawaiola program with a culturally appropriate methodology based on traditional Hawaiian pedagogy that addresses multiple learning styles and drives learning with intent and purpose.

9. Integrating technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Technology knowledge and skills are integrated effectively into curricula and instruction. Primary technology goals addressed in the program include: 1) learning about technology in order to be successful in the program, i.e., word processing, research, multi-media presentations; 2) increasing P-12 student achievement by addressing various learning styles and monitoring student learning; and 3) communicating and sharing information beyond the confines of the classroom, i.e., as a distance learning program. Throughout all the courses and the practicum, teacher candidates apply their knowledge and skills in technology as they develop curriculum units and electronic portfolios using Hōkeo Moenahā, an electronic instructional database.

10. Provide evidence that candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.

N/A

11. Provide evidence that candidates clinical experience is met by one of the following requirements:

- (A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency; or
- (B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP; or
- (C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

Criteria (A): Teacher candidates complete over 1,000 hours of supervised clinical experience in two semesters of full-time practicum, earning 18 credits.

### Section III. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize activities the EPP has engaged in and report on the outcomes of those activities as they relate to correcting areas of improvement or conditions cited in the current SATEP approval report.

Activities that provide evidence that beginning reading and math strategies are taught and assessed for all teacher candidates:

#### **Reading:**

Teacher candidates:

- Are provided extensive instruction through coursework:
  - a 2 credit course, KED 621 Language Arts Methods class (30 hours) which is held during the summer (first semester of the program)
  - Additional 30 hours of coursework focused on language arts instructional strategies and assessments held during the Fall and Spring semesters
- Learn reading strategies, the importance of oral language development and its implication on reading skills, and the integration of literacy skills throughout academic content areas.
- Provided with an overview of the five areas of reading instruction identified by the National Reading Panel Report: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.
- Learn about the Common Core Language Arts standards for grades K-12.
- Develop and teach at least two curriculum units with an explicit focus of developing language arts: one in the Fall semester and one in Spring semester.
- Are assessed by mentor teacher and faculty through performance observation that includes planning, teaching and evaluating lesson plans.
- Learn about Dyslexia with required readings, applied research to record findings regarding reading difficulties: definitions, the warning signs, research facts, the multisensory structured language approach, classroom accommodations, and ideas for parental support.

#### **Math:**

Teacher candidates:

- Are provided extensive instruction in a 2 credit course of Math Methods which is held during the summer (first semester of the program)
- Learn multiple strategies that have been successful in teaching math to Hawaiian language medium students such as concrete-pictorial-abstract instruction, model-drawing, student think-alouds, mental math strategies, and systematic and explicit instruction.
- Create lesson plans using at least two of these strategies and demonstrate application by teaching a classroom of summer school students.
- Are assessed by mentor teacher and faculty through performance observation that includes planning, teaching and evaluating lesson plans.
- Complete various exercises in order to practice math strategies taught.

Activities that teacher candidates understand and can demonstrate differentiation of instruction to meet the needs of diverse learners:

Extensive training is provided in the Moenahā culture-based instructional methodology with attention to learners' readiness, learning styles, multiple intelligences, and modalities. Teacher candidates have guided practice preparing, delivering, and assessing appropriate instruction in a variety of different

ways in order to meet the needs of diverse learners through the use of Moenahā methodology. As teacher candidates become familiar with their students' needs and learning styles, they practice skills that differentiate instruction accordingly.

#### Section IV. Accreditation Pathway

State the pathway your EPP has chosen and explain what steps have been taken towards national accreditation.

2014: Attended the CAEP conference in Washington DC.  
Jan 2015: Met with L. Hammonds to discuss accreditation options  
Mar 2015: Met with B. Pateman (HTSB), L. Hammonds & C. to discuss proposal for alternate accreditation process  
June 2015: Proposal to be presented to HTSB  
Due to the unique nature of Kahuawaiola, i.e., as a Hawaiian language medium teacher education program, we will be requesting a modification of HTSB requirement for national accreditation in order to develop a distinctive review process that honors and supports the Hawaiian language and culture.

#### Section V. Substantive Changes

Have any of the following substantive changes occurred during the 2012-2013 academic year?

Has the EPP made changes in the published mission or objectives of the EPP?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Has the EPP added programs of study different from those that were offered when most recently approved?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Has the EPP added courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently approved?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Does the EPP have a contract with other providers for direct instructional services, including any teach-out agreements (A teach-out agreement is a written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program)?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

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Are there any changes that mean the EPP no longer satisfies approval standards or requirements?

Change       No Change/ Not Applicable

Explanation (if 'Change'):

--

Are there any changes in regional or higher education accreditation status?

Change       No Change/ Not Applicable

Explanation (if 'Change'):

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## Section VI. Student Loan Default Rate

**Student loan default rates and other consumer information.** Report consumer information for the educator preparation provider. (Hawai'i Revised Statute §302A-807)

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Consumer information	No Access to Data	Access to data	Publicly displayed data (insert link)
3-year student loan default rate	X		
Average cost of attendance		X	
Average beginning salary of a program completer	X		
Placement patterns of completers		X	
Other (specify)			
The EPP does not have access to any consumer information.			

OPE/ID (Office of Post-Secondary Education) number	X
EPP Default Rate	X

# Leeward Community College

## Section I. EPP Profile

<b>UNIT NAME AND ADDRESS</b>	Leeward Community College 96-045 Ala `Ike Pearl City, HI 96782
<b>CONTACT</b>	Bobbie Martel Coordinator/Associate Professor CC 808- 455-0632, fax# 808-454-4484 rmartel@hawaii.edu
<b>CURRENT TRADITIONAL PROGRAMS</b>	N/A
<b>CURRENT ALTERNATIVE PROGRAMS</b>	Alternative Certification for CTE Licensure program: CTE Arts and Communications; CTE Business; CTE Industrial and Engineering Technology; CTE Health Services; CTE Natural Resources; and CTE Public and Human Services
<b>PROGRESS MADE TOWARDS INCORPORATING A PRE-SERVICE PERFORMANCE ASSESSMENT APPROVED BY THE HTSB</b>	Fall, 2015 the Alternative Certification for CTE Licensure program will begin piloting edTPA.

## Section II. Educator Preparation Approval

**Educator Preparation Program Approval.** Indicate the evidence the EPP has that ensures they are following the requirements stated in HAR 8-54-19, “Approval of educator preparation programs.”

1. Provide evidence that candidates meet the Hawai'i teacher performance standards.

The program’s design can be thought of as a “spiral standards-based” approach. It is standards-based because the framework is based on the ten state teaching standards published by the Hawai`i Teacher Standards Board (HTSB). It is a spiral approach because each education course in the Alternative CTE program, including the Practicum I & II field experiences repeats or spirals the same five modules that cover the ten teaching standards. We chose to spiral the Alternative CTE program because reviewing the same teaching standards repeatedly will give candidates multiple opportunities to demonstrate their proficiency with those standards.

Candidates develop a portfolio in the practicum course that includes artifacts of student work and course assignments along with rationales which provide evidence candidates have learned how to learn and their understanding of the Hawai`i Teacher Standards Board (HTSB/InTASC) standards.

Evidence that candidates meet the Hawai`i teacher performance standards:

Practicum Portfolio: ED 295B

CTE Candidate Assessment Form ED 295B completed online :



2. Provide evidence that candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.

Candidates demonstrate caring and effective teaching skill by reaching the "meets proficiency" level on HTSB Standard 9 as assessed using the CTE Candidate Assessment Form.

Evidence collected to support professional and ethical dispositions will come from the Practicum Portfolio and college supervisor, college instructor and cooperating teacher ratings on the CTE Candidate Assessment Form: ED 295A and ED 295B Practicum I (O&P)& Practicum II (student teaching)

3. Provide evidence that candidates are prepared to incorporate the following areas into their practice:

- a. Hawaiian language, history and culture;

Through a collaborative partnership with the Kamehameha Schools Distance Learning Program, ED 284, Foundations of Inclusion in Teaching curriculum was merged with A`o Kumu: Professional Development for Educators curriculum. Through this merger, the teacher candidates in the course will be provided with a unique and comprehensive introduction to inclusive teaching in Hawaii. The A`o Kumu program is an online professional development program for educators to engage in a learning community and explore how to seamlessly integrate Hawaiian culture-based education and 21st century skills into their curricula, while identifying and using technology tools to help them meet their objectives.

As part of the ED284 Foundations of Inclusion course, candidates will explore various topics surrounding Native Hawaiian education and frameworks such as culture-based and place-based learning, as well as infusing 21st century technologies and culture through authentic learning activities and curriculum planning. Under the guidance of the course instructor, candidates will develop and teach a minimum of two lesson plans that focus on their CTE content area and infuse the strategies, skills and content of culture based education. During the A`o Kumu process, candidates will have access to a wealth of Hawaiian resources for use as students within the course and more importantly, in their future teaching.

In addition to the above mentioned A`o Kumu course, the O&P Practicum I semester (ED 295A) will provide candidates with the opportunity to explore and analyze Na Honua Mauli Ola (NHMO) guidelines to emphasize culturally relevant content, contexts, and assessments which draw heavily upon family, community, language and cultural values in order to promote learning and growth. Hawaiian values of Pilina (relationships, connections) and `Olelo (language, stories, proverbs, songs, chants) will be principle tenets informing instructional practices and lesson plan developments. Teacher candidates will demonstrate how they incorporate culture-based and place-based education into their instruction through the Practicum Analysis Report. Evidence that candidates are prepared to incorporate Hawaiian language, history, and culture is found in the following assessment:

Group Project (Place-Based Learning); Using homogeneous or heterogeneous grouping and purposeful utilization of staffing resources, the candidate will construct a

class project as an extension activity from the UDL lesson previously constructed. The project will require candidates to have their students work in groups with consideration for diverse learner needs. Candidates will apply concepts from place-based learning, experiential learning, culturally relevant instruction, differentiation, student-centered learning and collaborative learning. The candidate must create various options for alternative products and/or assessments, define roles and responsibilities of group members, and develop a rubric to measure proficiency. Candidates must require students to utilize technology as a research tool to obtain information.

4. Student standards adopted by the Department;

In the Alternative CTE program, candidates are responsible for creating several standards based unit plans and lesson plans that integrate CTE content standards as well as Common Core standards where applicable.  
Evidence of student standards adopted by the Department is found in the following assessments:  
ED 285 Classroom Management within the Instructional Practice: Unit plan/lesson plans  
ED 295A/B Practicum I (O&P) & Practicum II (student teaching) with observations rated using the CTE Candidate Assessment Form  
ED 289 Educational Psychology: Case Study

5. Teaching of reading including working with students of reading difficulties;

Evidence of the integration of literacy/reading competencies meeting the sub-standards & standards will come from the ratings on the CTE Candidate Assessment Form completed by course instructors, college supervisors and cooperating teachers.

Track II candidates (those entering with an Associate degree and a minimum of 3 years of industry experience) are required to complete ED 291, Language and Literacy I. This course will prepare candidates to scaffold the learning process for students in the content while teaching strategies and skills to support comprehension and reading/writing development. Candidates will complete a case study that includes reading assessment/analysis and diagnosis to determine how assessment can direct classroom instruction. HTSB standards 1,2,6,7 and 8 will be met.

Evidence of reading including working with students of reading difficulties is found in the following assessments:  
ED 284 Foundations of Inclusion in Teaching: Group Project (Place-Based Learning)  
ED 289 Educational Psychology: Case Study  
ED 295A/B Practicum I & II: CTE Candidate Assessment Form  
Track II Candidates complete ED 291 Developing Language and Literacy Case Study

6. Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;

Evidence of working effectively with students with disabilities is found in the following:

ED 284 Foundations of Inclusion in Teaching; Colleague Interviews: Candidate will interview three school based professionals to discuss exceptional learner needs (SLP, SBBH, PT, OT, Sp. Ed. teacher, EA, ELL teacher, Counselor)

7. Working effectively with students who are limited English proficient;

Evidence of working effectively with students who are limited English proficient is found in the following assessments:  
ED 284 Foundations of Inclusion in Teaching: ELL accommodation is addressed in the Place-Based Learning lesson and colleague interview.  
ED 284: Assessment Adjustment: Candidates use data from assessments to construct alternative assessments with three levels of differentiation (safety, vocabulary, procedures, etc.) for (1) gifted and talented students, (2) English language learners, (3) students with special needs.  
ED 289 Educational Psychology: Case Study  
ED 295A/B Practicum I & II: CTE Candidate Assessment Form

8. Working with gifted and talented students;

Evidence of working with gifted and talented students is found in the following assessments:  
ED 284 Foundations of Inclusion in Teaching: GT accommodation is addressed in the Place-Based Learning lesson and colleague interview.  
ED 295A/B Practicum I & II: CTE Candidate Assessment Form  
ED 289 Educational Psychology: Case Study

9. Integrating technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Evidence of integrating technology effectively into curricula and instruction and meeting the sub-standards & standards will come from the ratings on the CTE Candidate Assessment Form completed by course instructors, college supervisors and cooperating teachers.  
CTE Candidate Assessment Form for Module 3  
[teachcte.leeward.hawaii.edu](http://teachcte.leeward.hawaii.edu)

Evidence is also found in the following assessments:  
ED 284 Foundations of Inclusion in Teaching: Group Project (Place-based Learning)  
ED 289 Educational Psychology: Case Study  
ED 295A Practicum I Field Observations  
ED 295B Practicum II Student Teaching

10. Provide evidence that candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.

N/A

11. Provide evidence that candidates clinical experience is met by one of the following requirements:

- (A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency; or
- (B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP; or
- (C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

Candidates complete 450 hours of supervised clinical experience in student teaching or internship. This time is documented by the Program College Supervisor and the Cooperating Teacher at the school site.

### **Section III. Areas for Improvement, Weaknesses, and/or Stipulations**

Summarize activities the EPP has engaged in and report on the outcomes of those activities as they relate to correcting areas of improvement or conditions cited in the current SATEP approval report.

N/A

### **Section IV. Accreditation Pathway**

State the pathway your EPP has chosen and explain what steps have been taken towards national accreditation.

The Alternative Certification for CTE Licensure program has chosen TEAC/CAEP as the pathway leading to national accreditation. An Inquiry Brief Proposal has been submitted for a formative review, once the formative review is complete, a final edited copy will be submitted in preparation for the accreditation visit scheduled for May 12-14, 2015.

## Section V. Substantive Changes

Have any of the following substantive changes occurred during the 2012-2013 academic year?

Has the EPP made changes in the published mission or objectives of the EPP?

Change       No Change/ Not Applicable

Explanation (if 'Change'):

Has the EPP added programs of study different from those that were offered when most recently approved?

Change       No Change/ Not Applicable

Explanation (if 'Change'):

Has the EPP added courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently approved?

Change       No Change/ Not Applicable

Explanation (if 'Change'):

Does the EPP have a contract with other providers for direct instructional services, including any teach-out agreements (A teach-out agreement is a written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program)?

Change       No Change/ Not Applicable

Explanation (if 'Change'):

Are there any changes that mean the EPP no longer satisfies approval standards or requirements?

Change       No Change/ Not Applicable

Explanation (if 'Change'):

Are there any changes in regional or higher education accreditation status?

Change       No Change/ Not Applicable

Explanation (if 'Change'):

## Section VI. Student Loan Default Rate

**Student loan default rates and other consumer information.** Report consumer information for the educator preparation provider. (Hawai'i Revised Statute §302A-807)

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Consumer information	No Access to Data	Access to data	Publicly displayed data (insert link)
3-year student loan default rate	X		
Average cost of attendance		X	<a href="http://www.leeward.hawaii.edu/files/2014-15CATALOG_FINAL_reducedSize_linked.pdf">http://www.leeward.hawaii.edu/files/2014-15CATALOG_FINAL_reducedSize_linked.pdf</a>
Average beginning salary of a program completer		X	
Placement patterns of completers			
Other (specify)			
The EPP does not have access to any consumer information.	X		

OPE/ID (Office of Post-Secondary Education) number	
EPP Default Rate	

# Teach for America

## Section I. EPP Profile

<b>UNIT NAME AND ADDRESS</b>	Teach for America-Hawai'i 500 Ala Moana Boulevard Suite 3-400 Honolulu, HI 96813
<b>CONTACT</b>	William Scott, Managing Director, Teacher Leadership Development, P:(808) 521-1371 F: (808) 538-3793 <a href="mailto:William.scott@teachforamerica.org">William.scott@teachforamerica.org</a>
<b>CURRENT TRADITIONAL PROGRAMS</b>	N/A
<b>CURRENT ALTERNATIVE PROGRAMS</b>	Teach for America-Hawai'i Elementary Education K-6 English 6-12 Mathematics 6-12 Science 6-12 Social Studies 6-12 World Languages 6-12
<b>PROGRESS MADE TOWARDS INCORPORATING A PRE-SERVICE PERFORMANCE ASSESSMENT APPROVED BY THE HTSB</b>	TFA staff are attending PPAT informational sessions and workshops to develop close alignment between the pre-service performance assessment and TFA's teacher education program components. TFA is awaiting the deployment of PPAT and solidified rubrics.

## Section II. Educator Preparation Approval

**Educator Preparation Program Approval.** Indicate the evidence the EPP has that ensures they are following the requirements stated in HAR 8-54-19, "Approval of educator preparation programs."

1. Provide evidence that candidates meet the Hawai'i teacher performance standards.

Our program's assessments continue to address and serve as multiple ways of meeting Hawai'i's teacher performance standards in order to support teachers and their students. There are examples of assessments' alignment to performance standards below with additional examples available. Candidates demonstrate content knowledge through university coursework taken before entering the program and/or through Praxis I and Praxis II exams. Evidence of appropriate content application is also seen through the Institute teacher training observations and Institute Portfolio, Planning Portfolio, Clinical Observations, and Student Learning assessments. Instructional practice is assessed through the Institute Portfolio assessment and Clinical Observations assessments which demonstrate candidates' pedagogical and professional knowledge and assessment of student teaching, respectively. Professional responsibility of candidates is assessed as part of the Student Learning Assessment and the Dispositions Assessment. All assessments, with the exception of the Praxis exams, require candidates to consider how to personalize learning for diverse learners. Please refer to TFA's 2011 Unit Self Study Report to access assessments which can also be furnished upon request.

2. Provide evidence that candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board’s Code of Ethics.

Candidates are scored and assessed throughout the school year on professional and ethical dispositions aligned to Hawai‘i Teacher Performance Standard 9. Candidates have formal assessments twice though they can receive an assessment at any time as deemed necessary by candidates’ Manager of Teacher Leadership Development– Once, midway through and again at the close of the supported teaching time (the first year in the classroom), and at the end of the school year. Candidates’ Manager of Teacher Leadership Development (in consultation with other program faculty and school staff) provide an evaluation of Unacceptable, Weak, or Acceptable to each candidate. If a candidate receives a rating of “Unacceptable” in any area— or a rating of “Weak” in three or more areas— an improvement plan is developed and reviewed with the candidate and candidates do not complete the program until improvement is demonstrated. Other types of intervention and support to candidates can include additional coaching related to dispositions or meetings with school administration and/or other TFA staff. Candidates do not complete the program until improvement is demonstrated. MTLDs will share scores with teachers either via email or in-person during observation debriefs or other meeting times.

3. Provide evidence that candidates are prepared to incorporate the following areas into their practice:

- a. Hawaiian language, history and culture;

Regional Induction and Orientation programs introduce corps members to the communities and cultures of Hawaii, with a special emphasis upon Native Hawaiian culture and history. Additionally, there are ongoing required professional development sessions that occur a minimum of three times yearly with community members and organizations that address the importance and validity of incorporating Hawaiian history, culture, and place-based education in the classroom. Additionally, the Ho‘ike Portfolio also serves as an opportunity for candidates to demonstrate their knowledge, growth, and application of language, history, and culture into their classrooms.

4. Student standards adopted by the Department;

The program is committed to aligning itself with the student standards adopted by the Department. Candidates participated in the inaugural SLO process and incorporate student GLOs as implemented by the school. Teach For America requires that teacher candidates develop standards-aligned plans for their classroom. Corps members are introduced to national standards at Institute. Regional orientation builds upon national standards and region-specific standards during Orientation. The implementation of standards is most clearly measured in the Institute Assessment and the Planning Portfolio, which require corps members to develop plans tied to state and national standards. The assessment rubrics for the Planning Portfolio illustrate the importance placed on teaching to content-based national standards in alignment with state standards. Each rubric measures the degree to which corps members plan courses, units, and lessons aligned with the standards. Clinical Observations and the Student Learning Assessment evaluate the degree to which corps members implement the standards in their classrooms. Corps members are required to implement standards aligned pre- and post- assessments to measure student improvement. University coursework in the content areas also builds upon the introduction and continued expansion on national standards.



5. Teaching of reading including working with students of reading difficulties;

Candidates receive extensive instruction in literacy at the summer institute, taught by content specialists at both the secondary and the elementary level. The topics covered in the literacy curriculum is outlined below:

Core Literacy Curriculum:

- The importance of literacy instruction: literacy as a gateway, literacy and the achievement gap
- Identifying the source of reading difficulties
- Determining a text's difficulty
- Improving word recognition
- Building vocabulary
- Fluency: from bridge to decoding to comprehension
- Comprehension strategies
- Characteristic of independent readers and characteristics of struggling readers
- Teaching text structures and patterns
- Pre-reading strategies, during-reading strategies, post-reading strategies
- Informal writing, writing across content areas, formal writing: the five step process
- Developing oral language skills
- Word learning instruction
- A balanced literacy block: read aloud, shared reading, guided reading, independent reading, word study

This curriculum is supplemented by coursework at a partner university in Language Arts methods by regional experts in literacy education for candidates teaching Humanities or Elementary. We offer Special Education training for all candidates and extensive coursework in Special Education at partner universities.

Elementary corps members are explicitly assessed on their beginning reading plans (Planning Portfolio), their implementation (Clinical Observations), and their effect on student learning (Student Learning Assessment). All elementary corps members are required to assess student reading ability by implementing pre-and post-assessments, tracking student skill development, and developing a plan to address areas of weakness.

6. Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;

During teacher candidates' first year in the classroom, all candidates complete courses in content area pedagogy as well as in special education and differentiation strategies. Our general education teachers and special education teachers alike complete course work in special education so that all candidates are prepared to provide instruction to students with disabilities and to be contributing members of individualized education program teams at their school sites. During our summer institute training, which is pre-student teaching clinical experience, teacher candidates participate in pedagogy classes about instruction for limited English proficient students. During the year training on differentiation for special populations, including limited English proficient students, is provided ongoing. We also have full time staff members trained in special education to provide support to all teachers, as well as additional part-time staff members who possess content-specific areas of expertise.

7. Working effectively with students who are limited English proficient;

Differentiation according to students' needs is seen in teacher candidates' assessments and in ongoing conversations with staff members who offer teacher candidates direct support throughout the Summer and the first two years of teaching. The Institute assessment, Planning Portfolio, Clinical Observations, Student Learning Assessment, and University Coursework are formal ways of gauging candidates' effectiveness of working with students who are limited English proficient.

8. Working with gifted and talented students;

Differentiation according to students' needs is seen in teacher candidates' assessments and in ongoing conversations with staff members who offer teacher candidates direct support throughout the Summer and the first year of teaching. Similar to the evidence as seen in assessments mentioned that differentiates for students who are limited English proficient, evidence is seen in these assessments to differentiate for students at all academic levels and capabilities.

9. Integrating technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Teach For America's program requires teacher candidates to successfully integrate technology in their classroom to the extent applicable and possible. Candidates are formally observed implementing technology when teaching lessons and plans for how technology is incorporated in Planning Portfolio materials. Teach For America is a very technologically sophisticated organization: teacher candidates and student achievement data are tracked, managed, and analyzed electronically; curriculum support is offered through our online community, TFANet; professional development sessions model the successful use of technological tools. Teacher candidates are acculturated into an ethos of using technology to improve one's professional practice and are expected to use technological tools to the benefit of their students. Candidates must also collect, manage, and analyze data in order to meet the requirements for the Student Learning Assessment.

10. Provide evidence that candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.

Teach for America-Hawai'i has submitted its formative draft to TEAC. Specifically regarding standards used in each licensure field, teacher candidates use national standards such as Common Core Standards, HCPS, NCTE, NCTM, NCSS, and NSES, where applicable.

11. Provide evidence that candidates clinical experience is met by one of the following requirements:

- (A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency; or
- (B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP; or

- (C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

Teach for America-Hawai'i meets requirement B by having candidates demonstrate teaching proficiency through a combination of satisfactory work experience and observation. Work experience and observation is documented with an average number of clock hours of student teaching being 700 hours per candidate (Institute work experience, Induction & Orientation), a total of 1700 hours each year (full-time classroom teacher and development & training time) with mentoring support averaging 110 hours per candidate (observation) per year. Our program design also allows our faculty to see the impact of programming design immediately in the classroom setting, with many of our faculty members providing training and observational field ratings.

### Section III. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize activities the EPP has engaged in and report on the outcomes of those activities as they relate to correcting areas of improvement or conditions cited in the current SATEP approval report.

Since our unit's initial evaluation, there are a number of additional steps we took as a program to continuously improve our candidate experience, effectiveness, and overall program. In 2011-12, we piloted a number of new initiatives (e.g. design thinking, building excellence, culturally responsive teaching) to help us learn and grow our thinking around leadership development. In 2012-13, we launched our first year of our credential program, partnering with Kamehameha Schools (for cultural programming) and our university partners (for content programming). We were able to focus our programming on foundations and leadership development. Specific ways the program addressed the conditions presented via the initial approval include:

- Adoption of a Hō'ike Portfolio required of all participants that includes evidence of implementation of reflection on Hawaiian culture and values on the teacher level and culturally responsive teaching at the student level
- Initial meetings held and ongoing updates established with university partners to gain feedback on our assessment system
- Meetings with principals to gain feedback on the performance of our candidates
- Partnering with the Department of Education to ensure the longitudinal data system can provide feedback on the performance of our candidates
- Meetings with parents and community leaders to gain informal feedback on the performance of our candidates

In 2013-14, we were able to hone our first year-credential program, revising our key assessments and professional learning community structure, and leading to a much stronger foundation of teaching and learning on average in our first year teachers' classrooms. Specific ways the program continued to build off of and respond to the conditions during this year include:

- Revision of the Hō'ike Portfolio as a culturally responsive teaching portfolio required of all participants, to incorporate best practices from "lesson study" national assessments.
- Our partnership with Kamehameha School's Kahua program was not available on O'ahu but we continued to partner with the Kahua South and East Hawai'i Island Program. As a result, we developed our own programming based on the foundational pieces of culturally responsive teaching as determined after working with Kahua program. We partnered, and continue to partner with, community members and organizations that address the importance and validity of incorporating Hawaiian history, culture, and place-based education in the classroom.
- Implementation and additional improvement plans in response to principal feedback to

- provide candidates struggling in clinical practice with deeper support earlier in the process
- Implementation of measures to train all faculty graders across the region, in some cases raising expectations for candidate performance on key assessments
- Finalization of observation and associated reflections to ensure greater reliability across the region
- Implementation of regular data “stepbacks” at quarterly intervals across the year to monitor candidate and program performance
- Meeting with all partner principals to gain feedback on the performance of our candidates during clinical practice
- Meeting with parents and community leaders to gain informal feedback on the performance of our candidates during clinical practices

**Section IV. Accreditation Pathway**

State the pathway your EPP has chosen and explain what steps have been taken towards national accreditation.

TFA-Hawai‘i is pursuing accreditation under TEAC. TFA’s formative draft has been submitted for review. TFA intends to submit a revised draft to TEAC and the reviewer prior to TFA’s accreditation site visit in November 2015.

**Section V. Substantive Changes**

Have any of the following substantive changes occurred during the 2012-2013 academic year?

Has the EPP made changes in the published mission or objectives of the EPP?

Change                       No Change/ Not Applicable

Explanation (if ‘Change’):

While there is no change in the mission or objectives of TFA’s program, there was a change effective for candidates teaching during SY2013-2014 and regarding timeline for candidates to pass the Praxis II content knowledge exam in the area they are hired to teach. Due to TFA’s mission to provide teachers that serve students growing up in low-income communities, we are committed to meeting the needs of our school and district partners. Due to the changing needs of our partners each year, candidates hired to teach may experience a change in their teaching line or subject area shortly before, or during, the school year. As a result, TFA has revised its Praxis II testing timeline to accommodate for these potential subject area or teaching line changes. Candidates who began teaching during SY2013-2014 and on are permitted to pass the Praxis II content knowledge exam in the area they are hired to teach six months prior to licensure.

Has the EPP added programs of study different from those that were offered when most recently approved?

Change                       No Change/ Not Applicable

Explanation (if ‘Change’):

Has the EPP added courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently approved?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Does the EPP have a contract with other providers for direct instructional services, including any teach-out agreements (A teach-out agreement is a written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program)?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Are there any changes that mean the EPP no longer satisfies approval standards or requirements?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Are there any changes in regional or higher education accreditation status?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

## Section VI. Student Loan Default Rate

**Student loan default rates and other consumer information.** Report consumer information for the educator preparation provider. (Hawai'i Revised Statute §302A-807)

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Consumer information	No Access to Data	Access to data	Publicly displayed data (insert link)
3-year student loan default rate	X		
Average cost of attendance		X	<a href="https://hawaii.teachforamerica.org/teaching-here">https://hawaii.teachforamerica.org/teaching-here</a>
Average beginning salary of a program completer		X	<a href="https://hawaii.teachforamerica.org/teaching-here">https://hawaii.teachforamerica.org/teaching-here</a>
Placement patterns of completers	X		
Other (specify)			

The EPP does not have access to any consumer information.	X		
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OPE/ID (Office of Post-Secondary Education) number	X
EPP Default Rate	X

# University of Hawaii-Hilo

## Section I. EPP Profile

<b>UNIT NAME AND ADDRESS</b>	University of Hawaii at Hilo, School of Education 200 W. Kawili Street Hilo, HI 96720-4091
<b>CONTACT</b>	Michele Ebersole, Associate Professor of Education/Chair Tel. 808-932-7108 Fax: 808-932-7098 Email: mebersol@hawaii.edu
<b>CURRENT TRADITIONAL PROGRAMS</b>	None
<b>CURRENT ALTERNATIVE PROGRAMS</b>	Elementary Education (K-6) Secondary Education (6-12)
<b>PROGRESS MADE TOWARDS INCORPORATING A PRE-SERVICE PERFORMANCE ASSESSMENT APPROVED BY THE HTSB</b>	Three (3) faculty have become edTPA scorers. Faculty have started presenting information to stakeholders and are aligning course curriculum with edTPA.

## Section II. Educator Preparation Approval

**Educator Preparation Program Approval.** Indicate the evidence the EPP has that ensures they are following the requirements stated in HAR 8-54-19, “Approval of educator preparation programs.”

1. Provide evidence that candidates meet the Hawai'i teacher performance standards.

Final evaluation of competencies (scores for TPS 1-10). The Hawai'i Teacher Performance Standards (TPS) rating scale is based on ten InTASC standards. As a comprehensive assessment completed by cooperating teachers three times across two semesters, the third and final TPS rating (Final Evaluation of Competencies) represents a key assessment. Fall and midterm Spring TPS are considered formative assessments, with remediation efforts triggered by low scores of 1 (Rarely) or 0 (Unacceptable). Given that this is a standards-based assessment, no scores of 0 are permitted because an Unacceptable rating indicates that a given standard has not been met.

2. Provide evidence that candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.

Final evaluation of competencies (scores for PAS 1-14). The Professional Attributes Scale (PAS) is a critical program assessment, as evidenced by the number of times it is administered and completed by different raters. The PAS requires the reviewer to select from the following list of responses to assess how a given disposition is observed, with numbers assigned for data analysis purposes: (3) Consistently (Exemplary), *exceeds proficiency*; (2) Generally (Proficient) *meets proficiency*; (1) Sometimes (Functional), *demonstrates minimal proficiency*; (0) Rarely (Unacceptable), *does not demonstrate proficiency*; and (NO) Not observed. Low ratings of Sometimes and Rarely on formative PAS measures (particularly those completed by faculty and cooperating teachers) lead to remediation or dismissal as warranted. However, for the summative measure (end of

Spring), no score of Rarely is permitted. Such a score would result in no recommendation for licensure, no academic credit for ED672, and no program completion.

3. Provide evidence that candidates are prepared to incorporate the following areas into their practice:

- a. Hawaiian language, history and culture;

Lesson plan sequence – ED 650, 652, 656/7. Teacher candidates integrate Hawaiian language, history or culture in lesson plans. In ED 650 candidates are introduced to Culture-Based Education and practices. In ED 652 and ED 656/7 candidates submit lesson plans which reflect Hawaiian language, history or culture.

4. Student standards adopted by the Department;

Common Core State Standards or HCPS III. Teacher candidates submit two (2) Lesson Plan Sequences over the course of a year. The Lesson Plan Sequence is a learning segment of consecutive lessons, with embedded assessments, which requires candidates to connect student learning to Common Core State Standards or Hawaii Content and Performance Standards, stated objectives, and discipline-specific academic language. Candidates are required to submit lessons which are aligned to the CCSS or HCPS III in ED 650, 651, 652, 653, 659 (Elementary) and ED 650, 655, 656/7, 658, 659 (secondary).

5. Teaching of reading including working with students of reading difficulties;

Reading assessment & intervention, ED 341, 641, 658. Elementary candidates are required to complete a field-based literacy course (ED 341). While in the field, candidates must assess and tutor a struggling reader. Candidates must complete a reading assessment and design a plan for intervention. Secondary candidates complete a two-credit literacy course (ED 658) which highlights strategies for students with reading difficulties.

6. Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;

Lesson plan sequence, ED 641, 642. Teacher candidates complete ED 641 and ED 642 focuses upon Learner Differences. Candidates complete learning modules which highlight strategies for working effectively with students with disabilities, including IEP training. Lesson plans provide evidence within the diverse learner component. Teacher candidates complete ED 641 and ED 642 focuses upon Learner Differences. Candidates complete learning modules which highlight strategies for working effectively with students who are limited English proficient. Lesson plans provide evidence within the diverse learner component. Teacher candidates complete ED 641 and ED 642 focuses upon Learner Differences. Candidates complete learning modules which highlight strategies for working effectively with gifted and talented students. Lesson plans provide evidence within the diverse learner component.

7. Working effectively with students who are limited English proficient;

Lesson plan sequence, ED 641, 642. Same as (d) above.

8. Working with gifted and talented students;

Lesson plan sequence, ED 641, 642. Same as (d) above.



9. Integrating technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

ED 654 – Assessment sampler & data analysis. All teacher candidates submit an Assessment Sampler. This is a compilation of candidate artifacts including two formative assessments and one summative assessment identified on a taxonomy table, with clear learning targets, justifications, and controls for bias. The Assessment Sampler also includes student work for three diverse learners, and explanation of how candidates provided feedback to support student learning. Additionally, an excel spreadsheet, demonstrating an analysis of one particular assessment, addresses measures of central tendency and what can be inferred about student learning.

10. Provide evidence that candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.

See Table D.4 & D.5 in IBP. See below.

<b>REQUIRED COURSES: ELEMENTARY</b>	<b>TEAC QUALITY PRINCIPLE 1 COMPONENTS</b>	<b>Elementary ACEI Standards</b>
ED341, 343, 347 ED652, 653	1.1 Subject matter knowledge	2.1 – 2.7
ED650, 651, 652, 653, 654, 659	1.2 Pedagogical knowledge	3.1 – 3.5, 4.0
ED640, 641, 642 ED643, 644, 645	1.3 Caring and effective teaching skill	1.0, 3.4, 3.5, 5.2
ED650, 651, 652, 653, 654 660, 661, 662	1.4.1 Learning how to learn	5.1
ED641, 642, 643, ED654	1.4.2 Multicultural perspectives	2.4, 3.2
	1.4.3 Technology	3.1, 4.0

<b>REQUIRED COURSES: SECONDARY</b>	<b>TEAC QUALITY PRINCIPLE 1 COMPONENTS</b>	<b>Math NCTM Standards</b>	<b>Science NSTA Standards</b>	<b>English NCTE Standards/ Elements</b>	<b>Phys Ed NASPE Standards</b>	<b>Art NAEA Standards</b>	<b>Social Studies NCSS Thematic and Disciplinary Standards</b>
Prerequisites* ED656/7, 658	1.1 Subject matter knowledge	1, 2	1	Std 1/ El 1, 2 Std 2 /El 1, 2, 3	1, 2	1, 2	Theme st 1-10, Disc st 1-5
ED650, 654, 655, 656/7, 658, 659	1.2 Pedagogical knowledge	3, 5, 7	2, 5	Std 3/El 1-5 Std 4/ El 1-4 Std 5/ El 1-4	3, 4, 5	2, 3, 4	Theme st 1-10, Disc st 1-5
ED640, 641, 642 ED643, 644, 645	1.3 Caring and effective teaching skill	4	3, 4	Std 5/ El 1, 2 Std 6/ El 1	4	2	Theme st 1, 4
ED650, 654, 655, 656/7, 658, 660, 661, 662	1.4.1 Learning how to learn	6	6	Std 7/ El 1, 2	6	6	Disc st 1-10
ED641, 642, 643	1.4.2 Multicultural perspectives	4	6	Std 5/ El 1, 2 Std 6/ El 2	3	7	Theme st 1,3,4
ED654	1.4.3 Technology	3	1, 2, 3	Std 5/ El 4	3	5	Theme st 8

\*World History (6 credits), American History (6 credits), Hawaiian History (3 credits) required for Secondary Social Studies.

11. Provide evidence that candidates clinical experience is met by one of the following requirements:

- (A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency; or
- (B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP; or
- (C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

(A) Minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency.

### Section III. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize activities the EPP has engaged in and report on the outcomes of those activities as they relate to correcting areas of improvement or conditions cited in the current SATEP approval report.

N/A – New Program (approval letter dated June 2012)

### Section IV. Accreditation Pathway

State the pathway your EPP has chosen and explain what steps have been taken towards national accreditation.

TEAC/CAEP – We submitted an Inquiry Brief Proposal to TEAC in November 2014 and are preparing for site visit in December 2015.

## Section V. Substantive Changes

Have any of the following substantive changes occurred during the 2012-2013 academic year?

Has the EPP made changes in the published mission or objectives of the EPP?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Has the EPP added programs of study different from those that were offered when most recently approved?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Has the EPP added courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently approved?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Does the EPP have a contract with other providers for direct instructional services, including any teach-out agreements (A teach-out agreement is a written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program)?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Are there any changes that mean the EPP no longer satisfies approval standards or requirements?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Are there any changes in regional or higher education accreditation status?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

## Section VI. Student Loan Default Rate

**Student loan default rates and other consumer information.** Report consumer information for the educator preparation provider. (Hawai'i Revised Statute §302A-807)

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

<b>Consumer information</b>	<b>No Access to Data</b>	<b>Access to data</b>	<b>Publicly displayed data (insert link)</b>
3-year student loan default rate	X		
Average cost of attendance		X	
Average beginning salary of a program completer		X	
Placement patterns of completers		X	
Other (specify)			
The EPP does not have access to any consumer information.			

OPE/ID (Office of Post-Secondary Education) number	
EPP Default Rate	

# University of Hawaii-Manoa

## Section I. EPP Profile

<b>UNIT NAME AND ADDRESS</b>	College of Education University of Hawaii at Manoa 1776 University Avenue, Everly 128 Honolulu, HI 96822
<b>CONTACT</b>	<p>Office of Student Academic Services (OSAS) 808-956-7915 808-956-7849 OSAS@hawaii.edu</p> <p>Dr. Donald B. Young, Dean 808-956-7703 808-956-3106 (Fax) young@hawaii.edu</p> <p>Dr. Beth Pateman, Associate Dean for Academic Affairs 808-956-4278 808-956-3106 (Fax) mpateman@hawaii.edu</p> <p>Jessica Miranda, Director of Assessment, Accreditation, and Accountability 808-956-6591 808-956-3106 (Fax) wellsjes@hawaii.edu</p>
<b>CURRENT TRADITIONAL PROGRAMS</b>	<p><b>Bachelor of Education in Elementary Education</b></p> <p>Elementary Education (K-6) Dual Preparation in Elementary Education (K-6) and Early Childhood Education (PK-3) Dual Preparation in Elementary Education (K-6) and Special Education (PK-3, K-6)</p> <p><b>Bachelor of Education in Secondary Education</b></p> <p>English Language Arts (7-12), Mathematics (7-12), Music (K-12), Physical Education (K-6, 7-12, K12), Science (7-12), Social Studies (7-12), and World Language (7-12)</p>

<p><b>CURRENT ALTERNATIVE PROGRAMS</b></p>	<p><b>Post-baccalaureate Certificate in Secondary Education</b></p> <p>Art (7-12), English as a Second Language (7-12), English Language Arts (7-12), Mathematics (7-12), Music (K-12), Physical Education (K-6, 7-12, K12), Science (7-12), Social Studies (7-12), and World Language (7-12)</p> <p><b>Post-baccalaureate Certificate in Special Education</b></p> <p>Deaf Education (PK-3, K-12), Mild/Moderate (PK-3, K-6, 7-12), and Severe/Autism (PK-3, K-6, 7-12)</p> <p><b>Master of Education in Teaching</b></p> <p>Art (7-12), Elementary Education (K-6), English Language Arts (7-12), Hawaiian Language Immersion (K-12), Hawaiian Language (K-12), Mathematics (7-12), Science (7-12), and Social Studies (7-12)</p>
<p><b>PROGRESS MADE TOWARDS INCORPORATING A PRE-SERVICE PERFORMANCE ASSESSMENT APPROVED BY THE HTSB</b></p>	<p>All COE teacher education programs are currently in the process of piloting the edTPA. This Spring 2015 semester, we will have six candidates submitting edTPA portfolios for national scoring using the Pearson national scoring vouchers. In the Fall 2015 and Spring 2016 semester, we will have an additional 54 candidates submitting portfolios for national scoring using the Pearson vouchers. Our edTPA Implementation Committee, with representation of one or two faculty members from each program (depending on the size of the program), meets monthly throughout Fall and Spring semesters.</p>

## Section II. Educator Preparation Approval

**Educator Preparation Program Approval.** Indicate the evidence the EPP has that ensures they are following the requirements stated in HAR 8-54-19, “Approval of educator preparation programs.”

1. Provide evidence that candidates meet the Hawai‘i teacher performance standards.

Candidates’ proficiencies in all programs are aligned with the Hawai‘i teacher performance standards, institutional standards, and professional standards. The alignment of these standards was demonstrated in the NCATE Institutional Report submitted in August 2013. Evidence of candidates’ ability is provided in the SPA and HTSB program reports, and will also be evidenced in future program review with feedback reports.

In addition, aggregate data on key assessments and candidate performance were provided in our NCATE Institutional Report and also in our NCATE Institutional Report Addendum submitted in Spring 2014. Current aggregate candidate performance data on key assessments are available on the COE public website, “Measuring Our Success” at: <https://coe.hawaii.edu/student-performance-assessments-within-programs>

2. Provide evidence that candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.

Key assessments, scoring guides, and aggregate data of professional and ethical dispositions were provided in the SPA and HTSB program reports in the AIMS Program Review System (PRS) or the NCATE Institutional Report exhibits in Fall 2013. Initial programs assess fairness and the belief that all student can learn, as demonstrated through candidates' words and actions in all program-related activities (i.e., classes, field experiences, advising, and meetings).

Faculty and instructors, university field supervisors and mentor teachers use the professional dispositions forms to assess candidates regularly throughout the teacher education programs. We describe the importance of professional dispositions in online and print materials and address them frequently with regard to professionalism during courses and field seminars. Candidates use the forms to self-assess their professional dispositions in preparation for midterm and final conferences during early field experiences, student teaching, and internship. Initial programs communicate clearly to candidates that failure to meet professional dispositions results in program action: conferences, a Plan of Assistance for Improvement (format attached), and/or dismissal from the program at any time. Our data indicate that candidates who experience difficulty more often demonstrate problems with meeting professional dispositions than with academic requirements.

Initial program dispositions assessments are similar, with programs adapting the format to address their needs based on program experiences. The professional dispositions assessed in our initial programs include professional and ethical conduct/character (including fairness and the belief that all students can learn), effective work habits/work ethic, emotional management, effective communication, collaboration, self-reflection, professional development participation, respect, and individual and cultural sensitivity.

3. Provide evidence that candidates are prepared to incorporate the following areas into their practice:

- a. Hawaiian language, history and culture;

**BEd Elementary Education**

- **HWST 107 Hawai'i: Center of the Pacific (3 credits)** An introduction to the unique aspects of the native point of view in Hawai'i and in the larger Pacific with regards to origins, language, religion, land, art, history, and modern issues. This course provides candidates with a foundation in Hawaiian language, history, and culture as they prepare to enter a teacher education program. This course qualifies for the "H" (Hawaiian, Asian, & Pacific Issues) Focus Requirement at UH Manoa. To fulfill the Hawaiian, Asian, and Pacific Issues Focus requirement, at least two-thirds of a class must satisfy the following Hallmarks:
  - H1. The content should reflect the intersection of Asian and/or Pacific Island cultures with Native Hawaiian culture.
  - H2. A course can use any disciplinary or multi-disciplinary approach provided that a component of the course uses assignments or practica that encourage learning that comes from the cultural perspectives, values, and world views rooted in the experience of peoples indigenous to Hawai'i, the Pacific, and Asia.
  - H3. A course should include at least one topic that is crucial to an understanding of the histories, or cultures, or beliefs, or the arts, or the societal, or political, or economic, or technological processes of these regions; for example, the relationships of societal structures to the natural environment.

- H4. A course should involve an in-depth analysis or understanding of the issues being studied in the hope of fostering multi-cultural respect and understanding.

*Explanatory Notes*

- The concept of intersection of Native Hawaiian culture with either or both of the other two regions is key. A course exclusively about Hawai'i, the Pacific Islands, or Asia is not eligible for an H designation. A course that does not include relationships with Native Hawaiian Culture is not eligible for an H designation.
- The course design must include both the Native Hawaiian voice and the native voice from the indigenous people of the area of intersection. These could be represented through publications, videos, guest speakers, or field trips, for example.
- **ITE 360: Introduction to Multicultural Education (3 credits)** Concepts and methods to develop sensitivity and awareness of cultural influences on behavior as these relate to the schooling process. Undergraduate elementary candidates complete this course, which requires students to learn about and develop sensitivity to the various cultural backgrounds of the populations they will serve, i.e., Native Hawaiian and other. This course qualifies for the "H" (Hawaiian, Asian, & Pacific Issues) Focus Requirement at UH Manoa (see HWST 107 above).
- **ITE 322: Social Studies, Elementary (3 credits):** Purposes, methods, curriculum, and assessment in teaching social studies. Focus on enriching children's understanding of the communities of which they are a part, i.e., Native Hawaiian and other, through inquiry, investigation, collaboration, and expository skills.

**BEd and PBCSE Secondary Education**

- **ITE 440: Curriculum Implications of Multicultural Education (3 credits)** Examination of trends, issues, school practices, and program in multicultural education and its related area of study, bilingual-bicultural education. Undergraduate and post-baccalaureate candidates in secondary education complete this course, which requires them to candidates to learn about and develop sensitivity to the various cultural backgrounds of the populations they will serve, i.e., Native Hawaiian and other. This course qualifies for the "H" (Hawaiian, Asian, & Pacific Issues) Focus Requirement at UH Manoa (see HWST 107 above).

**Master of Education in Teaching (MEdT)**

- **ITE 601/603 Professional Studies Seminar I & II (6)** Development of theoretical and practical knowledge base and skills for understanding, analyzing, and responding to teaching issues and problems. These seminars are designed to allow faculty to address a wide variety of issues related to social justice pedagogies that address culturally responsive teaching with multilingual, special needs, and other diverse groups of students. In addition to regular course discussions and assignments for all candidates, those majoring in Hawaiian Language or who intend to teach in Immersion are expected to complete discussions and written assignments in the Hawaiian Language. At least on faculty member fluent in Hawaiian works with each cohort.
- **ITE 602/604 Field Experience & Seminar I & II (6)** Candidates must demonstrate their understanding of the relationship between theory and practice in culturally responsive teaching practices in their lesson and unit planning and in the implementation of the lessons and units. Candidates complete assignments that indicate continued growth in areas of content specialization, assessment practices,



adapting to special needs of students, communicating and cooperating with parents, school aids, etc. in creating the best possible learning environment for their students. Teacher candidates are expected to developing strong professional collaborative relationships with mentors and other school personnel in reflective practice and growth that is specifically connected to the learning needs of the community.

**PBSPED Special Education**

- PB-Mild/Moderate candidates in the Race to the Top cohort participated in seminars through the Center for Research on Education, Diversity, and Excellence (CREDE) to promote educators’ use of research-based strategies of effective practice for culturally and linguistically diverse children and students. Candidates must demonstrate culturally responsive teaching practices in field settings.
- CREDE Seminars began for all PB Mild/Moderate and Severe/Autism candidates in Spring 2014
- PB-Severe/Autism Program: SPED 614: Assessment & Instruction Severe Disabilities/Autism – Assessment & Instruction Severe Disabilities/Autism – Basic principles of assessment, instruction, and curriculum development, application of formal and informal assessment procedures for goal selection, formulating instructional plans, and adapting instructional materials to accommodate learner needs of students with severe disabilities. Candidates complete a culture paper that requires research the culture of a student they are teaching (often Hawaiian or part Hawaiian), generate a list of beliefs/values/styles that may impact student learning and interaction with the family and develop suggestions for addressing the beliefs/values/styles in their teaching.

4. Student standards adopted by the Department;

Candidates in all programs complete required courses in teaching methods specific to their content area, including the incorporation of the Common Core State Standards and HCPS III. Candidates must demonstrate standards-based planning, teaching, assessment, and effect on P-12 learning. Evidence of candidates’ ability is provided in the SPA and HTSB program reports, and will also be provided in future program review with feedback reports.

In addition, aggregate data on key assessments related to student standards and candidate performance were provided in our NCATE Institutional Report submitted in August 2013 and also in our NCATE Institutional Report Addendum submitted in Spring 2014. Current aggregate candidate performance data on key assessments is available on the COE public website, “Measuring Our Success” at: <https://coe.hawaii.edu/student-performance-assessments-within-programs>

5. Teaching of reading including working with students of reading difficulties;

**BEd Elementary Education**

- Candidates in the Elementary BEd complete coursework in scientifically-based reading instruction, with emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension, as documented in syllabi for BEd elementary language arts courses. The BEd program thoroughly addresses the Common Core State Standards and the NCTE/IRA Standards.
- BEd candidates take SPED 444, which provides a strong focus on working with

struggling readers, assessing their reading skills, and developing appropriate strategies to produce strong readers.

- In addition, candidates take two literacy and literature courses (ITE 313 and 314), which provide instruction in scientifically-based reading instruction, with emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension strategies, as documented in the syllabi for required language arts courses. Also documented in the ITE 313 and 314 syllabi is the emphasis on assessing the strengths and weaknesses of individual K-6 students, and using assessment data for instructional decision-making to enable all readers to reach their potential. The syllabi also address the Common Core State Standards and the NCTE/IRA Standards.

### **BEd and PBCSE Secondary Education**

- The ITE 401 Engaging the Adolescent Learner course prepares teacher candidates to explore how reading, writing, talking, listening, viewing and technology are tools for thinking and learning across the curriculum. Another critical focus of this course is on approaches for improving reading, literacy and learning for adolescent students in all the content areas/disciplines. One of the required texts in this course is: *Developing Readers in the Academic Disciplines* by Doug Buehl. This text specifically addresses how all content/discipline areas can work with students who have reading difficulties at the secondary level (6<sup>th</sup>-12<sup>th</sup> grade). Additionally, through practice, class readings and activities teacher candidates are expected to be able to answer the following questions:
  - How might students use reading, writing, talking, listening, viewing, and technology as tools for learning content knowledge in my classroom?
  - How can I help students become better readers, writers, speakers, listeners, and viewers without neglecting content?
  - How can I help promote higher level thinking opportunities within my content area?
  - How can I support my students in the new literacies needed within my content area?
  - Why is there a significant need for disciplinary instruction?
  - What does it mean to read, write, and think through a disciplinary lens?
  - How do academic knowledge gaps affect the reading of disciplinary texts?
  - What instructional practices should precede the reading of complex disciplinary texts?
  - How can teachers mentor students as disciplinary readers, writers, and thinkers?
  - How can generic literacy practices be modified to meet the demands of readers and writers in disciplinary contexts?

### **Master of Education in Teaching (MEdT)**

- EDCS 600 **Language, Learning and Teaching (3)** MEdT elementary candidates complete this graduate level professional specialization course in scientifically-based reading instruction. Candidates must show evidence of the use of the instructional strategies in unit and lesson plans and in field experiences.
- MEdT candidates take SPED 444/445, which provides a strong focus on working with struggling readers, assessing their reading skills, and developing appropriate strategies to produce strong readers.

- MEDT secondary candidates will take EDCS 640I Study in trends, research, and problems of implementation in teaching field: Literacy or EDCS 608 Literacy Across the Disciplines. These courses bring together teachers of various academic disciplines, grade levels, and backgrounds to explore literacy and the teaching of reading in kindergarten through 12<sup>th</sup> grade. Given the current focus on teacher accountability and student achievement, teachers play a critical role in the reading engagements for and literacy development of students in all content areas. In these courses candidates will learn about the role of language, specifically the literate practices of reading, writing, speaking, visualizing, and representing across disciplines to better understand ourselves and others (colleagues, students and parents) and to better relate that understanding to curricular content. *Specifically*, these courses focus on reading to learn not learning to read, and introduces principles of literacy, reading as a transactional process, multiple modalities of text, and comprehension, as well as K-12 comprehension and discussion strategy instruction, metacognition, the writing process and composition within the instruction of subject content (e.g., science, the arts, English, foreign language, social studies, and mathematics) and across grade levels. Principles are both theoretical and practical, and are especially useful for teachers whose students represent different cultures, abilities, interests, backgrounds, and/or languages. Students will construct lesson and unit plans that acknowledge and account for student diversity, the processes of literacy development, learning, meaning making, and content objectives. Finally, they explore their personal beliefs about reading and literacy that will guide future content area instruction, and the role teachers play in facilitating the literacy instruction in specific content areas with and for students.

#### **PBSPED Special Education**

- PB Mild/Moderate Program – SPED 621: Language Arts Strategies – Students with Mild/Moderate Disabilities – Basic concepts related to language, language development, and recognition of language-related learning problems of students with mild/moderate disabilities; strategies for teaching language arts curricula (listening, speaking, reading, writing) to students of all ages with learning problems.
- SPED 601 – Technology for Diverse Learners: Access, Accommodations, and Universal Design – Strategies for assistive technologies, multimedia technology, and telecommunications to design engaging learning environments that promote inclusion and give voice to diverse learners. Emerging technologies for access, accommodations, and universal design are explored. Candidates learn to use technology to teach reading.
- SPED 611 – Methods & Strategies for Students with Mild/Moderate Disabilities – Techniques for providing effective instruction including: best practice, lesson planning, teacher-directed and student-mediated instructional strategies, and curricular approaches for working with students with MM disabilities. Includes methods and strategies for teaching language, reading, spelling, written expression, and mathematics.
- SPED 620: Strategies Across the Content Areas – strategies for teaching math, science, and social studies to students of all ages with mild/moderate disabilities; selection of appropriate materials, teaching techniques, curriculum development. Includes teaching students who have reading difficulties for accessing and

comprehending text in the content areas.

- PB Severe/Autism Program – SPED 614: Assessment & Instruction Severe Disabilities/Autism – Basic principles of assessment, instruction, and curriculum development, application of formal and informal assessment procedures for goal selection, formulating instructional plans, and adapting instructional materials to accommodate learner needs of students with severe disabilities. Candidates assess, develop, and implement and intervention for a student with severe disabilities/autism that is related to an academic skill (generally emergent reading or reading environmental print)

6. Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;

**BEd Elementary Education**

- SPED 304 Foundations of Inclusive Schooling (3) Foundations of "special education" exploring philosophies, diverse and historical viewpoints, laws, and service delivery. Students reflect upon texts, films and interviews with persons with disabilities, their families and professionals to understand the culture of disability.
- SPED 444 Educating Exceptional Students in Regular Classrooms—Elementary (3) Teaching elementary students with disabilities and those who are gifted/talented. Meeting academic/social needs, classroom management, motivation, peer interaction, collaboration between special and regular educators.

**BEd and PBCSE Secondary Education**

- ITE 406 Seminar in Teaching Residency (3) Analysis and resolution of current ethical issues and practices in classrooms; teaching skills and strategies, including working with English Language Learners, special needs students, and gifted/talented students; curriculum planning, professional growth and development; and integration of teaching experiences with professional standards.
- SPED 445 Educating Exceptional Students in Regular Classrooms—Secondary (3) Teaching secondary students with disabilities and those who are gifted/talented. Meeting academic/social needs, classroom management, motivation, peer interaction. Collaboration between special and regular educators.

**Master of Education in Teaching (MEdT)**

- SPED 444 Educating Exceptional Students in Regular Classrooms—Elementary (3) Teaching elementary students with disabilities and those who are gifted/talented. Meeting academic/social needs, classroom management, motivation, peer interaction, collaboration between special and regular educators. Includes an emphasis on instruction in writing. (Cross-listed as ITE 444)
- SPED 445 Educating Exceptional Students in Regular Classrooms—Secondary (3) Teaching secondary students with disabilities and those who are gifted/talented. Meeting academic/social needs, classroom management, motivation, peer interaction. Collaboration between special and regular educators. Includes an emphasis on instruction in writing. (Cross-listed as ITE 445)

**PBSPED Special Education**

- PB Mild/Moderate Program – SPED 304: Foundations of Inclusive Schooling – Foundations of special education exploring philosophies, diverse and historical

viewpoints, laws, and service delivery. Candidates learn the legal aspects of the IEP and the responsibilities of the IEP team.

- SPED 611: Advanced Methods and Strategies for Students with Mild/Moderate Disabilities – Techniques for providing effective instruction including best instructional practice, lesson planning, teacher-directed and student mediated instructional strategies and curricular approaches for working with students with mild/moderate disabilities – Candidates learn to develop an IEP and the responsibilities of IEP team participants; candidates observe an IEP meeting in field placement, if possible.
- SPED 613: Advanced Assessment and Curriculum Development - Assessment methods and techniques that emphasize the bond between curriculum-based assessment and curriculum-based programming. Planning and cyclical instruction across content areas based on ongoing diagnostic assessment. Candidates learn to use assessment information to develop the IEP and to report assessment results to the IEP team.
- PB Severe/Autism Program – SPED 412: Individuals with Severe Disabilities/Autism – Etiology, characteristics, and development of individuals with severe disabilities and autism; historical, theoretical, and legal issues affecting individuals with severe disabilities and autism; multicultural, family, and consumer issues; professional and ethical issues in providing services. Candidates learn the historical and legal background of the IEP. They also learn the roles of different team members.
- SPED 462: Assessment, Planning, and Instruction for Students with Severe Disabilities/Autism – Techniques in the assessment, planning, and instructional process appropriate for students with severe disabilities. Focus on program development to facilitate the inclusion of students with disabilities into general education settings. Candidates develop an IEP.
- Both Mild/Moderate and Severe Program – SPED 635: Procedures for Early Childhood Special Education – assessment and intervention strategies to promote behavior change with young children with disabilities. Promoting child skill gains and integrated programming options. Includes learning to work on a team to develop an IFSP.
- SPED 652: Transition/Supported Employment – transition planning for youth with disabilities in preparation for employment as adults in private and public sector businesses. Includes learning to work on a team to develop a transition plan for IEP.

7. Working effectively with students who are limited English proficient;

**BEd Elementary Education**

- In all lesson plans, elementary and early childhood candidates are required to address specifically how they are differentiating instruction for struggling readers, 504 students, accelerated learners, special education students, and English language learners. This is also a component for which we collect and analyze data, and report upon in our CAEP Assessment 3: Planning for Instruction.
- As of Fall 2015, all candidates are required to complete a new course: ITE 320: Instructional and Assessment Methods for Multilingual Learners. In addition, in each academic year since 2013, we have held a series of faculty professional development workshops in meeting the needs of English Language Learners. We are currently developing a UHM approved 15 credit certificate in this area to be offered in 2016.

**BEd and PBCSE Secondary Education**

- ITE 406 Seminar in Teaching Residency (3) Analysis and resolution of current ethical issues and practices in classrooms; teaching skills and strategies, including working with English Language Learners, special needs students, and gifted/talented students; curriculum planning, professional growth and development; and integration of teaching experiences with professional standards.
- **ITE 440: Curriculum Implications of Multicultural Education (3 credits)** Examination of trends, issues, school practices, and program in multicultural education and its related area of study, bilingual-bicultural education. Undergraduate and post-baccalaureate candidates in secondary education complete this course, which requires them to candidates to learn about and develop sensitivity to the various cultural backgrounds of the populations they will serve, i.e., Hawaiian and other.

**Master of Education in Teaching (MEdT)**

- ITE 601/603 Professional Studies Seminar I & II (6) Development of theoretical and practical knowledge base and skills for understanding, analyzing, and responding to teaching issues and problems. These seminars are designed to allow faculty to address a wide variety of issues related to teaching students with special needs. Faculty teaching these courses have participated in staff training to incorporate researched-based strategies for effectively addressing the needs of second language learners. Candidates are expected to incorporate learned strategies in lesson and unit plans and demonstrate evidence of implementing the strategies in field assignments. These courses provide the opportunity for teacher candidates to develop independent and reflective thinking, effective communication, professional collaboration, professional ethics and a knowledge base of pedagogical principles and practices. Becoming familiar with key curriculum documents (Common Cores Standards, Hawaii Content and Performance Standards), strategies for reading comprehension, and instructional strategies frame key learning outcomes, with a focus on effective use of differentiation strategies aimed at multilingual learners.

**PBSPED Special Education**

- PB Mild Moderate Program: SPED 621: Language Arts Strategies – Students with Mild/Moderate Disabilities – Basic concepts related to language, language development, and recognition of language-related learning problems of students

with mild/moderate disabilities; strategies for teaching language arts curricula (listening, speaking, reading, writing) to students of all ages with learning problems. Candidates learn strategies to teach literacy to students who are limited English proficient.

- SPED 620: Strategies Across the Content Area – Strategies for teaching math, science, and social sciences to students of all ages with mild/moderate disabilities; selection of appropriate materials, teaching techniques, curriculum development. Candidates learn strategies for teaching different content areas to students who are limited English proficient.
- SPED 601 – Technology for Diverse Learners: Access, Accommodations, and Universal Design – Strategies for assistive technologies, multimedia technology, and telecommunications to design engaging learning environments that promote inclusion and give voice to diverse learners. Emerging technologies for access, accommodations, and universal design are explored. Candidates learn to use technology to teach reading.
- PB Severe/Autism Program: SPED 462: Assessment, Planning, and Instruction for Students with Severe Disabilities/Autism – Techniques in the assessment, planning, and instructional process appropriate for students with severe disabilities. Focus on program development to facilitate the inclusion of students with disabilities into general education settings. Candidates learn strategies for assessing and instructing students who are limited English proficient.
- SPED 614: Assessment & Instruction Severe Disabilities/Autism – Basic principles of assessment, instruction, and curriculum development, application of formal and informal assessment procedures for goal selection, formulating instructional plans, and adapting instructional materials to accommodate learner needs of students with severe disabilities. Candidates assess and develop interventions for students who are limited English proficient.
- SPED 632: Language/Communication Intervention-Communication Disorders/Autism – Current research in normal language learning, assessment, planning, implementation, evaluation of language delayed/disordered children, including children with autism. Procedures for attaining language/functional communication objectives using ongoing routines/activities. Candidates learn about language development and the impact a second language has on the child. Candidates learn strategies for teaching language to students who are limited English proficient.

8. Working with gifted and talented students;

**BEd Elementary Education**

- In all lesson plans, EECE candidates are required to address specifically how they are differentiating instruction for struggling readers, 504 students, accelerated learners, special education students, and English language learners. This is also a component for which we collect and analyze data, and report upon in our NCATE Assessment 3: Planning for Instruction.
- SPED 444 Educating Exceptional Students in Regular Classrooms—Elementary (3) Teaching elementary students with disabilities and those who are gifted/talented. Meeting academic/social needs, classroom management, motivation, peer interaction, collaboration between special and regular educators.

**BEd and PBCSE Secondary Education**

- ITE 406 Seminar in Teaching Residency (3) Analysis and resolution of current ethical issues and practices in classrooms; teaching skills and strategies, including working with English Language Learners, special needs students, and gifted/talented students; curriculum planning, professional growth and development; and integration of teaching experiences with professional standards.
- SPED 445 Educating Exceptional Students in Regular Classrooms—Secondary (3) Teaching secondary students with disabilities and those who are gifted/talented. Meeting academic/social needs, classroom management, motivation, peer interaction. Collaboration between special and regular educators.

**Master of Education in Teaching (MEdT)**

- **SPED 444 Educating Exceptional Students in Regular Classrooms—**Elementary (3) Teaching elementary students with disabilities and those who are gifted/talented. Meeting academic/social needs, classroom management, motivation, peer interaction, collaboration between special and regular educators. Includes an emphasis on instruction in writing. (Cross-listed as ITE 444)
- **SPED 445 Educating Exceptional Students in Regular Classrooms—**Secondary (3) Teaching secondary students with disabilities and those who are gifted/talented. Meeting academic/social needs, classroom management, motivation, peer interaction. Collaboration between special and regular educators. Includes an emphasis on instruction in writing. (Cross-listed as ITE 445)
- **ITE 601/603 Professional Studies Seminar I & II** (6) Development of theoretical and practical knowledge base and skills for understanding, analyzing, and responding to teaching issues and problems. These seminars are designed to allow faculty to address a wide variety of issues related to teaching students with special needs. Candidates are expected to incorporate learned strategies in lesson and unit plans and demonstrate evidence of implementing the strategies in field assignments.

**PBSPED Special Education**

- PB Mild/Moderate Program - SPED 304: Foundations of Inclusive Schooling – Foundations of “special education” exploring philosophies, diverse and historical viewpoints, laws, and service delivery. Candidates learn the characteristics and service delivery methods including strategies for working with students who are gifted and talented.
- PB Severe/Autism Program – not addressed

9. Integrating technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

**Elementary BEd**

- All lesson plans developed by candidates address the following: Candidates design learning activities that—
  - Use a variety of instructional strategies
  - Integrate knowledge of students, subject matter and curricular goals
  - Make connections across the curriculum
  - Incorporate a variety of resources
  - *Use technology where possible*



### **Secondary BEd and PBCSE**

- SPED 445 Educating Exceptional Students in Regular Classrooms—Secondary (3) Teaching secondary students with disabilities and those who are gifted/talented. Meeting academic/social needs, classroom management, motivation, peer interaction. Collaboration between special and regular educators. Includes principles of universal design.
- Candidates design learning activities that—
  - Use a variety of instructional strategies
  - Integrate knowledge of students, subject matter and curricular goals
  - Make connections across the curriculum
  - Incorporate a variety of resources
  - *Use technology where possible*

### **Master of Education in Teaching (MEdT)**

- ITE 601/603 Professional Studies Seminar I & II (6) Development of theoretical and practical knowledge base and skills for understanding, analyzing, and responding to teaching issues and problems. Candidates learn and demonstrate their knowledge of technology in class assignments and presentations through Web 2.0 applications such as collaborative blogs, wikis, podcasting, and other distributed learning practices that support the use of multiliteracy pedagogy.
- ITE 602/604 Field Experience & Seminar I & II (6) Candidates must demonstrate appropriate use of technology in their lesson and unit planning and in the implementation of the lessons and units.
- ITE 610/612 Student Teaching and Internship (12) Candidates must demonstrate the use of data in designing and implementing lessons and must provide evidence of effect on student learning. This later evidence is part of the MEdT NCATE assessment used for accreditation.

### **PBSPED Special Education**

- PB Mild/Moderate Program – SPED 621: Language Arts Strategies – Students with Mild/Moderate Disabilities – Basic concepts related to language, language development, and recognition of language-related learning problems of students with mild/moderate disabilities; strategies for teaching language arts curricula (listening, speaking, reading, writing) to students of all ages with learning problems. Candidates learn to use technology as an instructional tool for teaching reading. Candidates use technology to manage and analyze data to increase student achievement.
- SPED 601 – Technology for Diverse Learners: Access, Accommodations, and Universal Design – Strategies for assistive technologies, multimedia technology, and telecommunications to design engaging learning environments that promote inclusion and give voice to diverse learners. Emerging technologies for access, accommodations, and universal design are explored.
- PB Severe/Autism Program: SPED 462: Assessment, Planning, and Instruction for Students with Severe Disabilities/Autism – Techniques in the assessment, planning, and instructional process appropriate for students with severe disabilities. Focus on program development to facilitate the inclusion of students with disabilities into general education settings. Candidates learn strategies for using technology as an instructional strategy and as an element of UDL. Candidates use technology to manage and analyze data to increase student achievement.

- SPED 614: Assessment & Instruction Severe Disabilities/Autism – Basic principles of assessment, instruction, and curriculum development, application of formal and informal assessment procedures for goal selection, formulating instructional plans, and adapting instructional materials to accommodate learner needs of students with severe disabilities. Candidates assess and develop interventions for students who are limited English proficient. Candidates develop an intervention for a student that uses technology. Candidates use technology to manage and analyze data to increase student achievement.
- SPED 632: Language/Communication Intervention-Communication Disorders/Autism – Current research in normal language learning, assessment, planning, implementation, evaluation of language delayed/disordered children, including children with autism. Procedures for attaining language/functional communication objectives using ongoing routines/activities. Candidates learn about language development and the impact a second language has on the child. Candidates learn to use technology to address language/communication needs of students with severe disabilities/autism. Candidates use technology to manage and analyze data to increase student achievement.

10. Provide evidence that candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.

As of our 2014 accreditation review, all initial programs have been nationally recognized by their respective SPAs or the Hawaii Teacher Standards Board (HTSB), with the exception of the PBCSE and BED in Physical Education and the PBCSE in Secondary Social Studies which received recognition with conditions, and the BED in Secondary Social Studies which received recognition with probation. In May 2013, the HTSB created a new State Partnership Agreement with CAEP that approved the Program Review with Feedback option. In August 2014, with HTSB approval, we switched to the Program Review with Feedback option and discontinued the SPA program review process. All of our initial programs have multiple measures in place for candidates to demonstrate their knowledge of subject matter delineated in the national standards for their license field. We will be submitting our programs' assessments and scoring guides for review in accordance with the process for Program Review with Feedback in Spring 2018, three years prior to our next CAEP unit visit.

11. Provide evidence that candidates clinical experience is met by one of the following requirements:
- (A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency; or
  - (B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP; or
  - (C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

All teacher education candidates complete one full semester of student teaching for a minimum of 15 weeks and a minimum of 40 hours per week, for a minimum of 600 hours.

### Section III. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize activities the EPP has engaged in and report on the outcomes of those activities as they relate to correcting areas of improvement or conditions cited in the current SATEP approval report.

See CAEP Annual Report

### Section IV. Accreditation Pathway

State the pathway your EPP has chosen and explain what steps have been taken towards national accreditation.

See CAEP Annual Report

### Section V. Substantive Changes [See CAEP Annual Report]

Have any of the following substantive changes occurred during the 2012-2013 academic year?

Has the EPP made changes in the published mission or objectives of the EPP?

Change                       No Change/ Not Applicable

Explanation (if 'Change'):

Has the EPP added programs of study different from those that were offered when most recently approved?

Change                       No Change/ Not Applicable

Explanation (if 'Change'):

Has the EPP added courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently approved?

Change                       No Change/ Not Applicable

Explanation (if 'Change'):

Does the EPP have a contract with other providers for direct instructional services, including any teach-out agreements (A teach-out agreement is a written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program)?

Change                       No Change/ Not Applicable

Explanation (if 'Change'):

Are there any changes that mean the EPP no longer satisfies approval standards or requirements?

Change                       No Change/ Not Applicable

Explanation (if 'Change'):

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Are there any changes in regional or higher education accreditation status?

Change                       No Change/ Not Applicable

Explanation (if 'Change'):

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## Section VI. Student Loan Default Rate [See CAEP Annual Report]

**Student loan default rates and other consumer information.** Report consumer information for the educator preparation provider. (Hawai'i Revised Statute §302A-807)

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Consumer information	No Access to Data	Access to data	Publicly displayed data (insert link)
3-year student loan default rate			
Average cost of attendance			
Average beginning salary of a program completer			
Placement patterns of completers			
Other (specify)			
The EPP does not have access to any consumer information.			

OPE/ID (Office of Post-Secondary Education) number	<b>001610</b>
EPP Default Rate	<b>4.4</b>

# University of Hawaii-West Oahu

## Section I. EPP Profile

<b>UNIT NAME AND ADDRESS</b>	University of Hawai'i—West O'ahu Division of Education 91-1001 Farrington Highway Kapolei, HI 96707
<b>CONTACT</b>	Dr. Mary Heller Professor and Chair Division of Education Office: (808) 689-2339 Fax: (808) 689-2301 E-mail: mfheller@hawaii.edu
<b>CURRENT TRADITIONAL PROGRAMS</b>	<ul style="list-style-type: none"> <li>• Elementary Education (K-6)</li> <li>• Middle-Level English (6-8)</li> <li>• Middle-Level Social Studies (6-8)</li> <li>• Secondary English (6-12)</li> <li>• Secondary Social Studies (6-12)</li> </ul>
<b>CURRENT ALTERNATIVE PROGRAMS</b>	N/A
<b>PRE-PERFORMANCE ASSESSMENT PROGRAMS</b>	The unit has adopted the Praxis Performance Assessment for Teachers: PPAT (ETS) and has engaged in two pilot studies: spring 2014 & 2015.

## Section II. Educator Preparation Approval

**Educator Preparation Program Approval.** Indicate the evidence the EPP has that ensures they are following the requirements stated in HAR 8-54-19, "Approval of educator preparation programs."

1. Provide evidence that candidates meet the Hawai'i teacher performance standards.

All signature assignment and field experience assessments are aligned with the HTSB/InTASC standards. Data reflects candidate performance on all standards throughout their program of study.

2. Provide evidence that candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.

Standards-based field experience evaluations are aligned with professional and ethical dispositions; the unit has in place a "Professionalism Alert" process whereby candidates' unacceptable dispositions are recorded and action taken to remediate.

3. Provide evidence that candidates are prepared to incorporate the following areas into their practice:

- a. Hawaiian language, history and culture;

Signature Assignment data; Lesson Plans; other standards-based, course level activities; field and clinical teaching experiences.

4. Student standards adopted by the Department;

Common Core State Standards (CCSS) are central to lesson planning and implementation throughout the early field experience, three practicums, and student teaching.

5. Teaching of reading including working with students of reading difficulties;

Methods Block II: English Language Arts (Reading & Writing) with Practicum & Seminar: 9 credits; Student Teaching, 12 credits

6. Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;

Standards-based assessments associated with the following course and field work: SPED 405, Methods Block 2, all practicums, and student teaching: Candidates learn about the development and process for implementing an IEP. Participation in an actual IEP meeting, although strongly encouraged, is at the discretion of the mentor teacher, principal, and parents of the students with disabilities.

7. Working effectively with students who are limited English proficient;

Methods Block 1 with Practicum: Teaching Culturally & Linguistically Diverse Learners. Standards-based Signature Assignment/Case Study of a Struggling English Language Learner.

8. Working with gifted and talented students;

No data available at this time.

9. Integrating technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Standards-based signature assignment in ETEC 297, Educational Media and Technology; standards-based evaluations of all practicums and student teaching experience.

10. Provide evidence that candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.

The UHWO Elementary Teacher Education Program is nationally recognized by the Association for Childhood Education International (ACEI).

11. Provide evidence that candidates clinical experience is met by one of the following requirements:

(A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency; or

- (B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP; or
- (C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

Initial Teacher Preparation: minimum of 450 hours of supervised clinical teaching/student teaching.

### Section III. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize activities the EPP has engaged in and report on the outcomes of those activities as they relate to correcting areas of improvement or conditions cited in the current SATEP approval report.

**Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:**

[From CAEP Report, also attached]

1.	The unit does not ensure candidates effectively measure student learning.	(ITP)
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Evidence of candidates' effective measurement of student learning is collected each semester, analyzed, reflected upon, and discussed by faculty during its annual fall assessment meeting, as well as monthly faculty meetings as indicated. Data from the following are used to inform course-level and programmatic changes.

A. Standards-based Signature Assignments: Executive Summaries and Exemplars: Target Standards: HTSB/InTASK Standard 6: Assessment; Standard 7, Planning for Instruction; Standard 8, Instructional Strategies

B. Mentor teacher & University Supervisor final evaluations of candidates' field-based practicums and student teaching experiences

C. Candidate Exit Surveys

D. Annual Program Evaluations by mentor teachers

E. Alumni Surveys

1.	The unit does not regularly and systematically involve the professional community in the development and evaluation of its assessment system.	(ITP)
2.	The unit does not assess unit operations.	(ITP)
3.	The unit does not systematically analyze and evaluate data for program and unit improvement.	(ITP)

1. The unit regularly and systematically involves the professional community in the development and evaluation of its assessment system, as follows:

A. Annual program evaluations by mentor teachers

B. Annual meeting of the Teacher Education Advisory Council, made up of stakeholders in the professional community: mentor teachers, Hawaii DOE specialists, principals, complex superintendents, Community College partners, UHWO liberal arts and science faculty, unit faculty, alumni, & current teacher candidates. The unit strives to include all community stakeholders.

2. Unit Operations are continuously monitored via assessments described in AFI #1 above.

The unit engages in monthly faculty meetings, as well as Special Faculty Meetings with agenda that includes topics relative to program and unit improvement. Meeting minutes record discussions and actions.

3. The unit systematically analyzes and evaluates data for program and unit improvement via data analysis as described in AFI #1 above.

1.	The unit does not have in place a process to systematically and regularly engage the professional community in the design, implementation and evaluation of the unit and its program.	(ITP)
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Since 2011, the unit has regularly engaged the professional community in the design, implementation and evaluation of the unit and its program. Evidence of community involvement is found in the following:

A. Teacher Education Advisory Council, as described in AFI #1-B above, annual meeting minutes

B. Mentor Teacher Program Evaluation survey data

C. All Hawaii EPPs are currently working with the Hawaii Department of Education in efforts to survey principals who have employed their teacher candidates. Survey data will inform the unit about the effectiveness of its graduates and ways in which the program could be improved, as indicated by survey results.

### **Section 7. Accreditation Pathway**

*This section will be formatted according to your accreditation pathway (i.e., continuous improvement, inquiry brief, or transformation initiative).*

**Continuous Improvement.** *Summarize progress toward target level performance on the standard(s) selected.*

New initiatives/Continuous Improvement: Practicum Seminars strategically focus on the topic of Assessment; Lesson Plan template requires candidates to reflect on the impact of their teaching on student learning; Student Teachers reflect on lesson effectiveness and its impact on student learning; adjustments to subsequent lessons made (if possible), based on reflections and analysis of data; Case Study Signature Assignments require teacher candidates to engage in Action Research whereby they learn to take field notes, collect, analyze, and interpret data, and formulate intervention plans for struggling literacy learners; increased communication with Hawaii Department of Education, Hawaii P-20, and the Data Exchange Partnership (DXP) to gain access to data that will inform the continuous improvement of our programs. P-20 & DXP Work Groups address the following topics and issues: Teacher Education Accreditation Data Collection and Access; Common Core Standards, P-20: Math & ELA; English Language Arts Acceleration.



## Section IV. Accreditation Pathway

State the pathway your EPP has chosen and explain what steps have been taken towards national accreditation.

Continuous Improvement

## Section V. Substantive Changes

Have any of the following substantive changes occurred during the 2012-2013 academic year?

Has the EPP made changes in the published mission or objectives of the EPP?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Has the EPP added programs of study different from those that were offered when most recently approved?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Spring 2014: Middle-level (grades 6-8) and Secondary (grades 6-12) English Language Arts and Social Studies Education

Has the EPP added courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently approved?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Does the EPP have a contract with other providers for direct instructional services, including any teach-out agreements (A teach-out agreement is a written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program)?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Are there any changes that mean the EPP no longer satisfies approval standards or requirements?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

Are there any changes in regional or higher education accreditation status?

Change  No Change/ Not Applicable

Explanation (if 'Change'):

## Section VI. Student Loan Default Rate

**Student loan default rates and other consumer information.** Report consumer information for the educator preparation provider. (Hawai'i Revised Statute §302A-807)

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Consumer information	No Access to Data	Access to data	Publicly displayed data (insert link)
3-year student loan default rate		X	<a href="http://www.nsls.ed.gov/nsls_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=0&amp;ope_id=021078">http://www.nsls.ed.gov/nsls_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=0&amp;ope_id=021078</a>
Average cost of attendance		X	<a href="http://www.uhwo.hawaii.edu/admissions/financial-aid/general-information-and-policies/cost-of-attendance/">http://www.uhwo.hawaii.edu/admissions/financial-aid/general-information-and-policies/cost-of-attendance/</a>
Average beginning salary of a program completer		X	<a href="http://www.uhwo.hawaii.edu/academics/degrees-and-certificates/bachelor-of-education/elementary-education/">http://www.uhwo.hawaii.edu/academics/degrees-and-certificates/bachelor-of-education/elementary-education/</a>
Placement patterns of completers	X		
Other (specify)			
The EPP does not have access to any consumer information.	X		

OPE/ID (Office of Post-Secondary Education) number	<b>02107800</b>
EPP Default Rate	<b>FY 2011 = 6.6%</b> <b>FY 2010 = 8.3%</b> <b>FY 2009 = 13.6%</b>

# University of Phoenix-Hawaii Campus

## Section I. EPP Profile

<b>UNIT NAME AND ADDRESS</b>	University of Phoenix Hawaii Campus 745 Fort Street / Suite 2000 / Honolulu, HI / 96813
<b>CONTACT</b>	George Carroll III, Campus College Chair 808-524-9806 <a href="mailto:George.Carroll@phoenix.edu">George.Carroll@phoenix.edu</a>
<b>CURRENT TRADITIONAL PROGRAMS</b>	BSED/E – Elementary (K-6) MAED/TED-Elementary (K-6) MAED-TED-Secondary (English 6-12, Social Studies 6-12, Science 6-12, Mathematics 6-12) MAED-SPE (Mild Moderate K-6, 6-12, K-12)
<b>CURRENT ALTERNATIVE PROGRAMS</b>	None
<b>PROGRESS MADE TOWARDS INCORPORATING A PRE-SERVICE PERFORMANCE ASSESSMENT APPROVED BY THE HTSB</b>	University of Phoenix Hawaii Campus will incorporate EdTPA by July, 2015.

## Section II. Educator Preparation Approval

**Educator Preparation Program Approval.** Indicate the evidence the EPP has that ensures they are following the requirements stated in HAR 8-54-19, “Approval of educator preparation programs.”

1. Provide evidence that candidates meet the Hawai'i teacher performance standards.

-Student teaching evaluation (Student Teaching Seminars A & B) – Candidate evaluation domains include planning and preparation; learning environment; instruction; and professionalism
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2. Provide evidence that candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.

-Field Experience Evaluations (conducted four times in candidate's program): evaluation will provide valuable feedback and information to the student and University faculty on the student's professionalism and general demeanor during classroom observation. -Student teaching evaluation (Student Teaching Seminars A & B) – Candidate evaluation domains include planning and preparation; learning environment, instruction, and professionalism
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3. Provide evidence that candidates are prepared to incorporate the following areas into their practice:
  - a. Hawaiian language, history and culture;
 

-EDU/311/MTE/518/SEC508: Models, Theories & Instructional Strategies: (required course included in all MAED programs) Candidates create standards-based lessons
4. Student standards adopted by the Department;
 

- EDU/311/MTE/518/SEC508: Models, Theories & Instructional Strategies: (required course included in all MAED programs) - Candidates create standards-based lessons  
 -Student Teaching Seminars A & B: (required courses included in all MAED programs) - Candidates create and teach a standards-based unit plan during student teaching practicum
5. Teaching of reading including working with students of reading difficulties;
 

-RDG/350/ RDG/420/RDG/415 (BSED) RDG/530 (Elementary & SPED programs) RDG/542 (Secondary): Curriculum Constructs & Assessment Reading Methods- students create a unit plan that includes five literacy lesson plans
6. Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;
 

-SPE/300/SPE/514 (Survey of Special Populations): (required course included in Elementary & Secondary programs) - Instructional & Management Plan that requires strategies for inclusion and instruction of special needs students
7. Working effectively with students who are limited English proficient;
 

-ESL/300 MTE/553 (Instruction and Assessment of English Language Learners): (required course included in Elementary & Secondary programs) – students create interdisciplinary Instructional Unit Plan based on needs of English language learners
8. Working with gifted and talented students;
 

-SPE/300 SPE/514 (Survey of Special Populations): (required course included in Elementary & Secondary programs) - Instructional & Management Plan that requires strategies for instruction of gifted/talented students
9. Integrating technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.
 

-- EDU/311/MTE/518/SEC508: Models, Theories & Instructional Strategies: (required course included in all MAED programs) - Candidates create standards-based lessons that require integration of technology  
 -Student Teaching Seminars A & B: (required courses included in all MAED programs) - Candidates create and teach a standards-based unit plan during student teaching practicum that requires integration of technology
10. Provide evidence that candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.
 

--MAED/SPE has received national recognition from CEC through the next accreditation cycle.

--MAED/TED-Secondary has received national recognition with conditions from CAEP's ILPB Program Review Committee through August 2016. A Response to Conditions report will be submitted on March 15, 2016.  
--BSED/Elementary and MAED/TED-Elementary has received national recognition with conditions from ACEI until August 2015. A Response to Conditions was submitted on March 15, 2015.

11. Provide evidence that candidates clinical experience is met by one of the following requirements:

- (A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency; or
- (B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP; or
- (C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

-Students are required to complete 100 hours of Field Experience hours prior to beginning their student teaching practicum  
-Student Teaching practicum is required 65 days in length / 390 clinical hours  
-Students complete total minimum 490 supervised clinical experience hours

### Section III. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize activities the EPP has engaged in and report on the outcomes of those activities as they relate to correcting areas of improvement or conditions cited in the current SATEP approval report.

The University of Phoenix has met all conditions under the current State Unit and Program Review in 2008. The University of Phoenix had an NCATE legacy visit in May, 2014 and was granted a two year approval with a focus visit in two years on Standard one only. At this time the HTSB has not approved this review so consequently any areas for improvement will be addressed during the next Annual Report.

### Section IV. Accreditation Pathway

State the pathway your EPP has chosen and explain what steps have been taken towards national accreditation.

The Hawaii Campus College of Education has received NCATE Accreditation with a Focused Visit as of November 2014.

### Section V. Substantive Changes

Have any of the following substantive changes occurred during the 2012-2013 academic year?

Has the EPP made changes in the published mission or objectives of the EPP?

Change       No Change/ Not Applicable

Explanation (if 'Change'):

Has the EPP added programs of study different from those that were offered when most recently approved?

Change                       No Change/ Not Applicable

Explanation (if 'Change'):

Has the EPP added courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently approved?

Change                       No Change/ Not Applicable

Explanation (if 'Change'):

Does the EPP have a contract with other providers for direct instructional services, including any teach-out agreements (A teach-out agreement is a written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program)?

Change                       No Change/ Not Applicable

Explanation (if 'Change'):

Are there any changes that mean the EPP no longer satisfies approval standards or requirements?

Change                       No Change/ Not Applicable

Explanation (if 'Change'):

Are there any changes in regional or higher education accreditation status?

Change                       No Change/ Not Applicable

Explanation (if 'Change'):

## Section VI. Student Loan Default Rate

**Student loan default rates and other consumer information.** Report consumer information for the educator preparation provider. (Hawai'i Revised Statute §302A-807)

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Consumer information	No Access to Data	Access to data	Publicly displayed data (insert link)
3-year student loan default rate			
Average cost of attendance			
Average beginning salary of a program completer			
Placement patterns of completers			
Other (specify)			
The EPP does not have access to any consumer information.			

OPE/ID (Office of Post-Secondary Education) number	
EPP Default Rate	

**Council for Accreditation of  
Educator Preparation  
(CAEP) Reports**



# Brigham Young University

**CAEP ID:** 22879

**AACTE SID:**

**Institution:** Brigham Young University - Hawaii

**EPP:** Educator Preparation Program (not yet accredited)

## Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2013-2014?

Number of completers in programs leading to initial teacher certification or licensure	23
Number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)	0
<b>Total number of program completers</b>	<b>23</b>

## Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Waived

## Section 7. Accreditation Pathway

Waived

## Report Preparer's Information

Name: Brent Chowen

Position: Accreditation Chair

Phone: 808-675-3362

E-mail: bchowen@byuh.edu

## Chaminade Education

**CAEP ID:** 31563  
**Institution:** Chaminade University of Honolulu  
**EPP:** Education Division

**AACTE SID:**

### Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2013-2014?

Enter a numeric value for each textbox.

Number of completers in programs leading to initial teacher certification or licensure	85
Number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)	0
<b>Total number of program completers</b>	<b>85</b>

### Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Waived

### Section 7. Accreditation Pathway

Waived

### Report Preparer's Information

Name: Kevin Mikami  
Position: Assistant for Special Projects  
Phone: 808-739-8539  
E-mail: kevin.mikami@chaminade.edu

## Chaminade Counselors

**CAEP ID:** 31563  
**Institution:** Chaminade University of Honolulu  
**EPP:** School Counseling Program

**AACTE SID:**

### Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2013-2014?

Number of completers in programs leading to initial teacher certification or licensure	24
Number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)	0
<b>Total number of program completers</b>	<b>24</b>

### Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Waived

### Section 7. Accreditation Pathway

Waived

### Report Preparer's Information

Name: Darren Iwamoto  
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# Hawaii Pacific University

**CAEP ID:** 34222  
**Institution:** Hawai'i Pacific University  
**EPP:** Teacher Education

**AACTE SID:**

## Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2013-2014?

Number of completers in programs leading to initial teacher certification or licensure	45
Number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)	0
<b>Total number of program completers</b>	<b>45</b>

## Section 3. Substantive Changes

**Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2013-2014 academic year?**

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements

No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status

No Change / Not Applicable

3.6 Change in state program approval

No Change / Not Applicable

**Section 4. Display of candidate performance data.**

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

Performance Data- Pass Rate Summary:  
<http://www.hpu.edu/CHSS/Education/index.html>

**Section 5. Candidate and Program Measures**

For each required measure of program impact, program outcome, or consumer information, evidence must be provided for programs leading to initial teacher certification or licensure. CAEP encourages EPPs to provide information on the optional reporting measures as well.

**CAEP's 8 Reporting Measures**

5.1 Impact on P-12 learning and development	5.5 Indicators of teaching effectiveness
5.2 Results of completer surveys	5.6 Results of employer surveys, and including retention and employment milestones
5.3 Graduation rates	5.7 Ability of completers to be hired in education positions for which they have prepared
5.4 Ability of completers to meet licensing (certification) and any additional state requirements	5.8 Student loan default rates and other consumer information

**Yes**, a program or programs leading to initial teacher certification is currently being offered.

**5.1 Impact on P-12 learning and development.** Report information on candidate performance during pre-service and completer performance during in-service for programs leading to an initial teacher certification or licensure.

Which of the following measures of impact on P-12 student learning is the EPP using and planning to use as evidence?

Assessment	Data Available	Data Not Available	
		The EPP has a plan to collect data in the next two years	The EPP does not currently have a plan to collect data within the next two years.
<b>5.1.1 Candidate performance during pre-service</b>			
Unit and lesson plans	X		
Pre-post tests of student learning	X		
Videos of candidate instruction		X	
Candidate reflection	X		
Surveys of P-12 students on candidate performance		X	
State-adopted assessment(s) (specify) PPST, Praxis II Content Knowledge Test,	X		
State-designed assessment(s) (specify) PPST, Praxis II, Content Knowledge Test	X		
EPP-designed assessment(s) (specify) Case study, Culture-Based Sail Plan, Classroom Community Plan, curriculum course grades, Teacher Work Sample, Unit Plan, Clinical Evaluation, Action Research Project, Professional Portfolio	X		
Other (specify)	X		
<b>5.1.2 Completer performance during in-service</b>			
Student achievement and/or learning models (e.g., value-added modeling)	X		
EPP-designed case study	X		
Other (specify) Teacher Work Sample, Clinical Evaluation, Professional Portfolio	X		

**5.2 Results of completer surveys.** Report information on the satisfaction of completers of programs leading to an initial teacher certification or licensure.

Completer survey results are available to the EPP. Agree

5.2.2 Which of the following descriptions characterize the completer survey(s) available on the preparation of the EPP? (Check all that apply.)

X	The completer provides summary ratings of the EPP and its programs.
X	The completer provides responses to open-ended questions about the EPP.
X	The completer provides a response to questions about their preparation in at least one of the following areas:
X	Content knowledge
X	Instruction and pedagogical content knowledge
X	Teaching diverse P-12 students
X	Teaching P-12 students with diverse needs
X	Classroom management
X	Alignment of teaching with state standards
X	Family and community engagement
X	Assessment of P-12 student learning
	Other (Specify)

5.2.3 If applicable, after a candidate completes a program, when does the EPP administer its completer surveys? (Check all that apply.)

X	At the end of the program
	Between the end of the program and one year after program completion
	Between one and two years after program completion
	Between two and three years after program completion
	Between three and four years after program completion
	More than four years after program completion

5.2.4 Indicate the EPP's access to results of completer surveys and the survey response levels.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP		X	50	33
Individual Program		X	50	33
Institution or Organization		X	50	33
State	X			
Other	X			

5.2.5 The EPP can demonstrate that the completer survey is...

	Agree	Disagree
Reliable (produces consistent results about completer satisfaction)	X	
Valid (can make an appropriate inference about completer satisfaction)	X	
A measure with a representative sample (demonstrates typical completer responses)	X	
Inclusive of stakeholder interests	X	
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)	X	
The EPP can demonstrate that it has made modifications in its preparation based on completer survey results.	X	



**5.3 Graduation rates.** Report information on enrollment and candidate progress in programs leading to an initial teacher certification or licensure, as of September 1, 2014.

Academic year a candidate was first enrolled

	AY 2013-2014	AY 2012-2013	AY 2011-2012	AY 2010-2011	AY 2009-2010
<b>First Time Enrollment.</b> The number of candidates who enrolled for the first time, during a specified academic year.					
Number of candidates who were enrolled for the first time in a program leading to an initial teacher certification or licensure	57	63	61	37	32
<b>Progress in AY 2013-2014.</b> The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2013-2014. List candidates according to the academic year they were first enrolled.					
Number of candidates who were recommended for an initial teacher certification or licensure during AY 2013-2014	0	18	12	14	1
Number of candidates/completers who were <b>not</b> recommended for an initial teacher certification or licensure...	0				
Continued in a program	0				
Been counseled out of a program	0				
Withdrawn from a program	0				

**5.4 Ability of completers to meet licensing (certification) and any additional state requirements.**

Report information on candidate performance on state licensure tests for initial teacher certification or licensure.

5.4.1 Assessment Pass Rates reported to Title II

	Number taking test	Average scaled score* (This value should be between 0-1.)	Number passing test	Pass rate (%)	Statewide average pass rate (%)
All program completers, 2012-2013	28	0.88	28	100	99
All program completers, 2011-2012	37	0.81	33	89.2	97

5.4.2 The EPP can demonstrate that the licensure or certification test results are...

	Agree	Disagree
Representative (demonstrates typical candidate or completer performance)	X	
Actionable (provides specific guidance for continuous improvement)	X	
5.4.3 The EPP can demonstrate that it has made modifications in its preparation based on certification test results.	X	

**5.5 Indicators of teaching effectiveness.** Report information on the availability of measures of teaching effectiveness during in-service for completers of programs leading to an initial teacher certification or licensure

For which of the following measures of teaching effectiveness does the EPP have data or plan to collect data?

Assessment	Data Available	Data Not Available	
		The EPP has a plan to collect data in the next two years	The EPP does not currently have a plan to collect data within the next two years.
<b>Completer performance during in-service</b>			
Surveys of P-12 students on completer Performance		X	
School district-level teacher evaluation		X	
Employer observations		X	
Employer surveys		X	
EPP-designed case study	X		
Other (specify)			X

**5.6 Results of employer surveys, including retention and employment milestones.** Report information on the availability of employer satisfaction data for completers employed by school districts.

5.6.1 If "Disagree", go to 5.7

Employer survey results are available to the EPP.

Disagree

**5.7 Ability of completers to be hired in education positions for which they have prepared.** Report on the availability of employment information for completers of programs leading to an initial teacher licensure or certification, as of September 1, 2013.

5.7.1 If "Disagree", then go to 5.8

The EPP has attempted to collect data on the employment status of completers.

Agree

5.7.2 What strategies have the EPP used to collect data? (Check all that apply.)

- Collaboration with school districts
- Collaboration with state education departments

5.7.3 What challenges have the EPP encountered when collecting data? (Check all that apply.)

- Maintaining current candidate records
- Insufficient resources

5.7.4 If "Disagree", then go to 5.8

The EPP has access to information on the employment status of completers

Agree

5.7.5 The EPP has access to information on the employment status of completers from which of the following sources? (Check all that apply.)

- Self-report from the completer
- Third party:
- State department (specify) P-20 (State organization)

5.7.6 Based on the EPP's available information, complete the chart below on the employment status of candidates who completed their program in Academic Year 2013-2014.

Number of completers with each employment status

Year of program Completion	Total number of completers	Employed in a Position for which they were prepared	Employed in an Education position outside of their preparation	Enrolled in higher education	Employed outside of the education field	Not employed	Employment status unknown
AY 2013-2014	45	29	1	0	5	2	8

**5.8 Student loan default rates and other consumer information.** Report consumer information for the educator preparation provider.

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

<b>Consumer information</b>	<b>No Access to data</b>	<b>Access to data</b>	<b>Publicly displayed data</b>
3-year student loan default rate	X		
Average cost of attendance		X	<a href="http://www.hpu.edu/Business_Office/Tuition_and_Fee_Schedule.html">http://www.hpu.edu/Business_Office/Tuition_and_Fee_Schedule.html</a>
Average beginning salary of a program completer		X	<a href="http://www.hpu.edu/CHSS/Education/index.html">http://www.hpu.edu/CHSS/Education/index.html</a>
Placement patterns of completers	X		
Other (specify)	X		

**Section 6. Areas for Improvement, Weaknesses, and/or Stipulations**

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

**Section 7. Accreditation Pathway**

**Inquiry Brief.** Update Appendix E to confirm the categories of evidence the faculty members rely on and have available to support their claims that candidates know their subjects, know pedagogy, and can teach in an effective and caring manner. The update should also note any new categories of evidence the faculty plans to collect.

A. Items under each category of Appendix E are examples. Programs may have more or different evidence.

Type of Evidence	Available and in the Brief		Not available and not in the Brief Reason		Reason for your selection
	Relied on	Not Relied on	For future use	Not for future use	
<b>Grades</b> Candidate Grades and grade point averages					
	X				Supports the claim that candidates know their subject and thus can teach in an effective manner.
<b>Scores on standardized test</b> Candidate scores on standardized license or board examinations					
	X				Supports the claim that candidates know their subject and thus can teach in an effective manner.
Candidate scores on undergraduate and/or graduate admission tests or subject matter knowledge and aptitude					
	X				Supports the claim that candidates know their subject and thus can teach in an effective manner.
Standardized scores and gains of completers' own students					
				X	Data not available to Institutions of Higher Learning (IHE)
<b>Ratings</b> Ratings of portfolios of academic and clinical accomplishments					
	X				Supports the claim via Candidates Professional Portfolio
Third-party rating of program's students					
			X		Hawaii DOE Data Reporting system
Rating of in-service, clinical , and PDS teaching					
	X				Supports the claim Clinical Evaluation by professor
Ratings, by cooperating teacher and college / university supervisors, of practice teacher's work samples					
	X				Supports the claim that candidates can teach in an effective and caring manner

<b>Rates</b>					
Rates of completion of courses and program					
	X				Supports the claims that candidates know their subjects, know pedagogy, and can teach in an effective and caring manner
Completers' career retention rates					
			X		The HPU School of Education will be using the Educator Effectiveness reports issued by the Hawaii Department of Education, as soon as they become available to the IHEs.
Completers' job placement rates					
			X		The HPU School of Education will be using the Educator Effectiveness reports issued by the Hawaii Department of Education, as soon as they become available to the IHEs.
Rates of completers' professional advanced study					
			X		Assessment of InTASC Standard 9
Rates of completers' leadership role					
			X		Assessment of InTASC Standard 10
Rates of graduates' professional service activities					
				X	Assessment of InTASC Standard 10
<b>Case studies and alumni competence</b>					
Evaluations of completers by their own pupils					
				X	Data not available to IHEs – the HPU School of Education will be using the Educator Effectiveness reports issued by the Hawaii Department of Education, as soon as they become available to the IHEs.
Completer self-assessment of their accomplishment					
			X		Assessment of InTASC Standards 1-10: Supports the claim that completer's demonstrate ethical behavior, and engage in self-reflection and collaboration.
Third-party professional recognition of completers (e.g., NBPTS)					
			X		Assessment of program effectiveness in preparing new

					teachers - Supports the claim as all Candidates are recognized by HTSB once they complete the requirements of the Program.
Employer's evaluations of the program's completers					
			X		Assessment of program effectiveness in preparing new teachers - The HPU School of Education will be using the Educator Effectiveness reports issued by the Hawaii Department of Education, as soon as they become available to the IHEs.
Completers' authoring of textbooks, curriculum materials, etc.					
			X		Assessment of program effectiveness in preparing new teachers - There is currently no evidence or data to support completer's studies after graduation.
Case studies of completers' own students' learning and accomplishment					
			X		Assessment of program effectiveness in preparing new teachers - Supports the claim, as the case study assignment is embedded in the program's child development courses and evaluated with a 5 point rubric aligned to the InTASC Standard 1.

### Section 8: Preparer's Authorization

#### Report Preparer's Information

Name: Mani Sehgal

Position: Director - School of Education

Phone: 808-543-8046

E-mail: msehgal@hpu.edu

# iTeach

**CAEP ID:** 27485

**AACTE SID:**

**Institution:** iteach U.S.

**EPP:** Teacher Education Program

## Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2013-2014?

Number of completers in programs leading to initial teacher certification or licensure	942
Number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)	0
<b>Total number of program completers</b>	<b>942</b>

## Section 3. Substantive Changes

**Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2013-2014 academic year?**

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements

No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status

No Change / Not Applicable

3.6 Change in state program approval

No Change / Not Applicable



**Section 4. Display of candidate performance data.**

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

[www.iteach.net](http://www.iteach.net)

**Section 5. Candidate and Program Measures**

For each required measure of program impact, program outcome, or consumer information, evidence must be provided for programs leading to initial teacher certification or licensure. CAEP encourages EPPs to provide information on the optional reporting measures as well.

**CAEP's 8 Reporting Measures**

5.1 Impact on P-12 learning and development	5.5 Indicators of teaching effectiveness
5.2 Results of completer surveys	5.6 Results of employer surveys, and including retention and employment milestones
5.3 Graduation rates	5.7 Ability of completers to be hired in education positions for which they have prepared
5.4 Ability of completers to meet licensing (certification) and any additional state requirements	5.8 Student loan default rates and other consumer information

**Yes**, a program or programs leading to initial teacher certification is currently being offered.

**5.1 Impact on P-12 learning and development.** Report information on candidate performance during pre-service and completer performance during in-service for programs leading to an initial teacher certification or licensure.

Which of the following measures of impact on P-12 student learning is the EPP using and planning to use as evidence?

Assessment	Data Available	Data Not Available	
		The EPP has a plan to collect data in the next two years	The EPP does not currently have a plan to collect data within the next two years.
<b>5.1.1 Candidate performance during pre-service</b>			
Unit and lesson plans	X		
Pre-post tests of student learning			X
Videos of candidate instruction		X	
Candidate reflection	X		
Surveys of P-12 students on candidate performance	X		
State-adopted assessment(s) (specify) Praxis	X		
State-designed assessment(s) (specify) TExES	X		
EPP-designed assessment(s) (specify) Impact on Student Learning		X	
Other (specify)			X
<b>5.1.2 Completer performance during in-service</b>			
Student achievement and/or learning models (e.g., value-added modeling)			X
EPP-designed case study			X
Other (specify)			X

**5.2 Results of completer surveys.** Report information on the satisfaction of completers of programs leading to an initial teacher certification or licensure.

Completer survey results are available to the EPP. Agree

5.2.2 Which of the following descriptions characterize the completer survey(s) available on the preparation of the EPP? (Check all that apply.)

<input checked="" type="checkbox"/>	The completer provides summary ratings of the EPP and its programs.
<input checked="" type="checkbox"/>	The completer provides responses to open-ended questions about the EPP.
<input checked="" type="checkbox"/>	The completer provides a response to questions about their preparation in at least one of the following areas:
<input checked="" type="checkbox"/>	Content knowledge
<input checked="" type="checkbox"/>	Instruction and pedagogical content knowledge
<input checked="" type="checkbox"/>	Teaching diverse P-12 students
<input checked="" type="checkbox"/>	Teaching P-12 students with diverse needs
<input checked="" type="checkbox"/>	Classroom management
<input checked="" type="checkbox"/>	Alignment of teaching with state standards
<input checked="" type="checkbox"/>	Family and community engagement
<input checked="" type="checkbox"/>	Assessment of P-12 student learning
<input type="checkbox"/>	Other (Specify)

5.2.3 If applicable, after a candidate completes a program, when does the EPP administer its completer surveys? (Check all that apply.)

<input checked="" type="checkbox"/>	At the end of the program
<input type="checkbox"/>	Between the end of the program and one year after program completion
<input type="checkbox"/>	Between one and two years after program completion
<input type="checkbox"/>	Between two and three years after program completion
<input type="checkbox"/>	Between three and four years after program completion
<input type="checkbox"/>	More than four years after program completion

5.2.4 Indicate the EPP's access to results of completer surveys and the survey response levels.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP		X	942	942
Individual Program	X			
Institution or Organization	X			
State	X			
Other	X			

5.2.5 The EPP can demonstrate that the completer survey is...

	Agree	Disagree
Reliable (produces consistent results about completer satisfaction)	X	
Valid (can make an appropriate inference about completer satisfaction)	X	
A measure with a representative sample (demonstrates typical completer responses)	X	
Inclusive of stakeholder interests	X	
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)	X	
The EPP can demonstrate that it has made modifications in its preparation based on completer survey results.	X	

**5.3 Graduation rates.** Report information on enrollment and candidate progress in programs leading to an initial teacher certification or licensure, as of September 1, 2014.

Academic year a candidate was first enrolled

	AY 2013-2014	AY 2012-2013	AY 2011-2012	AY 2010-2011	AY 2009-2010
<b>First Time Enrollment.</b> The number of candidates who enrolled for the first time, during a specified academic year.					
Number of candidates who were enrolled for the first time in a program leading to an initial teacher certification or licensure	1897	963	670	1614	1725
<b>Progress in AY 2013-2014.</b> The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2013-2014. List candidates according to the academic year they were first enrolled.					
Number of candidates who were recommended for an initial teacher certification or licensure during AY 2013-2014	942	806	836	1214	1517
Number of candidates/completers who were <b>not</b> recommended for an initial teacher certification or licensure...	0				
Continued in a program	955				
Been counseled out of a program	0				
Withdrawn from a program	0				

**5.4 Ability of completers to meet licensing (certification) and any additional state requirements.**

Report information on candidate performance on state licensure tests for initial teacher certification or licensure.

5.4.1 Assessment Pass Rates reported to Title II

	Number taking test	Average scaled score* (This value should be between 0-1.)	Number passing test	Pass rate (%)	Statewide average pass rate (%)
All program completers, 2012-2013	806				
All program completers, 2011-2012	734				

5.4.2 The EPP can demonstrate that the licensure or certification test results are...

	Agree	Disagree
Representative (demonstrates typical candidate or completer performance)		X
Actionable (provides specific guidance for continuous improvement)		X
5.4.3 The EPP can demonstrate that it has made modifications in its preparation based on certification test results.		X

**5.5 Indicators of teaching effectiveness.** Report information on the availability of measures of teaching effectiveness during in-service for completers of programs leading to an initial teacher certification or licensure

For which of the following measures of teaching effectiveness does the EPP have data or plan to collect data?

Assessment	Data Available	Data Not Available	
		The EPP has a plan to collect data in the next two years	The EPP does not currently have a plan to collect data within the next two years.
<b>Completer performance during in-service</b>			
Surveys of P-12 students on completer Performance			X
School district-level teacher evaluation			X
Employer observations			X
Employer surveys		X	
EPP-designed case study			X
Other (specify) n/a			X

**5.6 Results of employer surveys, including retention and employment milestones.** Report information on the availability of employer satisfaction data for completers employed by school districts.

5.6.1 If "Disagree", go to 5.7

Employer survey results are available to the EPP.

Disagree

5.6.2 Which of the following descriptions characterize the employer survey(s) available?  
(Check all that apply.)

<input type="checkbox"/>	The employer provides overall summary ratings of the completer.
<input type="checkbox"/>	The employer provides responses to open-ended questions about the completer.
<input type="checkbox"/>	The employer provides a response to questions about the completer's preparation in at least one of the following areas:
<input type="checkbox"/>	Collaboration with school-based colleagues and staff
<input type="checkbox"/>	Alignment of teaching with state standards
<input type="checkbox"/>	Family and community engagement
<input type="checkbox"/>	Content/subject matter
<input type="checkbox"/>	Instructional and pedagogical content knowledge
<input type="checkbox"/>	Development of a safe learning environment
<input type="checkbox"/>	Assessment of P-12 student learning
<input type="checkbox"/>	Teaching P-12 students with diverse needs
<input type="checkbox"/>	Other (Specify) Different for different states

5.6.3 Indicate the access the EPP has to results from employer surveys and their response levels.  
(Check all that apply.)

Survey administered by	No access to data	Access to Data
EPP	X	
Institution or Organization	X	
School District	X	
State	X	
Accreditation agency	X	
Other (specify)	X	

5.6.4 The EPP can demonstrate that the employer survey is...

	Agree	Disagree
Reliable (produces consistent results about employer satisfaction)		X
Valid (can make an appropriate inference about employer satisfaction)		X
A measure with a representative sample (demonstrates typical employer responses)		X
Inclusive of stakeholder interests		X
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)		X

5.6.5 The EPP can demonstrate that it has made modifications in its preparation based on employer survey results.		X
---	--	---



**5.7 Ability of completers to be hired in education positions for which they have prepared.** Report on the availability of employment information for completers of programs leading to an initial teacher licensure or certification, as of September 1, 2013.

5.7.1 If "Disagree", then go to 5.8

The EPP has attempted to collect data on the employment status of completers.

Agree

5.7.2 What strategies have the EPP used to collect data? (Check all that apply.)

<input type="checkbox"/>	Completer survey
<input type="checkbox"/>	Employer survey
<input type="checkbox"/>	Institutional or organizational department (e.g., Alumni Office) (specify)
<input type="checkbox"/>	Collaboration with other EPPs
<input type="checkbox"/>	Collaboration with school districts
<input type="checkbox"/>	Collaboration with state education departments
<input type="checkbox"/>	Contracted a consultant or organization
<input type="checkbox"/>	Other (specify) The majority of our completers are hired for field experience

5.7.3 What challenges have the EPP encountered when collecting data? (Check all that apply.)

<input type="checkbox"/>	Low response rates
<input type="checkbox"/>	Inaccurate reporting of employment status
<input type="checkbox"/>	Maintaining current candidate records
<input type="checkbox"/>	Privacy issues
<input type="checkbox"/>	Insufficient resources
<input type="checkbox"/>	Other (specify) None

5.7.4 If "Disagree", then go to 5.8

The EPP has access to information on the employment status of completers

Agree

5.7.5 The EPP has access to information on the employment status of completers from which of the following sources? (Check all that apply.)

<input type="checkbox"/>	Self-report from the completer
<input checked="" type="checkbox"/>	Third party:
<input checked="" type="checkbox"/>	School district
<input type="checkbox"/>	State department (specify)
<input type="checkbox"/>	Other (specify)

5.7.6 Based on the EPP's available information, complete the chart below on the employment status of candidates who completed their program in Academic Year 2013-2014.

Number of completers with each employment status

<b>Year of program Completion</b>	<b>Total number of completers</b>	<b>Employed in a position for which they were prepared</b>	<b>Employed in an education position outside of their preparation</b>	<b>Enrolled in higher education</b>	<b>Employed outside of The education field</b>	<b>Not employed</b>	<b>Employment status unknown</b>
AY 2013-2014	942	902	0	0	0	0	40

**5.8 Student loan default rates and other consumer information.** Report consumer information for the educator preparation provider.

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Consumer information	No Access to data	Access to data	Publicly displayed data
3-year student loan default rate	X		
Average cost of attendance		X	<a href="http://www.iteach.net/fees">www.iteach.net/fees</a>
Average beginning salary of a program completer	X		
Placement patterns of completers	X		
Other (specify)	X		

**Section 6. Areas for Improvement, Weaknesses, and/or Stipulations**

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

**Section 7. Accreditation Pathway**

**Continuous Improvement.** Summarize progress toward target level performance on the standard(s) selected.

Having progressed through a report that is designed with ONLY a traditional IHE preparation program in mind, I am not sure what information iteachU.S. could provide about our continuous improvement that would align with the mindset of this report. I would welcome the opportunity to discuss how this report might be redesigned to address diversity of programs. Previously iteachU.S. had identified a plan to make continuous improvement in Diversity. Since this "Standard" is no longer identified as a separate standard, iteachU.S. has identified Standard 5 for which the program will progress toward target level performance. Our program has identified retention as a critical component of teacher preparation that we want to investigate to determine effects of various program variables. This year we began a retention study of completers over a ten year span.

**Report Preparer's Information**

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Position: President

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# Kaho`iwai

CAEP ID: 34216

AACTE SID:

Institution: Kaho`iwai

EPP: Teacher Education Program

## Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2013-2014?

Number of completers in programs leading to initial teacher certification or licensure	0
Number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)	0
<b>Total number of program completers</b>	<b>0</b>

## Section 3. Substantive Changes

**Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2013-2014 academic year?**

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements

No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status

No Change / Not Applicable

3.6 Change in state program approval

No Change / Not Applicable

**Section 4. Display of candidate performance data.**

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

[https://kalo-kahoiwai.edlloadmin.com/apps/pages/admin\\_edit\\_webpage.jsp?uREC\\_ID=209526&type=d&title=Programs](https://kalo-kahoiwai.edlloadmin.com/apps/pages/admin_edit_webpage.jsp?uREC_ID=209526&type=d&title=Programs)

**Section 5. Candidate and Program Measures**

For each required measure of program impact, program outcome, or consumer information, evidence must be provided for programs leading to initial teacher certification or licensure. CAEP encourages EPPs to provide information on the optional reporting measures as well.

**CAEP's 8 Reporting Measures**

5.1 Impact on P-12 learning and development	5.5 Indicators of teaching effectiveness
5.2 Results of completer surveys	5.6 Results of employer surveys, and including retention and employment milestones
5.3 Graduation rates	5.7 Ability of completers to be hired in education positions for which they have prepared
5.4 Ability of completers to meet licensing (certification) and any additional state requirements	5.8 Student loan default rates and other consumer information

Yes, a program or programs leading to initial teacher certification is currently being offered.

**5.1 Impact on P-12 learning and development.** Report information on candidate performance during pre-service and completer performance during in-service for programs leading to an initial teacher certification or licensure.

Which of the following measures of impact on P-12 student learning is the EPP using and planning to use as evidence?

Assessment	Data Available	Data Not Available	
		The EPP has a plan to collect data in the next two years	The EPP does not currently have a plan to collect data within the next two years.
<b>5.1.1 Candidate performance during pre-service</b>			
Unit and lesson plans		X	
Pre-post tests of student learning			X
Videos of candidate instruction			X
Candidate reflection		X	
Surveys of P-12 students on candidate performance			X
State-adopted assessment(s) (specify) PPAT		X	
State-designed assessment(s) (specify)			X
EPP-designed assessment(s) (specify) Portfolio		X	
Other (specify)			X
<b>5.1.2 Completer performance during in-service</b>			
Student achievement and/or learning models (e.g., value-added modeling)			X
EPP-designed case study			X
Other (specify)			X

**5.2 Results of completer surveys.** Report information on the satisfaction of completers of programs leading to an initial teacher certification or licensure.

Completer survey results are available to the EPP.

Disagree

5.2.2 Which of the following descriptions characterize the completer survey(s) available on the preparation of the EPP? (Check all that apply.)

<input checked="" type="checkbox"/>	The completer provides summary ratings of the EPP and its programs.
<input checked="" type="checkbox"/>	The completer provides responses to open-ended questions about the EPP.
<input checked="" type="checkbox"/>	The completer provides a response to questions about their preparation in at least one of the following areas:
	Content knowledge
<input checked="" type="checkbox"/>	Instruction and pedagogical content knowledge
<input checked="" type="checkbox"/>	Teaching diverse P-12 students
<input checked="" type="checkbox"/>	Teaching P-12 students with diverse needs
<input checked="" type="checkbox"/>	Classroom management
<input checked="" type="checkbox"/>	Alignment of teaching with state standards
<input checked="" type="checkbox"/>	Family and community engagement
<input checked="" type="checkbox"/>	Assessment of P-12 student learning
	Other (Specify)

5.2.3 If applicable, after a candidate completes a program, when does the EPP administer its completer surveys? (Check all that apply.)

<input checked="" type="checkbox"/>	At the end of the program
	Between the end of the program and one year after program completion
	Between one and two years after program completion
	Between two and three years after program completion
	Between three and four years after program completion
	More than four years after program completion

5.2.4 Indicate the EPP's access to results of completer surveys and the survey response levels.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	X		0	0
Individual Program	X		0	0
Institution or Organization	X		0	0
State	X		0	0
Other				

5.2.5 The EPP can demonstrate that the completer survey is...

	Agree	Disagree
Reliable (produces consistent results about completer satisfaction)		X
Valid (can make an appropriate inference about completer satisfaction)		X
A measure with a representative sample (demonstrates typical completer responses)		X
Inclusive of stakeholder interests		X
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)		X
The EPP can demonstrate that it has made modifications in its preparation based on completer survey results.		X



**5.3 Graduation rates.** Report information on enrollment and candidate progress in programs leading to an initial teacher certification or licensure, as of September 1, 2014.

Academic year a candidate was first enrolled

	AY 2013-2014	AY 2012-2013	AY 2011-2012	AY 2010-2011	AY 2009-2010
<b>First Time Enrollment.</b> The number of candidates who enrolled for the first time, during a specified academic year.					
Number of candidates who were enrolled for the first time in a program leading to an initial teacher certification or licensure	5	0	0	0	0
<b>Progress in AY 2013-2014.</b> The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2013-2014. List candidates according to the academic year they were first enrolled.					
Number of candidates who were recommended for an initial teacher certification or licensure during AY 2013-2014	0	0	0	0	0
Number of candidates/completers who were <b>not</b> recommended for an initial teacher certification or licensure...	0				
Continued in a program	4				
Been counseled out of a program	0				
Withdrawn from a program	1				

**5.4 Ability of completers to meet licensing (certification) and any additional state requirements.**

Report information on candidate performance on state licensure tests for initial teacher certification or licensure.

5.4.1 Assessment Pass Rates reported to Title II

	Number taking test	Average scaled score* (This value should be between 0-1.)	Number passing test	Pass rate (%)	Statewide average pass rate (%)
All program completers, 2012-2013	0	0	0	0	0
All program completers, 2011-2012	0	0	0	0	0

5.4.2 The EPP can demonstrate that the licensure or certification test results are...

	Agree	Disagree
Representative (demonstrates typical candidate or completer performance)		X
Actionable (provides specific guidance for continuous improvement)		X
5.4.3 The EPP can demonstrate that it has made modifications in its preparation based on certification test results.		X

**5.5 Indicators of teaching effectiveness.** Report information on the availability of measures of teaching effectiveness during in-service for completers of programs leading to an initial teacher certification or licensure

For which of the following measures of teaching effectiveness does the EPP have data or plan to collect data?

Assessment	Data Available	Data Not Available	
		The EPP has a plan to collect data in the next two years	The EPP does not currently have a plan to collect data within the next two years.
<b>Completer performance during in-service</b>			
Surveys of P-12 students on completer Performance			X
School district-level teacher evaluation		X	
Employer observations		X	
Employer surveys			X
EPP-designed case study			X
Other (specify)			X

**5.6 Results of employer surveys, including retention and employment milestones.** Report information on the availability of employer satisfaction data for completers employed by school districts.

5.6.1 If "Disagree", go to 5.7

Employer survey results are available to the EPP.

Disagree

5.6.3 Indicate the access the EPP has to results from employer surveys and their response levels.  
(Check all that apply.)

Survey administered by	No access to data	Access to Data
EPP	X	
Institution or Organization	X	
School District	X	
State	X	
Accreditation agency	X	
Other (specify)	X	

5.6.4 The EPP can demonstrate that the employer survey is...

	Agree	Disagree
Reliable (produces consistent results about employer satisfaction)		X
Valid (can make an appropriate inference about employer satisfaction)		X
A measure with a representative sample (demonstrates typical employer responses)		X
Inclusive of stakeholder interests		X
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)		X
5.6.5 The EPP can demonstrate that it has made modifications in its preparation based on employer survey results.		X

**5.7 Ability of completers to be hired in education positions for which they have prepared.** Report on the availability of employment information for completers of programs leading to an initial teacher licensure or certification, as of September 1, 2013.

5.7.1 If "Disagree", then go to 5.8

The EPP has attempted to collect data on the employment status of completers.

Disagree

5.7.2 What strategies have the EPP used to collect data? (Check all that apply.)

5.7.3 What challenges have the EPP encountered when collecting data? (Check all that apply.)

5.7.4 If "Disagree", then go to 5.8

The EPP has access to information on the employment status of completers

Disagree

5.7.5 The EPP has access to information on the employment status of completers from which of the following sources? (Check all that apply.)

5.7.6 Based on the EPP's available information, complete the chart below on the employment status of candidates who completed their program in Academic Year 2013-2014.

Number of completers with each employment status

<b>Year of program Completion</b>	<b>Total number of completers</b>	<b>Employed in a position for which they were prepared</b>	<b>Employed in an education position outside of their preparation</b>	<b>Enrolled in higher education</b>	<b>Employed outside of The education field</b>	<b>Not employed</b>	<b>Employment status unknown</b>
AY 2013-2014	0	0	0	0	0	0	0

**5.8 Student loan default rates and other consumer information.** Report consumer information for the educator preparation provider.

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

<b>Consumer information</b>	<b>No Access to data</b>	<b>Access to data</b>	<b>Publicly displayed data</b>
3-year student loan default rate	X		
Average cost of attendance		X	<a href="http://kahoiwai.kalo.org/apps/pages/index.jsp?uREC_ID=209469&amp;type=d&amp;pREC_ID=593015">http://kahoiwai.kalo.org/apps/pages/index.jsp?uREC_ID=209469&amp;type=d&amp;pREC_ID=593015</a>
Average beginning salary of a program completer	X	X	
Placement patterns of completers	X		
Other (specify)	X		

**Section 6. Areas for Improvement, Weaknesses, and/or Stipulations**

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Weakness      2.3 Influential quality control system

**The design described in the Inquiry Brief Proposal has not been operationalized.**

The program is nearing completion of the first cohort. The program has been operationalized and is going well. Graduates in the second half of this year will provide data for the next reporting period. We continue to implement the program, gather data and report annually.

**Section 7. Accreditation Pathway**

**Inquiry Brief.** Update Appendix E to confirm the categories of evidence the faculty members rely on and have available to support their claims that candidates know their subjects, know pedagogy, and can teach in an effective and caring manner. The update should also note any new categories of evidence the faculty plans to collect.

A. Items under each category of Appendix E are examples. Programs may have more or different evidence.

Type of Evidence	Available and in the Brief		Not available and not in the Brief Reason		Reason for your selection
	Relied on	Not Relied on	For future use	Not for future use	
<b>Grades</b> Candidate Grades and grade point averages					
	X				Internal assessment of content, pedagogy and effective teaching.
<b>Scores on standardized test</b> Candidate scores on standardized license or board examinations					
	X				State requirement of content knowledge. Praxis II
Candidate scores on undergraduate and/or graduate admission tests or subject matter knowledge and aptitude					
	X				Not required, state requirement for Bachelor degree and academic major in field is used in lieu of this item
Standardized scores and gains of completers' own students					
				X	Data from student achievement to be used as evidence in portfolios
<b>Ratings</b> Ratings of portfolios of academic and clinical accomplishments					
	X				Student evidence of HTSB Professional Standards.
Third-party rating of program's students					
	X				This tool will be developed for survey of future program once union issues are resolved. Discussions underway with some stakeholders.
Rating of in-service, clinical , and PDS teaching					
	X				Dispositions, Kauhale principles, reflection and TPS rating, Internal assessment of professional skills by Hälau supervisor
Ratings, by cooperating teacher and college / university supervisors, of practice teacher's work samples					
	X				Dispositions, Kauhale principles, and TPS

<b>Rates</b>					
Rates of completion of courses and program					
		X			very small program, data not statistically valid at this time
Completers' career retention rates					
		X			very small program, data not statistically valid at this time
Completers' job placement rates					
				X	Difficulty in gathering data
Rates of completers' professional advanced study					
				X	Difficulty in gathering data
Rates of completers' leadership role					
				X	Difficulty in gathering data
Rates of graduates' professional service activities					
				X	Difficulty in gathering data
<b>Case studies and alumni competence</b>					
Evaluations of completers by their own pupils					
				X	Difficulty in gathering data
Completer self-assessment of their accomplishment					
				X	Difficulty in gathering data
Third-party professional recognition of completers (e.g., NBPTS)					
				X	Difficulty in gathering data
Employer's evaluations of the program's completers					
			X		Am working towards this. Changes to union agreements required and agreement by state DOE
Completers' authoring of textbooks, curriculum materials, etc.					
				X	Difficulty in gathering data
Case studies of completers' own students' learning and accomplishment					
				X	Difficulty in gathering data

# Leeward Community College

**CAEP ID:** 33268

**AACTE SID:**

**Institution:** Leeward Community College/AAT Office

**EPP:** Educator Preparation Program (not yet accredited)

## Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2013-2014?

Number of completers in programs leading to initial teacher certification or licensure	4
Number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)	0
<b>Total number of program completers</b>	<b>4</b>

## Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Waived

## Section 7. Accreditation Pathway

Waived

## Section 8: Preparer's Authorization

### Report Preparer's Information

I am authorized to complete this report.

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Position: Coordinator

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# Teach For America

CAEP ID: 34857

AACTE SID:

Institution: Teach For America Hawaii

EPP: Education Program

## Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2013-2014?

Number of completers in programs leading to initial teacher certification or licensure	79
Number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)	0
<b>Total number of program completers</b>	<b>79</b>

## Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Waived

## Section 7. Accreditation Pathway

Waived

## Section 8: Preparer's Authorization

### Report Preparer's Information

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Position: Manager, Teacher Leadership Development

Phone: (808)521-1371 ext. 27125

E-mail: kara.kusunoki@teachforamerica.org

## UH-Hilo

**CAEP ID:** 15948

**AACTE SID:**

**Institution:** University of Hawaii at Hilo

**EPP:** Educator Preparation Program (not yet accredited)

### Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2013-2014?

Number of completers in programs leading to initial teacher certification or licensure	26
Number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)	0
<b>Total number of program completers</b>	<b>26</b>

### Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Waived

### Section 7. Accreditation Pathway

Waived

### Section 8: Preparer's Authorization

#### Report Preparer's Information

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Position: Office Assistant IV

Phone: 808-932-7102

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# UH-Manoa

**CAEP ID:** 15379  
**Institution:** University of Hawaii at Manoa  
**Unit:** College of Education

**AACTE SID:** 1430

## Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2013-2014?

Enter a numeric value for each textbox.

Number of completers in programs leading to initial teacher certification or licensure	245
Number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)	132
<b>Total number of program completers</b>	<b>377</b>

## Section 3. Substantive Changes

**Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2013-2014 academic year?**

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements

No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status

No Change / Not Applicable

3.6 Change in state program approval

No Change / Not Applicable

**Section 4. Display of candidate performance data.**

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

Demographics; completer, alumni, and employer satisfaction; and candidate performance on assessments.:

<https://coe.hawaii.edu/measuring-our-success>

Candidate performance on assessments within programs.:

<https://coe.hawaii.edu/student-performance-assessments-within-programs>

**Section 5. Candidate and Program Measures**

For each required measure of program impact, program outcome, or consumer information, evidence must be provided for programs leading to initial teacher certification or licensure. CAEP encourages EPPs to provide information on the optional reporting measures as well.

**CAEP's 8 Reporting Measures**

5.1 Impact on P-12 learning and development	5.5 Indicators of teaching effectiveness
5.2 Results of completer surveys	5.6 Results of employer surveys, and including retention and employment milestones
5.3 Graduation rates	5.7 Ability of completers to be hired in education positions for which they have prepared
5.4 Ability of completers to meet licensing (certification) and any additional state requirements	5.8 Student loan default rates and other consumer information

**Yes,** a program or programs leading to initial teacher certification is currently being offered.

**5.1 Impact on P-12 learning and development.** Report information on candidate performance during pre-service and completer performance during in-service for programs leading to an initial teacher certification or licensure.

Which of the following measures of impact on P-12 student learning is the EPP using and planning to use as evidence?

Assessment	Data Available	Data Not Available	
		The EPP has a plan to collect data in the next two years	The EPP does not currently have a plan to collect data within the next two years.
<b>5.1.1 Candidate performance during pre-service</b>			
Unit and lesson plans	X		
Pre-post tests of student learning			X
Videos of candidate instruction		X	
Candidate reflection	X		
Surveys of P-12 students on candidate performance			X
State-adopted assessment(s) (specify) Praxis II (data currently available); edTPA (plan to collect in next 2 years)		X	
State-designed assessment(s) (specify) n/a			X
EPP-designed assessment(s) (specify) n/a			X
Other (specify) n/a			X
<b>5.1.2 Completer performance during in-service</b>			
Student achievement and/or learning models (e.g., value-added modeling)	X		
EPP-designed case study			X
Other (specify)	X		

**5.2 Results of completer surveys.** Report information on the satisfaction of completers of programs leading to an initial teacher certification or licensure.

Completer survey results are available to the EPP. Agree

5.2.2 Which of the following descriptions characterize the completer survey(s) available on the preparation of the EPP? (Check all that apply.)

X	The completer provides summary ratings of the EPP and its programs.
X	The completer provides responses to open-ended questions about the EPP.
X	The completer provides a response to questions about their preparation in at least one of the following areas:
X	Content knowledge
X	Instruction and pedagogical content knowledge
X	Teaching diverse P-12 students
X	Teaching P-12 students with diverse needs
X	Classroom management
X	Alignment of teaching with state standards
X	Family and community engagement
X	Assessment of P-12 student learning
X	Other (Specify) Conceptual Framework: Knowledgeable, Effective, & Caring

5.2.3 If applicable, after a candidate completes a program, when does the EPP administer its completer surveys? (Check all that apply.)

X	At the end of the program
	Between the end of the program and one year after program completion
X	Between one and two years after program completion
X	Between two and three years after program completion
X	Between three and four years after program completion
	More than four years after program completion

5.2.4 Indicate the EPP's access to results of completer surveys and the survey response levels.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP		X	273	148
Individual Program	X			
Institution or Organization	X			
State	X			
Other	X			

5.2.5 The EPP can demonstrate that the completer survey is...

	Agree	Disagree
Reliable (produces consistent results about completer satisfaction)	X	
Valid (can make an appropriate inference about completer satisfaction)	X	
A measure with a representative sample (demonstrates typical completer responses)	X	
Inclusive of stakeholder interests	X	
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)	X	
The EPP can demonstrate that it has made modifications in its preparation based on completer survey results.	X	

**5.3 Graduation rates.** Report information on enrollment and candidate progress in programs leading to an initial teacher certification or licensure, as of September 1, 2014.

Academic year a candidate was first enrolled

	AY 2013-2014	AY 2012-2013	AY 2011-2012	AY 2010-2011	AY 2009-2010
<b>First Time Enrollment.</b> The number of candidates who enrolled for the first time, during a specified academic year.					
Number of candidates who were enrolled for the first time in a program leading to an initial teacher certification or licensure	269	341	375	429	373
<b>Progress in AY 2013-2014.</b> The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2013-2014. List candidates according to the academic year they were first enrolled.					
Number of candidates who were recommended for an initial teacher certification or licensure during AY 2013-2014	0	227	13	1	1
Number of candidates/completers who were <b>not</b> recommended for an initial teacher certification or licensure...	269				
Continued in a program	241				
Been counseled out of a program	15				
Withdrawn from a program	13				

**5.4 Ability of completers to meet licensing (certification) and any additional state requirements.**

Report information on candidate performance on state licensure tests for initial teacher certification or licensure.

5.4.1 Assessment Pass Rates reported to Title II

	Number taking test	Average scaled score* (This value should be between 0-1.)	Number passing test	Pass rate (%)	Statewide average pass rate (%)
All program completers, 2012-2013	267	.74	266	99.6	99
All program completers, 2011-2012	281	.73	277	99	97



5.4.2 The EPP can demonstrate that the licensure or certification test results are...

	Agree	Disagree
Representative (demonstrates typical candidate or completer performance)	X	
Actionable (provides specific guidance for continuous improvement)	X	
5.4.3 The EPP can demonstrate that it has made modifications in its preparation based on certification test results.	X	

**5.5 Indicators of teaching effectiveness.** Report information on the availability of measures of teaching effectiveness during in-service for completers of programs leading to an initial teacher certification or licensure

For which of the following measures of teaching effectiveness does the EPP have data or plan to collect data?

Assessment	Data Available	Data Not Available	
		The EPP has a plan to collect data in the next two years	The EPP does not currently have a plan to collect data within the next two years.
<b>Completer performance during in-service</b>			
Surveys of P-12 students on completer Performance	X		
School district-level teacher evaluation	X		
Employer observations	X		
Employer surveys		X	
EPP-designed case study			X
Other (specify) Hawaii DOE Educator Effectiveness System	X		

**5.6 Results of employer surveys, including retention and employment milestones.** Report information on the availability of employer satisfaction data for completers employed by school districts.

5.6.1 If "Disagree", go to 5.7

Employer survey results are available to the EPP.

Disagree

5.6.3 Indicate the access the EPP has to results from employer surveys and their response levels.  
(Check all that apply.)

Survey administered by	No access to data	Access to Data
EPP	X	
Institution or Organization	X	
School District	X	
State	X	
Accreditation agency	X	
Other (specify)	X	

5.6.4 The EPP can demonstrate that the employer survey is...

	Agree	Disagree
Reliable (produces consistent results about employer satisfaction)		
Valid (can make an appropriate inference about employer satisfaction)		
A measure with a representative sample (demonstrates typical employer responses)		
Inclusive of stakeholder interests		
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)		
5.6.5 The EPP can demonstrate that it has made modifications in its preparation based on employer survey results.		

**5.7 Ability of completers to be hired in education positions for which they have prepared.** Report on the availability of employment information for completers of programs leading to an initial teacher licensure or certification, as of September 1, 2013.

5.7.1 If "Disagree", then go to 5.8

The EPP has attempted to collect data on the employment status of completers.

Agree

5.7.2 What strategies have the EPP used to collect data? (Check all that apply.)

- Collaboration with school districts
- Collaboration with state education departments

5.7.3 What challenges have the EPP encountered when collecting data? (Check all that apply.)

- Privacy issues
- Other – Receiving completer employment data from Hawaii DOE

5.7.4 If "Disagree", then go to 5.8

The EPP has access to information on the employment status of completers

Disagree

5.7.5 The EPP has access to information on the employment status of completers from which of the following sources? (Check all that apply.)

5.7.6 Based on the EPP's available information, complete the chart below on the employment status of candidates who completed their program in Academic Year 2013-2014.

Number of completers with each employment status

Year of program Completion	Total number of completers	Employed in a position for which they were prepared	Employed in an Education position outside of their preparation	Enrolled in higher education	Employed outside of The education field	Not employed	Employment status unknown
AY 2013-2014							

**5.8 Student loan default rates and other consumer information.** Report consumer information for the educator preparation provider.

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Consumer information	No Access to data	Access to data	Publicly displayed data
3-year student loan default rate		X	<a href="https://www.nsls.ed.gov/nsls_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=0&amp;ope_id=001610">https://www.nsls.ed.gov/nsls_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=0&amp;ope_id=001610</a>
Average cost of attendance		X	<a href="http://www.hawaii.edu/fas/downloads/2013-2014/2013-2014%20Cost%20of%20Attendance.pdf">http://www.hawaii.edu/fas/downloads/2013-2014/2013-2014%20Cost%20of%20Attendance.pdf</a>
Average beginning salary of a program completer		X	<a href="https://www.hawaiipublicschools.org/DOE%20Forms/OHR%20Employment/TeachersSalary2013.pdf">https://www.hawaiipublicschools.org/DOE%20Forms/OHR%20Employment/TeachersSalary2013.pdf</a>
Placement patterns of completers	X		
Other (specify)	X		

**Section 6. Areas for Improvement, Weaknesses, and/or Stipulations**

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

**Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:**

As of our 2014 accreditation review, all initial programs have been nationally recognized by their respective SPAs or the Hawaii Teacher Standards Board (HTSB), with the exception of the PBCSE and BEd in Physical Education and the PBCSE in Secondary Social Studies which received recognition with conditions, and the BEd in Secondary Social Studies which received recognition with probation. In May 2013, the HTSB created a new State Partnership Agreement with CAEP that approved the Program Review with Feedback option. In August 2014, with HTSB approval, we switched to the Program Review with Feedback option and discontinued the SPA program review process. All of our initial programs have multiple measures in place for candidates to demonstrate their knowledge of subject matter. We will be submitting our programs' assessments and scoring guides for review in accordance with the process for Program Review with Feedback in Spring 2018, three years prior to our next CAEP unit visit.

**Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:**

While we appear to be on track to address classroom and office needs, space for both remains a primary concern as enrollments have increased and COE has hired additional faculty and staff. The dates for the construction of our new building and the FROG portable classrooms, and the demolition of our three condemned buildings have all been postponed due to issues outside the control of the COE. The ability of COE to meet current and future demands remains in jeopardy. Instructional space for various classes continues to be problematic. Some classes are taught in COE classrooms and buildings, yet many classes must be taught in buildings throughout the campus. In addition, not all COE faculty members have an

adequate private office. While we continue to push the university to prioritize allocating resources to the improvement of COE facilities, our current situation has not changed dramatically since our last NCATE unit review.

## **Section 7. Accreditation Pathway**

### **1. Space allocated to the unit for instruction, faculty, and research does not support learning, research, and scholarship. (ITP) (ADV)**

**Continuous Improvement.** Summarize progress toward target level performance on the standard(s) selected.

Our unit assessment and evaluation system (Standard 2) was recognized as having attained target level for Initial and Advanced programs during our 2014 NCATE accreditation review. The system provides multiple opportunities to examine data related to candidate performance, program quality, and unit operations. We regularly examine all aspects of our unit's candidates, programs, and operations. The quality and performance components of our unit assessment system identify the levels we assess (i.e., candidates, graduates, programs, faculty, and unit operations) and the database/data collection, data manager, and timeline associated with each.

Designing our assessment system required concerted effort, collaboration, and communication among many stakeholders inside and outside of our college. Maintaining and improving it requires a similar level of attentiveness. Steps are in place for ongoing improvements, including the transition to CAEP standards and edTPA. We have plans and timelines for sustaining target level performance of our unit assessment system. Over the next 18 months, the college will be working with UPD Consulting group on an improvement science project, called EdPrepStat, that will focus on the improvement of our unit assessment system, collaboration and organization across programs, and building the capacity of college and program level leadership and faculty to engage in continuous improvement efforts utilizing internal (college) and external (Hawaii Department of Education Educator Effectiveness System) data.

Challenges sometimes arise when we have changes in leadership, at the dean/chair/director levels and among the faculty and staff. An important aspect of keeping our system operational is the institutionalization of our policies and procedures, which requires training, communicating, and updating, as well as attending to plans for succession of responsibility. Dealing proactively and effectively with change, and recovering with as little disruption as possible in the face of unexpected change, is one of the most important aspects of keeping our assessment system functional and meaningful to our programs and operations, and maintaining target level performance. Everyone involved has an important role to play, and success depends on helping all who are involved understand the responsibilities and timelines, and where to go for assistance.

**Section 7. Accreditation Pathway**

**Inquiry Brief.** Update Appendix E to confirm the categories of evidence the faculty members rely on and have available to support their claims that candidates know their subjects, know pedagogy, and can teach in an effective and caring manner. The update should also note any new categories of evidence the faculty plans to collect.

A. Items under each category of Appendix E are examples. Programs may have more or different evidence.

Type of Evidence	Available and in the Brief		Not available and not in the Brief Reason		Reason for your selection
	Relied on	Not Relied on	For future use	Not for future use	
<b>Grades</b>					
Candidate Grades and grade point averages					
	X				Internal assessment of content, pedagogy and effective teaching.
<b>Scores on standardized test</b>					
Candidate scores on standardized license or board examinations					
	X				State requirement of content knowledge. Praxis II
Candidate scores on undergraduate and/or graduate admission tests or subject matter knowledge and aptitude					
	X				Not required, state requirement for Bachelor degree and academic major in field is used in lieu of this item
Standardized scores and gains of completers' own students					
				X	Data from student achievement to be used as evidence in portfolios
<b>Ratings</b>					
Ratings of portfolios of academic and clinical accomplishments					
	X				Student evidence of HTSB Professional Standards.
Third-party rating of program's students					
	X				This tool will be developed for survey of future program once union issues are resolved. Discussions underway with some stakeholders.
Rating of in-service, clinical , and PDS teaching					
	X				Dispositions, Kauhale principles, reflection and TPS rating, Internal assessment of professional skills by Hälau supervisor
Ratings, by cooperating teacher and college / university supervisors, of practice teacher's work samples					

	X				Dispositions, Kauhale principles, and TPS
<b>Rates</b>					
Rates of completion of courses and program					
		X			very small program, data not statistically valid at this time
Completers' career retention rates					
		X			very small program, data not statistically valid at this time
Completers' job placement rates					
				X	Difficulty in gathering data
Rates of completers' professional advanced study					
				X	Difficulty in gathering data
Rates of completers' leadership role					
				X	Difficulty in gathering data
Rates of graduates' professional service activities					
				X	Difficulty in gathering data
<b>Case studies and alumni competence</b>					
Evaluations of completers by their own pupils					
				X	Difficulty in gathering data
Completer self-assessment of their accomplishment					
				X	Difficulty in gathering data
Third-party professional recognition of completers (e.g., NBPTS)					
				X	Difficulty in gathering data
Employer's evaluations of the program's completers					
			X		Am working towards this. Changes to union agreements required and agreement by state DOE
Completers' authoring of textbooks, curriculum materials, etc.					
				X	Difficulty in gathering data
Case studies of completers' own students' learning and accomplishment					
				X	Difficulty in gathering data

## Section 8: Preparer's Authorization

### Report Preparer's Information

Name: Jessica Miranda

Position: Director of Assessment, Accreditation, and Accountability

Phone: 808-956-6591

E-mail: wellsjes@hawaii.edu

## UH-West Oahu

**CAEP ID:** 31167

**AACTE SID:**

**Institution:** University of Hawaii - West O'ahu

**Unit:** Division of Education

### Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2013-2014?

Enter a numeric value for each textbox.

Number of completers in programs leading to initial teacher certification or licensure	26
Number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)	0
<b>Total number of program completers</b>	<b>26</b>

### Section 3. Substantive Changes

**Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2013-2014 academic year?**

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

Since our initial NCATE unit accreditation in 2013 (Elementary Education, K-6, program only), we have implemented Middle-level and Secondary (grades 6-12) English and Social Studies undergraduate programs.

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements

No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status

No Change / Not Applicable

3.6 Change in state program approval

No Change / Not Applicable



**Section 4. Display of candidate performance data.**

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

<http://www.uhwo.hawaii.edu/academics/degrees-and-certificates/bachelor-of-education/accreditation/>

**Section 5. Candidate and Program Measures**

For each required measure of program impact, program outcome, or consumer information, evidence must be provided for programs leading to initial teacher certification or licensure. CAEP encourages EPPs to provide information on the optional reporting measures as well.

**CAEP's 8 Reporting Measures**

5.1 Impact on P-12 learning and development	5.5 Indicators of teaching effectiveness
5.2 Results of completer surveys	5.6 Results of employer surveys, and including retention and employment milestones
5.3 Graduation rates	5.7 Ability of completers to be hired in education positions for which they have prepared
5.4 Ability of completers to meet licensing (certification) and any additional state requirements	5.8 Student loan default rates and other consumer information

**Yes**, a program or programs leading to initial teacher certification is currently being offered.

**5.1 Impact on P-12 learning and development.** Report information on candidate performance during pre-service and completer performance during in-service for programs leading to an initial teacher certification or licensure.

Which of the following measures of impact on P-12 student learning is the EPP using and planning to use as evidence?

Assessment	Data Available	Data Not Available	
		The EPP has a plan to collect data in the next two years	The EPP does not currently have a plan to collect data within the next two years.
<b>5.1.1 Candidate performance during pre-service</b>			
Unit and lesson plans	X		
Pre-post tests of student learning			X
Videos of candidate instruction		X	
Candidate reflection	X		
Surveys of P-12 students on candidate performance			X
State-adopted assessment(s) (specify) Praxis I Reading, Writing, Math required for entry into the professional program; Praxis II Content Knowledge required for entry into the student teaching professional semester.	X		
State-designed assessment(s) (specify) n/a			X
EPP-designed assessment(s) (specify) Course-level Signature Assignments aligned with state, HTSB/InTASC, and SPA standards; exit surveys; alumni surveys; mentor teacher evaluation surveys; field experience rubrics aligned with State of Hawaii/InTASC and SPA standards.	X		
Other (specify) ETS PPAT to be implemented by target date of Fall 2016 per Hawaii Teacher Standards Board mandate.		X	
<b>5.1.2 Completer performance during in-service</b>			
Student achievement and/or learning models (e.g., value-added modeling)			X
EPP-designed case study			X
Other (specify)			X

**5.2 Results of completer surveys.** Report information on the satisfaction of completers of programs leading to an initial teacher certification or licensure.

Completer survey results are available to the EPP. Agree

5.2.2 Which of the following descriptions characterize the completer survey(s) available on the preparation of the EPP? (Check all that apply.)

X	The completer provides summary ratings of the EPP and its programs.
X	The completer provides responses to open-ended questions about the EPP.
X	The completer provides a response to questions about their preparation in at least one of the following areas:
X	Content knowledge
X	Instruction and pedagogical content knowledge
X	Teaching diverse P-12 students
X	Teaching P-12 students with diverse needs
X	Classroom management
X	Alignment of teaching with state standards
X	Family and community engagement
X	Assessment of P-12 student learning
	Other (Specify)

5.2.3 If applicable, after a candidate completes a program, when does the EPP administer its completer surveys? (Check all that apply.)

X	At the end of the program
	Between the end of the program and one year after program completion
	Between one and two years after program completion
	Between two and three years after program completion
	Between three and four years after program completion
	More than four years after program completion

5.2.4 Indicate the EPP's access to results of completer surveys and the survey response levels.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP		X	26	24
Individual Program	X			
Institution or Organization	X			
State	X			
Other	X			

5.2.5 The EPP can demonstrate that the completer survey is...

	Agree	Disagree
Reliable (produces consistent results about completer satisfaction)	X	
Valid (can make an appropriate inference about completer satisfaction)	X	
A measure with a representative sample (demonstrates typical completer responses)	X	
Inclusive of stakeholder interests	X	
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)	X	
The EPP can demonstrate that it has made modifications in its preparation based on completer survey results.	X	

**5.3 Graduation rates.** Report information on enrollment and candidate progress in programs leading to an initial teacher certification or licensure, as of September 1, 2014.

Academic year a candidate was first enrolled

	<b>AY 2013-2014</b>	<b>AY 2012-2013</b>	<b>AY 2011-2012</b>	<b>AY 2010-2011</b>	<b>AY 2009-2010</b>
<b>First Time Enrollment.</b> The number of candidates who enrolled for the first time, during a specified academic year.					
Number of candidates who were enrolled for the first time in a program leading to an initial teacher certification or licensure	102	94	74	56	57
<b>Progress in AY 2013-2014.</b> The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2013-2014. List candidates according to the academic year they were first enrolled.					
Number of candidates who were recommended for an initial teacher certification or licensure during AY 2013-2014	0	0	13	11	2
Number of candidates/completers who were <b>not</b> recommended for an initial teacher certification or licensure...	1				
Continued in a program	0				
Been counseled out of a program	0				
Withdrawn from a program	0				

**5.4 Ability of completers to meet licensing (certification) and any additional state requirements.**

Report information on candidate performance on state licensure tests for initial teacher certification or licensure.

5.4.1 Assessment Pass Rates reported to Title II

	<b>Number taking test</b>	<b>Average scaled score* (This value should be between 0-1.)</b>	<b>Number passing test</b>	<b>Pass rate (%)</b>	<b>Statewide average pass rate (%)</b>
All program completers, 2012-2013	14	.69	14	100	
All program completers, 2011-2012	30	.65	30	100	

5.4.2 The EPP can demonstrate that the licensure or certification test results are...

	Agree	Disagree
Representative (demonstrates typical candidate or completer performance)	X	
Actionable (provides specific guidance for continuous improvement)	X	
5.4.3 The EPP can demonstrate that it has made modifications in its preparation based on certification test results.	X	

**5.5 Indicators of teaching effectiveness.** Report information on the availability of measures of teaching effectiveness during in-service for completers of programs leading to an initial teacher certification or licensure

For which of the following measures of teaching effectiveness does the EPP have data or plan to collect data?

Assessment	Data Available	Data Not Available	
		The EPP has a plan to collect data in the next two years	The EPP does not currently have a plan to collect data within the next two years.
<b>Completer performance during in-service</b>			
Surveys of P-12 students on completer Performance			X
School district-level teacher evaluation			X
Employer observations			X
Employer surveys			X
EPP-designed case study			X
Other (specify) Hawaii DOE Educator Effectiveness System			X

**5.6 Results of employer surveys, including retention and employment milestones.** Report information on the availability of employer satisfaction data for completers employed by school districts.

5.6.1 If "Disagree", go to 5.7

Employer survey results are available to the EPP.

Disagree

5.6.3 Indicate the access the EPP has to results from employer surveys and their response levels.  
 (Check all that apply.)

Survey administered by	No access to data	Access to Data
EPP	X	
Institution or Organization	X	
School District	X	
State	X	
Accreditation agency	X	
Other (specify)	X	

5.6.4 The EPP can demonstrate that the employer survey is...

	Agree	Disagree
Reliable (produces consistent results about employer satisfaction)		
Valid (can make an appropriate inference about employer satisfaction)		
A measure with a representative sample (demonstrates typical employer responses)		
Inclusive of stakeholder interests		
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)		
5.6.5 The EPP can demonstrate that it has made modifications in its preparation based on employer survey results.		

**5.7 Ability of completers to be hired in education positions for which they have prepared.** Report on the availability of employment information for completers of programs leading to an initial teacher licensure or certification, as of September 1, 2013.

5.7.1 If "Disagree", then go to 5.8

The EPP has attempted to collect data on the employment status of completers.

Agree

5.7.2 What strategies have the EPP used to collect data? (Check all that apply.)

- Completer survey
- Collaboration with school districts
- Collaboration with state education departments

5.7.3 What challenges have the EPP encountered when collecting data? (Check all that apply.)

Maintaining current candidate records

5.7.4 If "Disagree", then go to 5.8

The EPP has access to information on the employment status of completers

Agree

5.7.5 The EPP has access to information on the employment status of completers from which of the following sources? (Check all that apply.)

Self-report from the completer

5.7.6 Based on the EPP's available information, complete the chart below on the employment status of candidates who completed their program in Academic Year 2013-2014.

Number of completers with each employment status

Year of program Completion	Total number of completers	Employed in a position for which they were prepared	Employed in an Education position outside of their preparation	Enrolled in higher education	Employed outside of The education field	Not employed	Employment status unknown
AY 2013-2014	26	13	4	0	0	2	7



**5.8 Student loan default rates and other consumer information.** Report consumer information for the educator preparation provider.

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Consumer information	No Access to data	Access to data	Publicly displayed data
3-year student loan default rate		X	<a href="https://www.nsls.ed.gov/nsls_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=0&amp;ope_id=021078">https://www.nsls.ed.gov/nsls_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=0&amp;ope_id=021078</a>
Average cost of attendance		X	<a href="http://www.uhwo.hawaii.edu/campus-life/student-affairs/tuition-and-fees/">http://www.uhwo.hawaii.edu/campus-life/student-affairs/tuition-and-fees/</a>
Average beginning salary of a program completer		X	<a href="http://www.uhwo.hawaii.edu/academics/degrees-and-certificates/bachelor-ofeducation/elementary-education/">http://www.uhwo.hawaii.edu/academics/degrees-and-certificates/bachelor-ofeducation/elementary-education/</a>
Placement patterns of completers	X		
Other (specify)	X		

**Section 6. Areas for Improvement, Weaknesses, and/or Stipulations**

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

**Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:**

**1. The unit does not ensure candidates effectively measure student learning. (ITP)**

Evidence of candidates' effective measurement of student learning is collected each semester, analyzed, reflected upon, and discussed by faculty during its annual fall assessment meeting, as well as during monthly faculty meetings as needed. Data from the following are used to inform course-level and programmatic changes.

- A. Standards-based Signature Assignments: Executive Summaries and Exemplars: Target Standards: HTSB/InTASK Standard 6: Assessment; Standard 7, Planning for Instruction; Standard 8, Instructional Strategies
- B. Mentor teacher & University Supervisor final evaluations of candidates' field-based practicums and student teaching experiences
- C. Candidate Exit Surveys
- D. Annual Program Evaluations by mentor teachers
- E. Alumni Surveys

**Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:**

1. The unit does not regularly and systematically involve the professional community in the development and evaluation of its assessment system. (ITP)
  2. The unit does not assess unit operations. (ITP)
  3. The unit does not systematically analyze and evaluate data for program and unit improvement. (ITP)
- 
1. The unit regularly and systematically involves the professional community in the development and evaluation of its assessment system, as follows:
    - A. Annual program evaluations by mentor teachers
    - B. Annual meeting of the Teacher Education Advisory Council, made up of stakeholders in the professional community: mentor teachers, Hawaii DOE specialists, principals, complex superintendents, Community College partners, UHWO liberal arts and science faculty, unit faculty, alumni, & current teacher candidates. The unit strives to include all community stakeholders.
  2. Unit Operations are continuously monitored via assessments described in AFI #1 above. The unit engages in monthly faculty meetings, as well as Special Faculty Meetings with agenda that includes topics relative to program and unit improvement. Meeting minutes record discussions and actions.
  3. The unit systematically analyzes and evaluates data for program and unit improvement via data analysis as described in AFI #1 above.

**Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:**

1. The unit does not have in place a process to systematically and regularly engage the professional community in the design, implementation and evaluation of the unit and its program.(ITP)

Since 2011, the unit has regularly engaged the professional community in the design, implementation and evaluation of the unit and its program. Evidence of community involvement is found in the following:

- A. Teacher Education Advisory Council, as described in AFI #1-B above, annual meeting minutes
- B. Mentor Teacher Program Evaluation survey data

New initiatives/Continuous Improvement:

- C. All Hawaii EPPs are currently working with the Hawaii Department of Education in efforts to survey principals who have employed their teacher candidates. Survey data will inform the unit about the effectiveness of its graduates and ways in which the program could be improved, as indicated by survey results.

## **Section 7. Accreditation Pathway**

- 1. Space allocated to the unit for instruction, faculty, and research does not support learning, research, and scholarship. (ITP) (ADV)**

**Continuous Improvement.** Summarize progress toward target level performance on the standard(s) selected.

New initiatives/Continuous Improvement: Practicum Seminars strategically focus on the topic of Assessment; Lesson Plan template requires candidates to reflect on the impact of their teaching on student learning; Student Teachers reflect on lesson effectiveness and its impact on student learning; adjustments to subsequent lessons made (if possible), based on reflections and analysis of data; Case Study Signature Assignments require teacher candidates to engage in Action Research whereby they learn to take field notes, collect, analyze, and interpret data, and formulate intervention plans for struggling literacy learners; increased communication with Hawaii Department of Education, Hawaii P-20, and the Data Exchange Partnership (DXP) to gain access to data that will inform the continuous improvement of our programs. P-20 & DXP Work Groups address the following topics and issues: Teacher Education Accreditation Data Collection and Access; Common Core Standards, P-20: Math & ELA; English Language Arts Acceleration.

## **Section 8: Preparer's Authorization**

### **Report Preparer's Information**

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# University of Phoenix

**CAEP ID:** 24573  
**Institution:** University of Phoenix - Hawaii  
**Unit:** College of Education

**AACTE SID:**

## Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2013-2014?

Number of completers in programs leading to initial teacher certification or licensure	22
Number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)	0
<b>Total number of program completers</b>	<b>22</b>

## Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Waived

## Section 7. Accreditation Pathway

Waived

## Section 8: Preparer's Authorization

### Report Preparer's Information

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