

**HAWAII TEACHER STANDARDS BOARD
TEACHER EDUCATION COMMITTEE MEETING**

Friday, October 14, 2022

**Meeting Conducted by Remote Technology via Zoom
and
Physical Location at 650 Iwilei Road, Suite 158, Honolulu, HI 96817**

MINUTES

PRESENT:

Sean Bacon for Keith Hayashi
Dr. Jonathan Gillentine
Lokelani Han
Branden Kawazoe

Lauren Moriarty for Bruce Voss
Dr. Cecily Ornelles for Dr. Nathan Murata
Dawn Raymond

STAFF:

Felicia Villalobos, Executive Director
Tracey Idica, Licensing Specialist
Kris Murakami, Licensing Specialist

Raymond Rodriguez, Licensing Specialist
Elaine Hutchinson, Secretary

CALL TO ORDER:

Chairperson Ornelles called the meeting to order at 10:00 a.m.

OPENING REMARKS:

Chairperson Ornelles shared information regarding procedures for virtual committee meetings:

- The following committee members, in addition to the Chairperson, are participating in today's virtual committee meeting and have established audio and video connection.
- Committee members shall be visible and audible to all members and the public during meetings.
- This committee meeting will be recorded.

ROLL CALL TO ESTABLISH QUORUM:

Chairperson Ornelles called the roll and established quorum.
All seven (7) committee members were present.

DISCLOSURE FROM COMMITTEE MEMBERS AT PRIVATE LOCATIONS:

Chairperson Ornelles shared information regarding private location disclosure:

- Committee members shall be considered present at the meeting for the purpose of determining compliance with the quorum and voting requirements of the board.
- Committee members who are participating remotely from their homes or from other private locations must announce who is at the private location with them. Minors do not need to be identified unless they have a personal business, property, or financial interest in an issue.

Chairperson Ornelles asked committee members if they have anyone present with them at their non-public site that they need to disclose.

- No disclosures were made.

ADDITIONAL PROCEDURAL INFORMATION:

Chairperson Ornelles shared additional information regarding meeting protocols and procedures:

- As a reminder, all committee members wishing to speak should raise their hand and the Chairperson will be notified to call on the person. The speaker must state their name prior to making their remarks.
- Votes will be conducted by roll call so that it is clear how each committee member voted.
- Members of the public who have signed up to testify or would like to testify online must be logged into Zoom using the same name they used to sign up for testimony. Please use the Chat Box to provide your name and the agenda item(s) you are testifying on. Testifiers today will have two (2) minutes to testify. Anyone who missed the opportunity to testify before the relevant agenda item will be allowed to testify at the end of the meeting.
- Testifying online can be challenging due to technical issues. The Chat Box is being monitored by HTSB staff, and the Committee Chairperson will be notified that you would like to testify, and you will be called on to give your testimony at the appropriate time in the agenda.
- Written testimony received more than forty-nine (49) hours before the meeting has been uploaded to the online meeting agenda for members to review.
- A meeting held by interactive conference technology shall be recessed for up to thirty (30) minutes when audio communication cannot be maintained with a quorum of members, provided that the meeting may reconvene when only audio communication is reestablished.

ANNOUNCEMENTS: None

TESTIMONY, PETITIONS FROM THE PUBLIC: None

APPROVAL OF MINUTES:

The minutes of the September 16, 2022, meeting were approved as amended.

- Committee Member Sean Bacon's name was corrected to "Sean Bacon for Keith Hayashi."

DISCUSSION/Action:

NBI 22-31: State Approval of University of Hawaii at Hilo's Teacher Leader Program.
(See Attachment)

- Chairperson Ornelles reviewed NBI 22-31 which includes its rationale and background. AAQEP's Substantive Change Report is attached to this NBI.
- Dr. Jan Ray, Director and Professor, School of Education – University of Hawaii at Hilo was present to address any questions. No questions were asked.
- Committee Member Gillentine commented that it's nice to see another Teacher Leadership Program which is an important direction that we should/are moving in so kudos to UH-Hilo for their initiative in this.
- The committee voted to recommend approval of NBI 22-31 as written, to the full board.

DISCUSSION/Action:

NBI 22-32: Consideration of the University of Hawaii at Manoa Letter of Intent to Plan A New Reading Specialist Added Field Program (See Attachment)

- Chairperson Ornelles reviewed NBI 22-32.
- Committee Member Han asked if there was an old Reading Specialist Added Field Program.
- Chairperson Ornelles answered that there was no program that would result in the Added Field for Reading Specialist.
- Committee Member Moriarty stated that this looks like an interesting and useful added certification. She asked if the University of Hawaii at Manoa has a list or a plan for what new certifications are being considered or are already in the process of development or is this something that is being developed generically as time goes on.
- Chairperson Ornelles replied that she would have to check with the college whether there are projections related to this.
However, she stated that she does know that the Reading Specialist was specifically stimulated and partnered with the Hawaii Department of Education who expressed a need for literacy. To have courses provided to students that would focus and concentrate on reading has been essential in light of coming through the pandemic and some of the issues that have resulted regarding reading. This has been in immediate response to that issue.
- The committee voted to recommend approval of NBI 22-32 as written, to the full board.

DISCUSSION/Action:

NBI 22-33: Consideration of Provisional Approval of the University of Hawaii at Manoa's College of Education Certificate in Online and Teaching (COLT) Program (See Attachment)

- Chairperson Ornelles reviewed NBI 22-33 which includes its rationale and background.
- Dr. Michael Menchaca, University of Hawaii at Manoa, Department of Learning Design & Technology (LTEC), College of Education was present to field any questions.
- Committee Member Moriarty had three (3) questions:
 1. How will the College of Education ensure that COLT course and practicum content continue to evolve as technology and the knowledge and skills needed to use technology evolve as well?
 2. What provisions were there to equip COLT graduates to meet the needs of SPED (Special Education) students?
 3. More background on what lay behind recommendation #3 regarding "Sheltered Instruction"?
- Dr. Menchaca responded to Committee Member Moriarty's questions:
 1. He is the Chair of LTEC and they do continuous evaluation implementation of contemporary technologies and designs. They have delivered online programs since 2005 and continue to tinker and change. This "Add a Field" is one of that addressing the candidate needs that are statewide and K-12 now as well.

They have evaluation processes both within the College of Education and also in terms of the university in making sure that assessment evaluations are looked at. This "Add a Field" itself has particular approaches to collecting and analyzing data. They look to the "Add a Field" candidates as well to see that their needs are being met.
 2. "Universal Design for Learning" is incorporated within LTEC programs. The interesting thing about their programs in general is that they serve a wide population of students. This "Add a Field" is embedded within in a certificate program that already exists and serves not only K-12 but community college instructors, higher education, business and industry, military.

They are not content specific; they ask their candidates to look at the areas which they have direct control/influence over or what their job is. Then they figure out how technology has precedence or how it can help in that particular area.

For those involved in SPED, they would ask them to look at their own standards as they review the different types of experiences that LTEC has.
 3. There is some differentiation between the program requirements and DOE.

Chairperson Ornelles is more cognizant of the specifics of this question so he will let her speak to it.
- Dr. Menchaca thanked Committee Member Moriarty for her questions and for really looking at this carefully. It really shows that everyone is interested and cares about this. This is what LTEC does and this is an area that's going to continue to grow over time.

- Chairperson Ornelles thanked Committee Member Moriarty for her questions and responded to the third question regarding “Sheltered Instruction”:
 - She believes it does apply to all “Add a Fields” and we are really thinking about this as programs develop at the University of Hawaii at Manoa.
 - It is not a licensing requirement per se, but it is a requirement that the Hawaii Department of Education has which she thinks is such an important one.
 - With this particular COLT program, she believes the group can continue to look at what’s already embedded in course work that may suffice or meet some of those English learning needs as well as to further continue to develop the program and enhance content that would support “Sheltered Instruction” and add where it makes sense.
 - In addition, for other programs that are considering that “Add a Field” or submitting for “Add a Field”, we will encourage them to really think about how they might meaningfully include that content as part of their curriculum.
- Committee Member Moriarty thanked Dr. Menchaca and Chairperson Ornelles for their helpful responses.
- Committee Member Bacon commented that he really appreciates the thought and hard work that went into putting this together. Not only the Department but the nation saw the need during the COVID pandemic for online teaching. There were several students that were very successful through online teaching. If we can have a qualified instructor that’s in the class that has this added to their field, it overall helps our students in the end.
- The committee voted to recommend approval of NBI 22-33 as written, to the full board.

CHAIRPERSON’S STATEMENTS OF APPRECIATION ON NBI 22-33:

Chairperson Ornelles thanked Dr. Menchaca for attending the meeting to field questions and to share further information.

She also thanked Executive Director Villalobos for calling together the Review Team. Any program needs to go through a full review and to have the expertise of that committee to provide feedback and to invest of themselves in ensuring that the programs that we endorse are of quality.

She thanked everyone for their support in this endeavor.

PUBLIC TESTIMONY ON COMMITTEE AGENDA ITEMS: None

ADJOURNMENT:

Chairperson Ornelles adjourned the meeting at 10:25 a.m.

Recorder: Elaine Hutchinson Date: October 14, 2022
Elaine Hutchinson

TITLE: State Approval of University of Hawaii at Hilo's Teacher Leader Program

The Hawaii Teacher Standards Board grants continuing state approval for the University of Hawaii at Hilo's Teacher Leader Program. This program will be incorporated into UH Hilo's annual reports and next accreditation cycle, January 1, 2022-June 30, 2028.

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential
Master of Education Degree (M.Ed.)	Added Field: Teacher Leader

Rationale/Background:

The University of Hawaii at Hilo's Teacher Leader Program was approved by the Board on November 16, 2018, [NBI 18-12](#). The Board's approval gave UH Hilo's Teacher Leader Program provisional approval effective November 16, 2018, through December 31, 2022.

On September 17, 2021, the Board approved [NBI 21-06](#). This NBI grants the University of Hawaii at Hilo Educator Preparation Unit and Programs continuing state approval by the Association for Advancing Quality in Educator Preparation (AAQEP) from January 1, 2022-June 30, 2028.

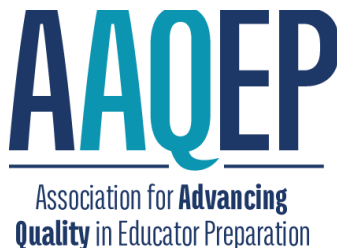
UH Hilo's Teacher Leader Program was not included in AAQEP's review for continuing state approval. In order for this program to be in compliance with HTSB's administrative rules §8-54-24 and §8-54-25, this program submitted a Substantive Change Request to AAQEP for review. AAQEP completed a thorough review of this program and granted approval for this program to be incorporated into UH Hilo's next accreditation cycle: January 1, 2022-June 30, 2028.

This NBI will be sent to the provider on behalf of the Board to communicate this decision.

AAQEP's Substantive Change Report is attached to this NBI.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee



Substantive Change: AAQEP Response
Provider Name: University of Hawaii at Hilo

Substantive Change Submission Date: July 11, 2022

Provider Primary Contact: Jan Ray, Director, School of Education

AAQEP Staff Respondent(s): Sungti Hsu, Chief Relations Officer & Karen Lowenstein,
Director of Member Services

Dear AAQEP Member,

Thank you for notifying AAQEP of program changes via the Substantive Change form. AAQEP recognizes that programs evolve and that preparation leaders and faculty continually make decisions about program modifications including but not limited to program content, delivery mode, program additions, branch campuses, and program removals. AAQEP has a responsibility to review changes that occur between the time of program reviews to assure the public that all aspects of the program continue to meet AAQEP standards for quality.

This response form acknowledges the changes to your program, provides a brief response based on AAQEP's review of those changes, and indicates any next steps (if required).

Thank you for your continued commitment to quality, improvement, and innovation.

Mark LaCelle-Peterson
President and CEO

2021 Substantive Change: Overall Response

☒ Complete and no further action required. The provider's program quality is maintained and the change falls within the provider's current scope of AAQEP accreditation.

This response is checked when the provider has submitted notification of the change and any documentation required to support that change. This response also means that no further assessment of program quality is warranted. The change will be incorporated into the provider's annual reports and next accreditation cycle.

☐ Complete with response required (see final section of this response form)

This response is checked when the provider has submitted notification of the change and additional documentation is required (e.g., approval letters from state regulatory agencies). This response also means that no further assessment of program quality is warranted. The change will be incorporated into the provider's annual reports and next accreditation cycle.

____ Additional information requested (see final section of this response form)

This response is checked when AAQEP staff is unclear about the content or scope of the change or the review suggests that an assessment of program quality may be warranted.

Substantive change

Category of change as noted by Provider in the google form

Program addition, adding the Teacher Leader program to the scope of AAQEP accreditation.

Brief acknowledge of description of change as articulated by Provider in the google form

The Teacher Leader program at the University of Hawaii at Hilo was not included in the original scope of accreditation since it was approved by the HTSB separately in 2018 and was not included in the approval of all other initial programs. The Teacher Leader program was provisionally approved for 2 years. Per State Administrative Code, the provider along with all the teacher licensure programs must be nationally accredited in order to receive HTSB's continuing state approval status. The provider desires to include the Teacher Leader Program as part of the scope of AAQEP accreditation so that the Teacher Leader Program could be continued approved.

Documentation submitted by the provider (if required)

- M.Ed. Program Review FINAL. 11.15.16
- More Detailed Explanation of MED Assessment Checkpoints
- NBI-18-12 UHH-Teacher-Leader
- Details Related to the 2018 Master of Education Forum with Cohort 10
- M.Ed. Assessment Data and Grad Student Performance
- ED610 Scoresheet
- Scoring Rubric for Forum Expended

Review of change including any submitted documentation

The addition of the Teacher Leader program, as substantiated by the state approval letter (New Business Item (NBI) 18-12), has been documented with AAQEP. This addition falls within Member's current accreditation cycle.

Next steps regarding notification of substantive change (if any)

Questions:

- Grading rubric for the professional development workshop

- Provided and examined
- The grading rubric for the professional development workshop? Appendix A included in the NBI has the description of the assignment but no grading rubric,
 - Grading rubrics are provided subsequently.
- Data from each assignment (Appendix A to F) to demonstrate candidate performance.
 - Data is provided. Candidates from the one cohort performed successfully, above 90%, for each of the assessments given during the program.
- The information about the Master of Education Forum provides details of the 3 expectations. However, it is not a scoring rubric.
 - The scoring rubric is provided subsequently.

Assessments:

- Only one cohort has been completed since the approval of the program in 2018.
- There are a total of 11 program completers from the 2018 cohort.
- There are 8 candidates currently enrolled in the program's 2nd cohort.
- The program's curriculum and assessments have not been modified since their approval in 2018.
- Narrative and numerical descriptions of data provided in the "Details Related to the 2018 Master of Education Forum with Cohort 10" and "More Detailed Explanation of MED Assessment Checkpoints" indicate that all candidates performed well while attending the program.
- Limited follow up data was available from program graduates.
- No program completers have applied for the Teacher Leader License.
- The program, while different from other initial teacher preparation programs at University of Hawaii Hilo, shares the governance structure.

Next steps regarding accreditation

Please include this new program in your annual report. In addition, this new program will be incorporated into the next accreditation cycle.

**TITLE: Consideration of the University of Hawaii at Manoa Letter of Intent to
Plan a New Reading Specialist Added Field Program**

The Hawaii Teacher Standards Board accepts the attached Letter of Intent from the University of Hawaii at Manoa College of Education to plan a new Reading Specialist Graduate Certificate Program.

The program's plans will address an added field for the following licensure field:

Reading Specialist PK-12

The HTSB Executive Director or her designee will work with the program to complete a review. Reports for a review must be submitted within two years of acceptance of the Letter of Intent and the review must be conducted within three months of submission of the report to HTSB staff.

The program may not advertise these programs as Hawaii licensure programs until such time that Provisional Approval is granted by the HTSB.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee



UNIVERSITY
of HAWAII*
MĀNOA

College of Education
Office of the Dean

October 5, 2022

Felicia Villalobos
Hawai'i Teacher Standard Board
650 Iwilei Road, Suite 201
Honolulu, HI. 96817

Dear Ms. Felicia Villalobos,

The College of Education, University of Hawai'i at Mānoa is requesting that the Hawai'i Teacher Standards Board approve the Letter of Intent for the Department of Special Education at the University of Mānoa to provide an 18-credit sequence of courses preparing special educators to meet national criteria and add the field 'Reading Specialist' to their existing special education license.

Should you have any questions, please contact Cecily Ornelles, Interim Associate Dean for Academic Affairs, at (808)956-4278/7704 or by email at cecily@hawaii.edu.

Sincerely,

A handwritten signature in cursive script that reads 'Cecily Ornelles'.

Cecily Ornelles
Interim Associate Dean for Academic Affairs

Attachments:

1. Reading Specialist Letter of Intent
2. Program Organization and Justification

1776 University Avenue
Everly Hall, Room 128
Honolulu, Hawai'i 96822
Tel: (808) 956-7703 • Fax: (808) 956-3106
An Equal Opportunity/Affirmative Action Institution



HAWAI'I TEACHER
STANDARDS BOARD

Letter of Intent to Develop Hawaii State Approved Education Preparation Provider

1. CONTACT AND CONTEXT INFORMATION

EPP name and address

Name	University of Hawaii - Manoa, College of Education.
Address	Everly Hall, Dean's Office, 1776 University Ave, Honolulu, HI 96812
URL	https://coe.hawaii.edu/

EPP administrator

Name	Nathan Murata
Title	Dean
Email address	nmurata@hawaii.edu
Telephone number	808-956-7704
National Accreditation Body and Dates of Accreditation (If applicable)	

SATEP Administrator, if different from EPP Administrator

Name	Jenny C. Wells
Title	Department of Special Education, Department Chair
Email address	jwells@hawaii.edu
Telephone number	808-383-2342

Name of new program or field(s) to be included

Name of Program	License Field(s)	License Level(s)	Projected Implementation Date
Reading Intervention Program	Reading Specialist	PK-12	Summer 2023

Ex. Master's of Education

STEM

6-12, 6-8

7/1/2018

2. PROGRAM ORGANIZATION AND JUSTIFICATION

If this is a new program, attach an organizational chart of your institution/agency and, if applicable, college/school/department showing the placement of this program.

See attached.

Justification for implementing the program. Summarize the current market for this program's completer employment outlook and any other contexts that shape the program.

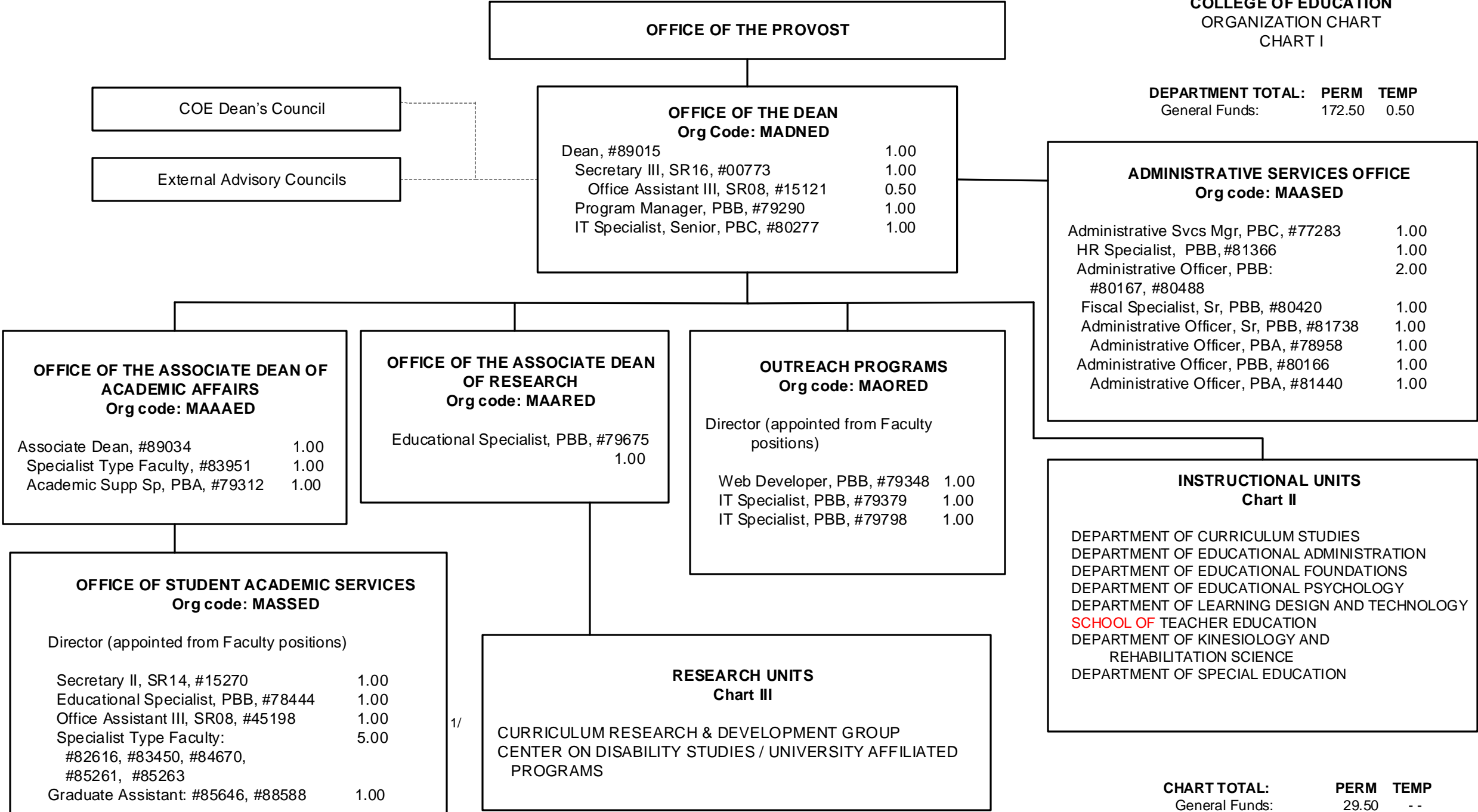
See attached.

3. SIGNATURES

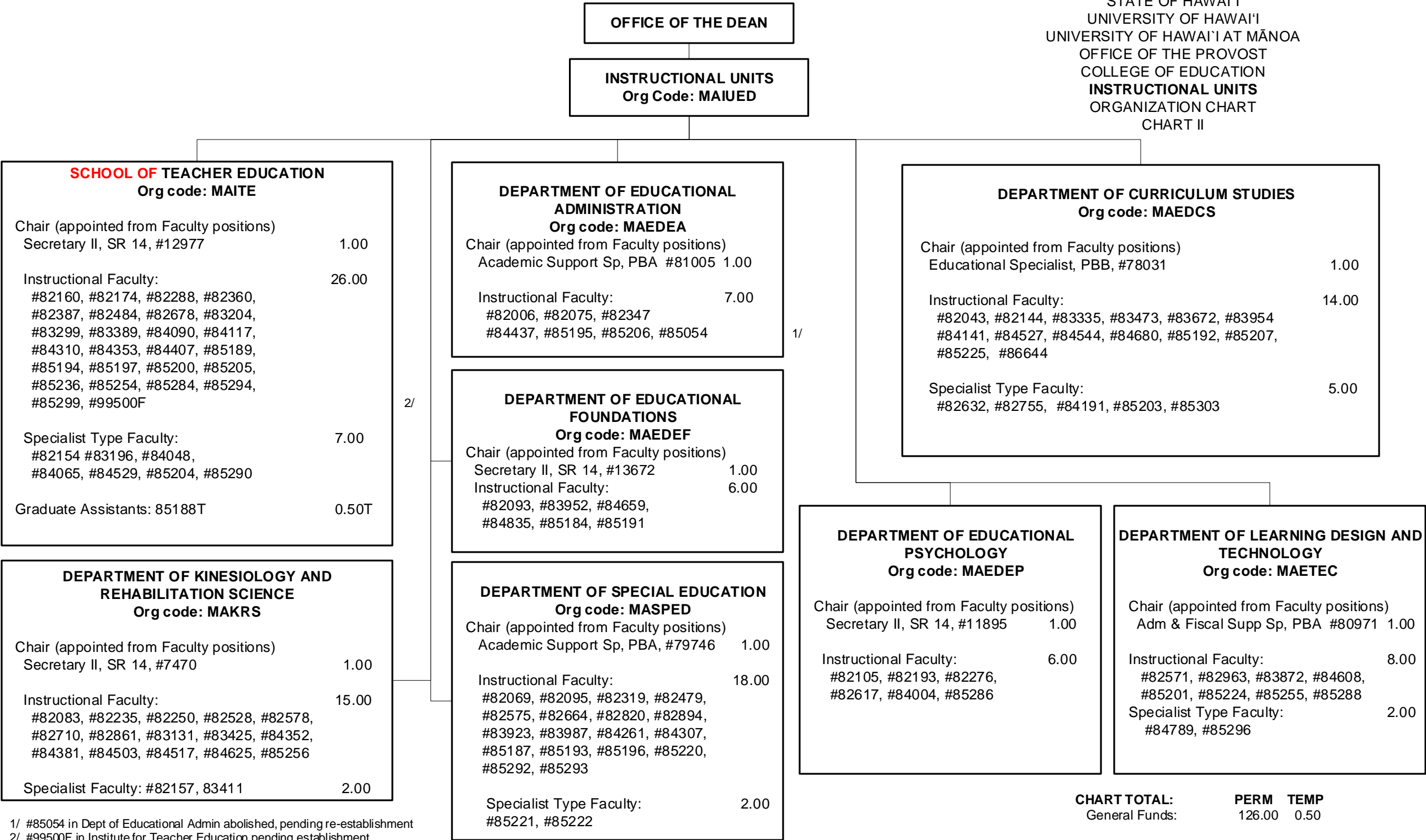
Administrators	Enter Title and Typed Name	Signature	Date
EPP Head	Nathan Murata	<i>Nathan M Murata</i>	10/06/2022
Program Head	Jenny C. Wells	<i>Jenny C. Wells</i>	7/27/2022
Program Contact	Jenny C. Wells	<i>Jenny C. Wells</i>	7/27/2022

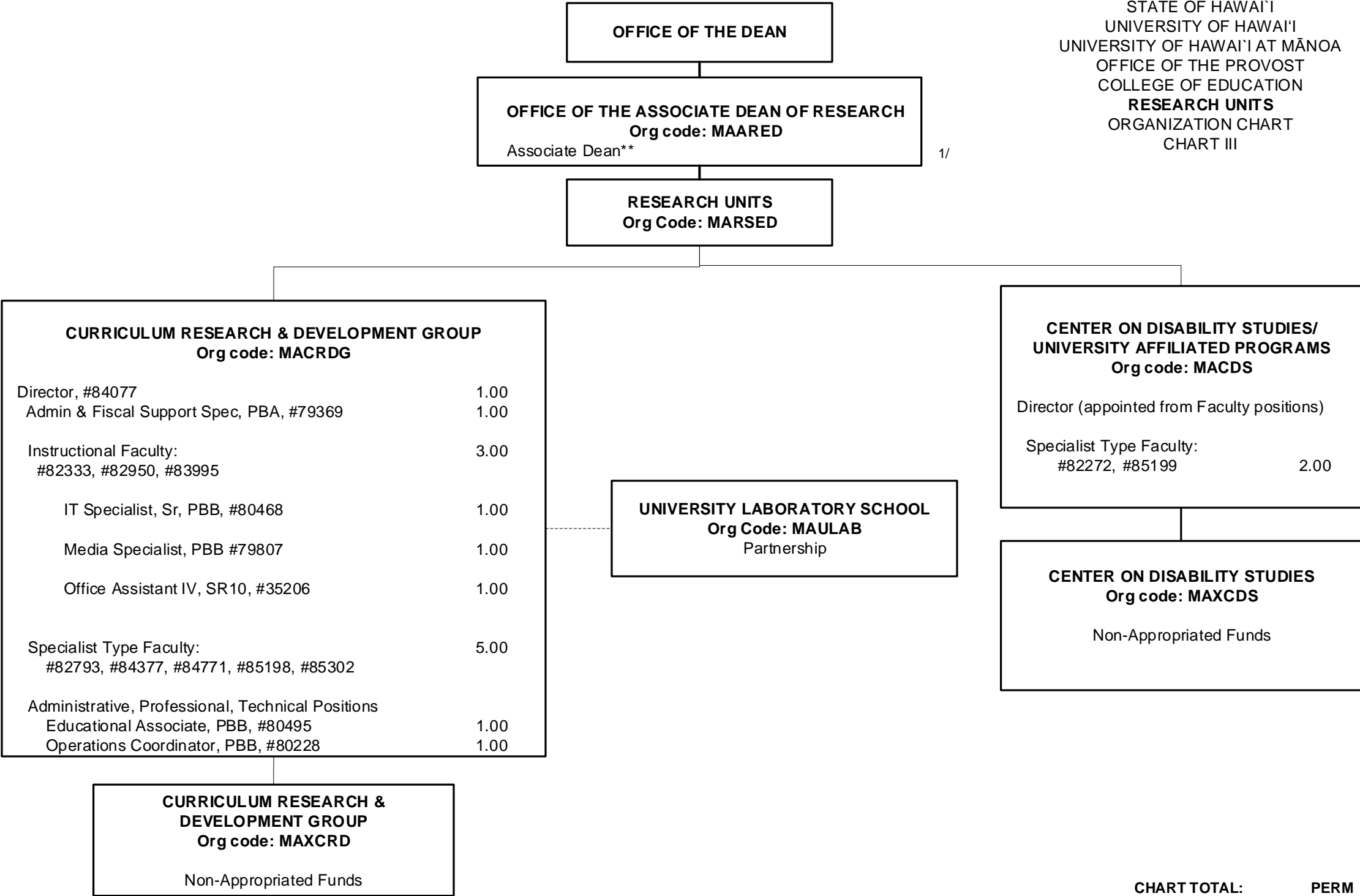
The following nine pages provide organizational charts with a description of the institution.

STATE OF HAWAI'I
UNIVERSITY OF HAWAI'I
UNIVERSITY OF HAWAI'I AT MĀNOA
OFFICE OF THE PROVOST
COLLEGE OF EDUCATION
ORGANIZATION CHART
CHART I



1/ #45198 abolished, pending re-establishment, used with postion #15121 - .25% FTE





1/ Pending establishment of the Associate Dean

STATE OF HAWAII
UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
OFFICE OF THE PROVOST
COLLEGE OF EDUCATION

FUNCTIONAL STATEMENT

OFFICE OF THE DEAN – Org Code: MADNED

The College of Education (COE) consists of educators who provide innovative and cutting-edge research and teaching in an effort to further the field of education, and to prepare educators and leaders in Hawai'i for future careers in teaching and leadership positions. Working in partnership with Hawai'i's Department of Education, Hawai'i Teachers Standards Board and private schools, the College of Education provides professional development and licensure opportunities for educators as well as prepares researchers and professionals for fields beyond Pre/K-12 education and in non-school settings.

The Office of the Dean directs, plans, coordinates, and supports the various departments and units within the College of Education in instruction, organized research, budget management, program and fiscal management, staff supervision, computer technology, community relations, grievance and litigation, travel, student services, and outreach programs.

Advisory Groups to the Dean:

COE Dean's Council: This group is comprised of COE Directors and Chairs and Dean's staff who advises the Dean in administrative, academic, and operational matters.

External Advisory Councils: These groups are comprised of educational constituents comprised of business, government and academic representatives who advise and work with the Dean on various academic and educational issues. These groups comprise of the Hawai'i State Teacher Standards Board (HTSB), Teacher Education Coordinating Committee (TECC), the Business Roundtable and others.

ADMINISTRATIVE SERVICES OFFICE – Org code: MAASED

In conjunction with the Dean, this office advises, manages, and administers:

- a. Budget development, allocation, and administration
- b. Accounting for resources
- c. Procurement and property management
- d. Personnel
- e. Other logistical support services

OFFICE OF THE ASSOCIATE DEAN OF ACADEMIC AFFAIRS–Org Code: MAAAED

Under the direction of the Dean, this office is responsible for planning, organizing, and administering:

- a. Academic program/course development, approval and evaluation
- b. Professional development for faculty and staff
- c. Facilities
- d. Assessment, accreditation and accountability
- e. Student academic services

Office of Student Academic Services – Org code: MASSED

Under the guidelines of the Associate Dean for Academic Affairs:

- a. Administers the functions of recruitment, application, selection, and admission of undergraduate and teacher licensure students and maintains accurate student records.
- b. Provides advising services, career guidance, and placement services to all students in the College.
- c. Conducts institutional research studies for program planning.

OUTREACH PROGRAMS – Org code: MAORED

Working with the Dean, this office plans, organizes, and implements:

- a. Delivery of College programs to the neighbor islands, remote areas on Oahu and other service areas via a mix of distance education initiatives and traditional delivery services which includes on-line programs and services
- b. Partnerships with appropriate educational agencies to support students at a distance.
- c. Professional development activities/programs for College faculty to infuse appropriate learning technologies throughout College programs
- d. College Collaboration Center oversight
- e. Manages and provides the College of Education with technical assistance in the areas of computer and classroom equipment, software, and student needs and requirements
- f. Works with other UH departments and external clients on mutually advantageous technological opportunities.

STATE OF HAWAII
UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
OFFICE OF THE PROVOST
COLLEGE OF EDUCATION
INSTRUCTIONAL UNITS

FUNCTIONAL STATEMENT

INSTRUCTIONAL UNITS – Org Code: MAIUED

Under the direction of the Dean, listed are the departments.

Department of Curriculum Studies – Org code: MAEDCS

- a. Provides graduate-level programs leading to M.Ed. in curriculum studies, Ph.D. specialization in curriculum and instruction, and M.Ed. in early childhood education.
- b. Provides instruction to support teacher preparation programs.

Department of Educational Administration – Org code: MAEDEA

- a. Provides graduate-level programs leading to M.Ed. in educational administration and Ph.D. specializations in educational administration and educational policy studies (jointly with Educational Foundations).
- b. Provides programs to prepare educational administrators and supervisors for administrative positions in K-12 and higher education.

Department of Educational Foundations – Org code: MAEDEF

- a. Provides graduate-level programs leading to M.Ed. in educational foundations and Ph.D. specializations in educational foundations, global and international education, and educational policy studies (jointly with Educational Administration).
- b. Provides instruction in educational foundations to support teacher preparation programs.

Department of Educational Psychology – Org code: MAEDEP

- a. Provides graduate-level programs leading to M.Ed. and Ph.D. in educational psychology to prepare individuals to conduct basic or applied research and evaluation in public and private educational settings.
- b. Provides instruction in educational psychology to support teacher preparation programs.

Department of Learning Design and Technology – Org code: MAETEC

- a. Provides graduate-level programs leading to M.Ed. and Ph.D. in learning design and technology to prepare individuals to optimize opportunities for learning of and through diverse technologies and media.
- b. Provides instruction in learning design and technology to support teacher preparation programs.

School of Teacher Education - Org code: MAITE

Provides teacher preparation and initial licensure programs as follows:

- a. Bachelor of Elementary Education (BEEd)
- b. Bachelor of Secondary Education (BEEd)
- c. Bachelor of Science in Health and Physical Education (BS)
- d. Post-baccalaureate Certificate in Secondary Education (PBCSE)
- e. Master of Education in Teaching (MEdT)

Department of Kinesiology and Rehabilitation Science - Org code: MAKRS

Provides undergraduate- and graduate-level programs as follows:

- a. Bachelor of Science (BS)
- b. Master of Science (MS) in Athletic Training
- c. Master of Science (MS) in Kinesiology and Rehabilitation Science
- d. PhD specialization in Kinesiology

Department of Special Education - Org code: MASPED

Provides undergraduate- and graduate-level programs to provide identification, assessment, and intervention strategies for persons with disabilities as follows:

- a. Post-baccalaureate Certificate in Special Education (PBSPED)
- b. Master of Education (MEd) in Special Education (Emphasis in mild/moderate disabilities or severe disabilities/autism)
- c. PhD Specialization in Exceptionalities

Provides undergraduate and graduate instruction in special education to support teacher preparation programs

Instructional units also:

- a. Provide professional development (e.g., courses, workshops, consultations) to assist education professionals in maintaining currency of knowledge, research, and practice in their fields.
- b. Share in development of program policy, curriculum, standards, and evaluation.
- c. Facilitate research and training related to teaching and learning.

STATE OF HAWAII
UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
OFFICE OF THE PROVOST
COLLEGE OF EDUCATION
RESEARCH UNITS

FUNCTIONAL STATEMENT

OFFICE OF THE ASSOCIATE DEAN OF RESEARCH – Org Code: MAARED

Under the direction of the Dean, this office is responsible for planning, organizing, and administering:

- a. Grant development, writing, and administration
- b. Coordination between academic programs and research projects
- c. Review of research units
- d. Conducts institutional research studies for program planning
- e. Tracks legislative initiatives that influence the College

RESEARCH UNITS – Org Code: MARSED

Curriculum Research & Development Group – Org code: MACRDG

- a. Conducts research and designs and tests more adequate models for educational programs.
- b. Serves the State school system in its programs of curriculum and student and teacher materials.
- c. Evaluates promising curriculum innovations and disseminates the information to schools.
- d. Provides a research base, including a laboratory school, for a variety of educational research and development programs.
- e. Conducts research on the process of curriculum and school change.

University Laboratory School – Org Code: MAULAB

The University Laboratory School is a public charter school that operates in partnership with the UHM Curriculum Research and Develop Group under an agreement with its Local School Board. The school serves as an experimental site for researching and developing innovation in teaching, learning, and assessment in grades K-12.

Curriculum Research & Development Group – Non-appropriated funds – Org Code: MAXCRD

The CRDG receives many extramural projects to meet the goals as stated above.

Center on Disability Studies/University Affiliated Programs - Org code: MACDS

Supports the quality of life, community inclusion, and self-determination of all persons with disabilities and their families by:

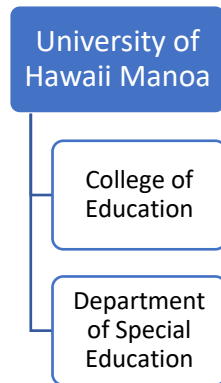
- a. Providing interdisciplinary training and student mentorship, through targeted course-work and certificate programs at the undergraduate and graduate levels,

- b. Conducting interdisciplinary research, demonstration, evaluation projects impacting upon policy, procedure and practice across special health, human service and education disciplines,
- c. Conducting interdisciplinary community and university service activities which result in an improved quality of life for persons with special health, human service and education needs,
- d. Developing research products, training materials, and media software/video formats,
- e. Planning and conducting interdisciplinary national and regional conferences, institutes, and forums,
- f. Disseminating information regarding research-based practices in the State of Hawai'i, the Pacific Region, the U.S. mainland, and internationally.

Center on Disability Studies – Non-appropriated funds – Org Code: MAXCDS

The CDS receives many extramural projects and funding to meet the goals of the Center as stated above.

2. PROGRAM ORGANIZATION AND JUSTIFICATION



Justification for implementing the program. Summarize the current market for this program's completer employment outlook and any other contexts that shape the program.

- Reading Proficiency in students with disabilities has consistently been below 15% in statewide assessments in Hawaii where proficiency scores of students without disabilities are above 50%. Research indicates that with intensive training, special educators can substantially increase the reading proficiency in students with disabilities. Reducing this significant gap in performance of reading proficiency in students with disabilities is on the Hawaii Department of Education (HIDOE) strategic plan and is a priority of the state administrators for special education. HIDOE Special Education administrators requested that the Department of Special Education at the University of Hawaii Manoa develop an intensive reading intervention program to train current special educators across the state to remediate the significant reading deficits that are chronically seen across the state in the reading proficiency of students with disabilities.
- This Reading Interventionist program developed by the University of Hawaii, Department of Special Education in collaboration with the Hawaii Department of Education is a one year, 18 credit, sequence of courses with integrated practicums that meets all of the International Dyslexia Association requirements for program completers to sit for the Center for Effective Reading Instruction (CERI) national exam for **Reading Specialist Certification: Knowledge and Practice Examination for Effective Reading Instruction (KPEERI)**.
- Special Education Teachers completing this program will be prepared for and experienced in:
 - Providing high quality evidence-based diagnostic-prescriptive reading instruction
 - Using data to design and implement reading instruction to bring students' skills to grade-level

- Collaborating and communicating with teachers, administration, and families regarding students' reading performance and program planning
- Using identified research-based interventions focused specifically on individual student needs
- Supporting implementation of assessment tools and data management systems
- Maintaining data-based documentation of continuous monitoring of student reading performance and progress
- Providing data to school teams and participating in decisions about student reading progress
- Providing diagnostic assessments for students as needed

TITLE: Consideration of Provisional Approval of the University of Hawaii at Manoa's College of Education Certificate in Online and Teaching (COLT) Program

The Hawaii Teacher Standards Board accepts HTSB's Review Team recommendation to grant provisional state approval to the University of Hawaii at Manoa's College of Education Graduate Certificate in Online Learning and Teaching (COLT) Program.

The program may recommend candidates in the following added field:

- Online Teaching

The unit shall recommend individuals in the grade level of their existing Hawaii license (K-6, 6-12, or K-12). To add an additional grade level to this license, individuals must also meet HTSB's experience requirements.

Implementation may occur after the target date of January 1, 2023, pending availability of resources.

Program Strengths:

- HTSB's Interstate Teacher Assessment and Support Consortium (InTASC) and National Standards for Quality Online Learning (NSQ) content standards are addressed.
- HTSB Licensure Requirements are addressed.
- Comprehensive training needed for teacher effectiveness is provided.
- College of Education is responding to the needs of its school partner.
- Candidates will be assessed throughout the program to ensure they're meeting the requirements.
- The program includes a comprehensive list of courses in Learning Design and Technology.
- The courses are taught by qualified instructors.

Recommendation for Improvement

- Considering continuous improvement, the program should continue to examine if the assessment rubrics help with the understanding of candidate performance of the knowledge of skills required, and program improvement through data collection.
- Ensure COLT candidates are provided clarity regarding the holistic and comprehensive nature of the three core courses (LTEC 612, LTEC 673, and LTEC 632) as they relate to certification.
- Since the COLT courses address English Learner (EL) students, they may want to consider seeking guidance from the Hawaii Department of Education (HIDOE) regarding reformatting two (or more) elective courses to serve as Sheltered Instruction (SI) eligible courses. This may help make COLT a highly desirable

program for online licensing and ensure compliance with HIDOE SI mandate.

This program must be included in the University of Hawaii at Manoa's annual report to HTSB and its accreditor. This program will be included in the unit's 2028 accreditation review to be eligible for continuing state approval.

Any changes to this program shall be reported to HTSB via their Educator Preparation Provider (EPP) Annual Report. Changes not reported to HTSB in a timely manner may impact the EPP's status or standing with the Board.

HTSB's Executive Director will inform the program of the Board's decision.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee

**HAWAII TEACHER STANDARDS BOARD
EDUCATOR PREPARATION ADDED FIELD PROGRAM REVIEW
UNIVERSITY OF HAWAII – MANOA
GRADUATE CERTIFICATE IN ONLINE LEARNING AND TEACHING
(COLT)**

SATEP REVIEW TEAM RECOMMENDATIONS:

The State Approved Teacher Education (SATE) Review Team recommends provisional approval for the Graduate Certificate in Online Learning and Teaching (COLT) K-12 added field program.

REVIEW TEAM

- Sungti Hsu, Education Consultant
- Joan Lewis, Education Consultant
- Whitney Aragaki, NBCT and Education Consultant
- Felicia Villalobos, HTSB Executive Director

PROGRAM STRENGTHS

- HTSB's Interstate Teacher Assessment and Support Consortium (InTASC) and National Standards for Quality Online Learning (NSQ) content standards are addressed.
- HTSB Licensure Requirements are addressed.
- Comprehensive training needed for teacher effectiveness is provided.
- College of Education is responding to the needs of its school partner.
- Candidates will be assessed throughout the program to ensure they're meeting the requirements.
- The program includes a comprehensive list of courses in Learning Design and Technology.
- The courses are taught by qualified instructors.

RECOMMENDATION FOR IMPROVEMENT

- Considering continuous improvement, the program should continue to examine if the assessment rubrics help with the understanding of candidate performance of the knowledge of skills required, and program improvement through data collection.
- Ensure COLT candidates are provided clarity regarding the holistic and comprehensive nature of the three core courses (LTEC 612, LTEC 673, and LTEC 632) as they relate to certification.
- Since the COLT courses address English Learner (EL) students, they may want to consider seeking guidance from the Hawaii Department of Education (HIDOE) regarding reformatting two (or more) elective courses to serve as Sheltered Instruction (SI) eligible courses. This may help make COLT a highly desirable program for online licensing and ensure compliance with HIDOE SI mandate.

PROGRAM REVIEW REPORT – ADD A FIELD
UNIVERSITY OF HAWAI‘I – MANOA
MASTER OF EDUCATION IN CURRICULUM STUDIES [EDCS] (PK-3)

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Name of Program:

Graduate Certificate in Online Learning and Teaching

Hawai'i Teacher Standards Board License Field(s) and Grade Level(s) for which candidates are being prepared

Added Field: Online Teaching K-12

Program Level

Post Baccalaureate

CONTACT AND CONTEXT INFORMATION

1. College of Education
1776 University Avenue, 128 Everly Hall
University of Hawaii at Manoa
Honolulu, HI 96822

2. SATEP Administrator

Name	Nathan Murata
Title	Dean
Email address	nmurata@hawaii.edu
Telephone number	808-956-7704

3. SATEP Administrator, if different from EPP Administrator
(Individual responsible for review correspondence)

Name	Cecily Ornelles
Title	Associate Dean
Email address	cecily@hawaii.edu
Telephone number	808-956-7704

PROGRAM ORGANIZATION AND JUSTIFICATION

If this is a new program, attach an organizational chart of your institution/agency and, if applicable, college/school/department showing the placement of this program.

The Program is situated in the University of Hawaii as follows:

- University of Hawaii-Manoa
 - College of Education
 - Learning Design & Technology (LTEC) Department
 - Graduate Certificate in Online Learning & Teaching (COLT)

Online teaching, unlike other certifications, is not a distinct subject area and is not tracked by [DOE employment reports](#), making market assessment difficult. However, the Hawaii Department of Education (HIDOE) routinely offers “standards-based, online classes for Hawaii's students enrolled in any HIDOE public school through [E-School](#). Instructor qualifications require completion of the Online Teaching Level 1 ([PDE3 #CT186400](#)) or Connect! (PDE3 #CT178661) course **AND** the Online Teaching Level 2 ([PDE3 #PD186458](#)) course. These HIDOE

Professional Development courses “can be used to apply for the Online Teacher certification with the Hawaii Teacher Standards Board”. However, we are unaware of a Hawai‘i State Approved Teacher Education Program offering a program of study for adding the Online Teaching field. As such, we believe that this program will fill an unmet need - an avenue to add this field through credit-bearing coursework, potentially as part of an advanced degree program.

The COVID-19 pandemic heightened the need for K-12 teachers to become proficient in online teaching. Most DOE schools transitioned to [distance learning for the 2020-21 school year](#). Furthermore, a [July 15, 2021 Board of Education resolution](#) directed the HIDOE Superintendent to “develop and maintain an easily accessible listing of schools that offer distance learning programs along with a description of the distance learning program” for the 2021-22 school year. This Distance Learning Programs [List of Schools](#) includes 13 schools where teachers provide 75% or more of instruction through synchronous or asynchronous delivery - demonstrating a continued need for teachers with an online teaching skill set.

The HIDOE [2021-2022 Guidelines for Reclassification of Teachers](#) states that “All academic credits earned through a university/college shall be applicable toward reclassification”. Fifteen academic credits, as approved by a teacher’s principal, could be used toward reclassification and any associated pay increase. The fifteen credits required for the Certificate of Online Teaching and Learning could therefore be an attractive route for both certification and reclassification.

Hawai‘i Data Exchange Partnership’s [Postsecondary to Workforce dashboard](#) reflects the likelihood of increased wages for graduates of the proposed program. Of existing programs, the Master of Education in Teaching is a close match, in that graduates are licensed and hold additional credits for reclassification. The data below shows that such graduates earn higher wages than bachelors or post-baccalaureate certificate holders.

NEW PROGRAM DESCRIPTION

The Graduate Certificate in Online Learning & Teaching (COLT) in Learning Design and Technology requires completion of a *minimum* of 15 credit hours of coursework after admission to the program. Students typically complete the required coursework in 1-2 years. LTEC’s COLT program includes **Core Courses** (9 credits) and **Elective Courses** (6 credits). Each student’s program will be individually designed with their advisor.

The core courses are designed to provide students with an in-depth knowledge of the theory, skills, and practice that guide the profession of learning design and technology. Elective courses are selected by the student in consultation with an advisor to provide support for the individual’s topic of interest; these may be additional LTEC courses or classes offered by other disciplines at UHM with permission.

The Certificate program requires successful completion of a culminating, integrative experience by which students demonstrate their mastery of design and implementation, which can be in a K-12 context for those intending to add a field to a teaching license. This may be achieved through an internship, project,

or electronic portfolio in which a student demonstrates mastery of program objectives, most typically by designing, developing, and evaluating a distance learning experience. This project is completed in the final course, LTEC 632: Developing Online Learning. Students are additionally required to develop a formal presentation for an online international conference, the TCC Worldwide Online Conference, to present the results of their project in a public and professional context.

COURSEWORK SPECIFIC TO NEW PROGRAM

Course	Description
LTEC 612 Introduction to Online Learning <i>Name change pending from: Introduction to E-learning (3)*</i>	Introduction to principles of online learning and their application in instructional settings.
LTEC 673 Designing Online Learning <i>Name change pending from: Planning for Technology & Resources (3)*</i>	Planning, needs assessment, standards and learning theory applied to the design of online learning and assessment plans.
LTEC 632 Developing Online Learning <i>Name change pending from: Developing eLearning Environments (3)*</i>	Design and development of online instruction for educational and training settings. Implementation of online course elements and strategies for content delivery, course management, student interaction, course evaluation and assessment of student learning.
LTEC 4/600 Elective TBD with advisor (3)	
LTEC 4/600 Elective TBD with advisor (3)	

* See Appendix B for UHM Course Change forms

Elective courses are generally selected from 400-level and 600-level courses within the LTEC department. Electives provide all students with a solid foundation in educational technology theory and practice while advancing their knowledge in an area of emphasis unique to each student. With advisor approval, a limited number of courses may be taken in another discipline outside of LTEC if these would contribute to the area of emphasis.

EXAMPLE ELECTIVES

LTEC 414 Educational Media Technology (3)

Introduction to educational technology theory and practice with an emphasis on meaningful integration of technology and media into a variety of face-to-face and online learning environments for diverse populations. A-F only. Pre: upper division standing.

LTEC 415 Technology for Teachers (3)

Introduction to the application of educational technology in teaching and learning using strategies in design, selection, development, integration, and evaluation. Interactive delivery via distance education technologies. A-F only. Pre: basic teaching certification.

LTEC 430 Video Technology (3)

Overview of video uses in educational contexts. Includes video planning, production, and simple editing procedures, as well as selection, evaluation, and integration into learning plans. Pre: upper division standing.

LTEC 442 Technology in Education (3)

Planning and implementation of computer systems and applications for effective integration into classroom settings. Emphasis is on methods and strategies for using digital technologies to enhance standards-based learning by K-12 students. Pre: upper division standing.

LTEC 448 Social Media: Links to Lifelong Learning (3)

Exploration of social media and effects on individuals, communities, and world. Analyze and evaluate impacts of social media and ethical implications. Service learning component and research project link social media to personal fields of study. Pre: upper division standing (junior or higher).

LTEC 461 Foundations in Design Thinking (3)

Using real-world problems, students learn a creative problem-solving process that is human-centered and iterative, and practice design thinking mindsets (embracing ambiguity, learning from failure, and bias toward action) as they tackle the problem. A-F only. (Alt. years) LTEC

620 Visual Design (3)

Theory and practice involved in planning educational/instructional graphic and photographic material for print and computer-based media. LTEC majors only or consent. A-F only.

LTEC 622 E-learning Theory and Design (3)

Principles of e-learning theory as well as design and development for instruction. Application to new media and web authoring. Repeatable one time. Pre: LTEC majors or consent. A-F only.

LTEC 623 Digital Video Design (3)

Development and utilization of digital video for the purpose of improving the teaching-learning process. A-F only. Pre: LTEC major or consent.

LTEC 641 Emerging Technologies for K-12 Teaching (3)

Exploration and impact of emerging technologies in K-12 classroom teaching and learning and ramifications of these technologies on administrative structure of schools. A-F only. LTEC majors only or consent.

LTEC 642 Facilitating E-learning Communities (3)

Exploration of tools and design considerations for effective online communication and development of learning communities. Pre: LTEC major or consent

LTEC 643 Educational Technology in Informal Learning Environments (3)

Exploring the nature, application, and use of educational technology in informal learning environments, such as museums, cultural institutions, tourist attractions, and visitor information centers. Focusing on the analysis, selection, and development of various media choices. A-F only. Pre: LTEC major or consent.

LTEC 647 (Alpha) Learning with Emerging Technologies (3)

Exploration and evaluation of new tools and strategies for teaching and learning. (B) mobile learning; (C) free/open software; (D) educational games and simulations; (E) critical trends. Repeatable one time per alpha. A-F only. Pre: LTEC major or consent. (Fall only for (B) and (D)) (Spring only for (C) and (E))

LTEC 651 Interactive Multimedia Production (3)

The utilization and application of advanced authoring tools, combining video, animation, graphics, and sound to develop student-centered learning. Primarily for advanced LTEC students. LTEC majors only or consent.

LTEC 652 (Alpha) Authoring E-learning Environments (3)

Conceptualization of instructional design and its application to the development for e-learning environments: (B) assisted instruction (CAI); (C) managed instruction; (D) virtual reality; (E) animation. Repeatable two times. LTEC majors only or consent. A-F only.

LTEC 654 Programming for Games and Simulations (3)

Project-based exploration of the breadth of programming in the context of educational games and simulations. A-F only. Pre: LTEC major or consent.

LTEC 661 Design Thinking for Creative Problem Solving (3)

Using real-world problems, students learn an agile design and problem-solving process that is human-centered, iterative, and cultivates individual and group creativity. Repeatable three times. A-F only.

LTEC 662 Assessment and Evaluation in Educational Technology (3)

Evaluation and assessment processes, sources, and instruments applicable to systematic appraisal of learning with technology. Repeatable one time. A-F only. Pre: LTEC major or consent.

LTEC 672 Distance Education Technology (3)

Technical and instructional considerations for developing, delivering, managing, and evaluating distance education including voice, video, print, hypermedia and data transmissions. Pre: LTEC major or consent.

LTEC 674 (Alpha) Technical Issues in Educational Technology (3)

Applying theory of management in instructional technology support services and delivery systems. (B) management; (C) systems; (D) networks. A-F only. Pre: LTEC major or consent.

LTEC 676 Social and Ethical Issues in Educational Technology (3)

Examination of social and ethical issues as they relate to technology in instructional settings. Focus on social justice and societal impact. A-F only. Pre: LTEC major or consent.

LTEC 682 Cognition and Technology (3)

Interdisciplinary course that introduces a range of empirical research examining aspects of cognition such as attention, memory and learning, and how technologies can enhance and/or hinder these cognitive processes. Repeatable 3 times. A-F only.

LTEC 686 Information Literacy and Learning Resources (3)

Process approach to teaching information retrieval, analysis, and use. Emphasizes concepts, practices ineffective instructional design, selection of resources that meets learning needs.

Required for Librarian HDOE licensure. A-F only. Pre: LTEC majors or consent. (Cross-listed as EDCS 686 and LIS 686)

LTEC 689 LTEC Training and Evaluation Practicum (3)

Practicum in educational technology training and evaluation in formal and informal settings, under close supervision, plus class meetings in hybrid format. Repeatable unlimited times. LTEC majors only or consent. Pre: instructor consent.

LTEC 692 Practicum in E-learning (3)

Practicum in e-learning in academic or non-academic settings, under close supervision, plus regular class meetings. Repeatable three times. LTEC majors only or consent. A-F only.

ASSESSMENTS/RUBRICS SPECIFIC TO NEW PROGRAM

List when assessments are administered and describe each assessment. Attach template and grading rubric for each assessment. (table on following page)

COLT Courses	Key Assessments embedded in the course	Assessment Type	InTASC Standards by key assessments (HTSB Performance Standards)	National Standards for Quality for Online Teaching addressed by key assessments (HTSB Content Standards)	HTSB specific requirements
LTEC 612	(A) Online Lesson: Planning, Implementation, Assessment	Plan Instruction	InTASC: 1, 2, 5, 6, 7, 8	NSQ: B, F, G	none
		Teaching	InTASC: 3, 4, 5, 8	NSQ: B, C, D	
		Effect on Student Learning	InTASC: 6	NSQ: D, E, G	
LTEC 673	(B) Online Course Plan	Plan Instruction	InTASC: 1, 2, 5, 6, 7, 8	NSQ: B, F, G	none
	(C) Professional Dispositions	Dispositions	InTASC: 9, 10	NSQ: A, E	none
LTEC 632	(D) Online Course Implementation: Development, Assessment	Teaching	InTASC: 3, 4, 5, 8	NSQ: A, B, C, D, H	none
		Effect on Student Learning	InTASC: 6	NSQ: D, E, F, G	
End of Program	(E) Grades of C+ or greater: LTEC 612, 673 and 632	Content Knowledge	InTASC: 4	NSQ: A, B	none

ASSESSMENT A: ONLINE LESSON

Please fill out all applicable fields. N/A where not applicable. Date is when shared with the candidate.

Candidate		Date	
Instructor		Date	
Course	LTEC 612	Semester/ Year	

Overview and Directions

The Online Lesson project integrates all phases of instructional design through the analysis, design, development, implementation and evaluation of an online lesson. It establishes the core skills and abilities for online instruction, including the opportunity to examine effects on student learning, reflect and revise.

This assessment allows the student and instructor to reflect on candidate's performance, engage in relevant discussion about standards and performance while preparing for the broader challenges of design and delivery of entire courses. This assessment will be completed following the Online Lesson project in LTEC 612.

Candidates are scored using the following rubric. **For each criterion, note an "X" in the appropriate column. Specific and observable written evidence must be included in the comments if the candidate/applicant is being scored either "Needs Improvement" or "Exceeds Expectation."**

- **N** = Not Applicable or not observed (in cases where specific dispositions may not apply)
- **NI** = Needs Improvement. Does not meet all of the indicated criteria. Comments required.
- **ME** = Meets Expectations. Meets all of the indicated criteria.
- **EE** = Exceeds Expectations. Performs above and beyond all indicated criteria. Comments required.

Overall: Ability to Plan Instruction NSQ Standards B, F, G InTASC Standards 1, 2, 5, 6, 7, 8	N	NI	ME	EE
<ul style="list-style-type: none"> • Digital pedagogy <ul style="list-style-type: none"> ○ uses digital pedagogical tools that support communication, productivity, collaboration, analysis, presentation, research, content delivery, and interaction. • Diverse instruction <ul style="list-style-type: none"> ○ creates alternative formats of course materials, if needed, in order to meet the needs of diverse learners and accommodate alternative means of access. • Assessment and measurement <ul style="list-style-type: none"> ○ chooses appropriate assessment tools, which allow students the opportunity to demonstrate mastery of the content. ○ assures alignment between the assignments, assessments, and standards-based learning goals. 				
Comments:				

Overall: Teaching NSQ Standards B, C, D InTASC Standards 3, 4, 5, 8	N	NI	ME	EE
<ul style="list-style-type: none"> • Digital pedagogy <ul style="list-style-type: none"> ○ demonstrates basic troubleshooting skills and addresses basic technical issues as they arise. ○ uses different types of tools to interact in online courses in order to nurture learner relationships, encourage learner interaction, and monitor and motivate learner engagement. • Community building <ul style="list-style-type: none"> ○ employs learner-centered instructional strategies and current practices that leverage technology for learner collaboration. ○ promotes learner-learner interaction in online groups in order to foster collaboration and promote higher-order thinking skills such as analysis, synthesis, and/or evaluation. • Learner engagement <ul style="list-style-type: none"> ○ establishes relationships through timely and encouraging communication, using various formats. ○ helps learners reach content mastery through instruction and quality feedback using various formats. 				
Comments:				

Overall: Effect on Student Learning NSQ Standards D, E, G InTASC Standard 6	N	NI	ME	EE
<ul style="list-style-type: none"> • Learner engagement <ul style="list-style-type: none"> ○ ensures that learners have necessary course resources and the information needed to navigate the learning platform and perform required tasks in a timely manner. • Digital citizenship <ul style="list-style-type: none"> ○ models and complies with intellectual property policies and fair-use standards and reinforces their use with learners. • Assessment and measurement <ul style="list-style-type: none"> ○ implements a variety of assessments that accurately measure learner proficiency. ○ evaluates learner readiness and progress using formative and summative assessments and learner feedback throughout the course. 				
Comments:				

ASSESSMENT B - ONLINE COURSE PLAN

Online Course Plan

Please fill out all applicable fields. N/A where not applicable. Date is when shared with candidate.

Candidate		Date	
Instructor		Date	
Course	LTEC 673	Semester/ Year	

Overview and Directions

The Online Course Plan is a scaffolded design project, building a full course design over the semester. It expands on the core skills and abilities for online instruction, including the planning for course level outcomes and assessment of student learning. This assessment is a tool to reflect on the candidate's ability to plan at the course level, engage students with content and community, and plan for assessment of course learning outcomes. This assessment will be completed following the final stage of the Online Course Plan project in LTEC 632.

Candidates/applicants are scored using the following rubric. **For each criterion, note an "X" in the appropriate column. Specific and observable written evidence must be included in the comments if the candidate/applicant is being scored either "Needs Improvement" or "Exceeds Expectation."**

- **N** = Not Applicable or not observed (in cases where specific dispositions may not apply)
- **NI** = Needs Improvement. Does not meet all of the indicated criteria. Comments required.
- **ME** = Meets Expectations. Meets all of the indicated criteria.
- **EE** = Exceeds Expectations. Performs above and beyond all indicated criteria. Comments required.

Overall: Ability to Plan Instruction NSQ Standards B, F, G InTASC Standards 1, 2, 5, 6, 7, 8	N	NI	ME	EE
<ul style="list-style-type: none"> • Digital pedagogy <ul style="list-style-type: none"> ○ uses digital pedagogical tools that support communication, productivity, collaboration, analysis, presentation, research, content delivery, and interaction. ○ The online teacher incorporates discipline-specific technologies, tools, and resources to meet individualized learner needs. ○ The online teacher uses different types of tools to interact in online courses in order to nurture learner relationships, encourage learner interaction, and monitor and motivate learner engagement. • Diverse instruction <ul style="list-style-type: none"> ○ The online teacher uses data (quantitative and qualitative) to identify learners who need additional support services. ○ creates alternative formats of course materials, if needed, in order to meet the needs of diverse learners and accommodate alternative means of access. ○ The online teacher provides additional opportunities for personalized learner growth or enrichment. ○ The online teacher supports and provides a forum for sharing the varied talents and skills that learners bring to the online environment. • Assessment and measurement <ul style="list-style-type: none"> ○ chooses appropriate assessment tools, which allow students the opportunity to demonstrate mastery of the content. ○ The online teacher implements a variety of assessments that accurately measure learner proficiency. 				

- assures alignment between the assignments, assessments, and standards-based learning goals.
- The online teacher creates opportunities for learner self-assessment within courses.

Comments:

-
-

ASSESSMENT C - PROFESSIONAL DISPOSITIONS

Please fill out all applicable fields. N/A where not applicable. Date is when shared with candidate.

Candidate		Date	
Instructor		Date	
Course	LTEC 673	Semester/ Year	

Overview and Directions

Establishing and maintaining appropriate professional dispositions is essential to being a successful teacher. COLT candidates must demonstrate appropriate dispositions in all aspects of their professional lives, including: UHM classes, public and private settings, face-to-face and online. This assessment is a tool to reflect on candidate performance, engage in relevant discussion about dispositions, and help candidates work to maintain and/or develop appropriate dispositions. This review may be initiated by any UHM faculty member, during any point in the COLT program; but will be completed once at a minimum.

Candidates/applicants are scored on their professional dispositions using the following rubric. **For each disposition note an “X” in the appropriate column. Specific and observable written evidence must be included in the comments if the candidate/applicant is being scored either “Needs Improvement” or “Exceeds Expectation.”**

- **N** = Not Applicable or not observed (in cases where specific dispositions may not apply)
- **NI** = Needs Improvement. Does not meet all of the indicated criteria. Comments are required.
- **ME** = Meets Expectations. Meets all of the indicated criteria.
- **EE** = Exceeds Expectations. Performs above and beyond all of the indicated criteria. Comments are required.

1 - Professionalism	N	NI	ME	EE
<ul style="list-style-type: none"> • Consistently attends and actively/appropriately participates in UHM and field-based courses. • Is honest and reliable, punctual, meets program requirements and deadlines, and produces quality work. • Dresses appropriately. 				
Comments:				

2 - Communication (verbal and non-verbal)	N	NI	ME	EE
<ul style="list-style-type: none"> • Listens openly, communicates respectfully in different contexts (face-to-face/online, formal/informal, classroom/outside classroom, public/private settings, etc.), responds appropriately to the feedback and the opinions of others, asks for help when necessary, and respects and protects confidentiality as appropriate. • Communicates clearly and effectively. • Communicates in a timely and responsive manner, and is proactive in communicating unavoidable absences, tardies, schedule changes, etc. 				

Comments:

3 - Collaboration	N	NI	ME	EE
<ul style="list-style-type: none"> Initiates and/or positively contributes to collaborative efforts with others. Actively participates in problem solving. 				
Comments:				

4 - Reflection	N	NI	ME	EE
<ul style="list-style-type: none"> Engages in purposeful reflection in order to promote meaningful intellectual, emotional, and social growth. Monitors the impact of his/her actions and interactions on others and adjusts behavior accordingly. 				
Comments:				

5 - Diversity	N	NI	ME	EE
<ul style="list-style-type: none"> Values diversity and is positively responsive to other cultures, languages, and multiple perspectives, including those perspectives that are different than their own. Models and acts with empathy. 				
Comments:				

Overall Assessment NSQ Standards A, E InTASC Standards 9, 10	N	NI	ME	EE
Comments:				

ASSESSMENT D - ONLINE COURSE IMPLEMENTATION

Fill out all applicable fields. N/A where not applicable. Date is when shared with the candidate.

Candidate		Date	
Instructor		Date	
Course	LTEC 632	Semester/Year	

Overview and Directions

The Mini Online Course project integrates the application of instructional design frameworks (e.g. ADDIE, design thinking) and online learning strategies to design, develop, and implement a mini online course.

This assessment is a tool to reflect on candidate performance, engage in relevant discussion about standards and performance while preparing for the broader challenges of design and delivery of entire courses. This assessment will be completed following completion of the Mini Online Course project in LTEC 632.

Candidates/applicants are scored using the following rubric. For each criterion, note an “X” in the appropriate column. Specific and observable written evidence must be included in the comments if the candidate/applicant is being scored either “Needs Improvement” or “Exceeds Expectation.”

- **N** = Not Applicable or not observed (in cases where specific dispositions may not apply)
- **NI** = Needs Improvement. Does not meet all of the indicated criteria. Comments required.
- **ME** = Meets Expectations. Meets all of the indicated criteria.
- **EE** = Exceeds Expectations. Performs above and beyond all indicated criteria. Comments required.

Overall: Teaching NSQ Standards A, B, C, D, H InTASC Standards 3, 4, 5, 8	N	NI	ME	EE
<ul style="list-style-type: none"> • Professional Responsibilities <ul style="list-style-type: none"> ○ is a reflective practitioner. ○ demonstrates an understanding of effective time management strategies. ○ models digital citizenship. • Digital Pedagogy <ul style="list-style-type: none"> ○ uses digital pedagogical tools that support communication, productivity, collaboration, analysis, presentation, research, content delivery, and interaction. ○ Incorporates discipline-specific technologies, tools, and resources to meet individualized learner needs. ○ uses different types of tools to interact in online courses in order to nurture learner relationships, encourage learner interactions, and monitor and motivate learner engagement. ○ demonstrates basic troubleshooting skills and addresses basic technical issues as they arise. ○ supports safe digital learning spaces for all learners (e.g. data ownership and privacy expectations, digital identity curation). • Community Building <ul style="list-style-type: none"> ○ employs learner-centered instructional strategies and current practices that leverage technology for learner collaboration. ○ creates expectations for appropriate interaction among learners, including establishing netiquette requirements, modeling implementation, and enforcing the requirements. ○ promotes learner-learner interaction in online groups in order to foster collaboration and promote higher-order thinking skills such as analysis, synthesis, and/or evaluation. 				

Learner Engagement				
<ul style="list-style-type: none"> ○ Learner Engagement establishes relationships through timely and encouraging communication, using various formats. ○ helps learners reach content mastery through instruction and quality feedback. ○ ensures that learners have necessary course resources and the information needed to navigate the learning platform and perform required tasks in a timely manner. ● Instructional Design <ul style="list-style-type: none"> ○ designs learning experiences that use technology to efficiently engage learners. ○ uses a formative approach to lesson design. ○ incorporates diverse media into online learning modules. ○ incorporate subject-specific and developmentally appropriate digital learning resources into online learning modules. ○ continuously reviews and aligns all course content with applicable course objectives and standards. ○ creates, selects, and organizes appropriate assignments and assessments to align curricular content with associated standards-based learning goals. 				
Comments: <ul style="list-style-type: none"> ● 				

Overall: Effect on Student Learning NSQ Standards D, E, F, G InTASC Standard 6	N	NI	ME	EE
<ul style="list-style-type: none"> ● Learner Engagement <ul style="list-style-type: none"> ○ establishes relationships through timely and encouraging communication, using various formats. ○ helps learners reach content mastery through instruction and quality feedback. ○ ensures that learners have necessary course resources and the information needed to navigate the learning platform and perform required tasks in a timely manner. ● Digital Citizenship <ul style="list-style-type: none"> ○ facilitates learning experiences that model and promote digital citizenship. ○ establishes standards for learner behavior that are designed to ensure academic integrity and appropriate use of the Internet that adhere to program-level policies. ○ models and complies with intellectual property policies and fair-use standards and reinforces their use with learners. ○ implements policies, including federal, state, and program-level policies (where applicable), designed to protect learners in the classroom and follows program and classroom Acceptable Use Policies (AUP). ● Diverse Instruction <ul style="list-style-type: none"> ○ creates alternative formats of course materials, if needed, in order to meet the needs of diverse learners and accommodate alternative means of access. ● Assessment and Measurement <ul style="list-style-type: none"> ○ chooses appropriate assessment tools, which allow students the opportunity to demonstrate mastery of the content. ○ implements a variety of assessments that accurately measure learner proficiency. ○ evaluates learner readiness and progress using formative and summative assessments and learner feedback throughout the course. ○ assures alignment between the assignments, assessments, and standards-based learning goals. ○ creates opportunities for learner self-assessment within courses. 				
Comments: <ul style="list-style-type: none"> ● ● ● 				

LTEC 612 ASSESSMENT - ONLINE LESSON PROJECT



The Online Lesson project is scaffolded to be completed over the course of LTEC 612. By working on each component in order, students will study the instructional design and online delivery process in depth, while building an aligned and ready-to-use lesson that another instructor can easily use.

The Online Lesson project makes frequent use of peer review. You will be offering constructive commentary to your classmates, and receiving constructive feedback on your own work.

Components

Learners & Lesson

Needs Analysis Learner

Analysis Learning

Objectives Assessment

Strategies

Toole Evaluation Learning

Materials Summary and

Reflection

LTEC 673 ASSESSMENT - ONLINE COURSE PLAN

The Online Course Plan is a scaffolded design project, building a full course design over the semester. It expands on the core skills and abilities for online instruction, including the planning for course level outcomes and assessment of student learning. This assessment is a tool to reflect on a candidate's ability to plan at the course level, engage students with content and community, and plan for assessment of course learning outcomes.

Six Stages of Course Design

- 1. Topic & Intended Audience**
- 2. Outcomes**
- 3. Course Outline**
- 4. Activities to Deliver Content and Engage Students**
- 5. Community Building Activities**
- 6. Assessment of Student Learning**

LTEC 632 ASSESSMENT - ONLINE COURSE



Designing and developing a mini online course is the main project in LTEC 632 (aligned to all course learning outcomes or CLOs). Use this opportunity to build upon and gain new skills during your educational technology journey. Your mini online course should be the equivalent of a one-credit online course (not a full-blown sixteen week, three-credit course). It must include all the elements to support learning of an online course (e.g. course goals & objectives, content, interactive learning activities, assessment, visual design, etc.).

The mini online course project consists of a final product and a series of sub-assignments aimed at helping you to break down the online design and development process into manageable chunks. Mai poina (Don't forget) to reference how your project will be evaluated as you begin working on your project.

Project Milestones

Reference your LTEC 632 Course Schedule at a Glance or Canvas for deadlines.

- **Part 1:** Mini online course planning document v1 & v2
- **Part 2:** 2022 TCC Online Conference proposal submission
- **Part 3:** Mini online course submission v1
- **Part 4:** Mini online course presentation
- **Part 5:** Mini online course submission v2

FACULTY SPECIFIC TO NEW PROGRAM

Full Vitae available at: <http://go.hawaii.edu/xen>

Faculty Member Name	Highest Degree & Area of Concentration	Role in Program	Professional Experience Relevant to Program
Paul McKimmy	Ed.D. Educational Leadership	Instructor, Program Coordinator	Current: Director of Technology & Distance Programs at College of Education. 20 years as faculty, Learning Design & Technology dept., Instructional design and faculty professional development.
Dorothy Hirata	Ph.D. in Curriculum & Instruction (emphasis on online learning)	Instructor	Current: Instructional Design Manager supporting strategic online learning initiatives & faculty and staff professional development across the UH System. 18+ years instructional design, online learning, professional development for pre-K through higher ed faculty; certified Quality Matters course reviewer, Distance Education Accrediting Commission (DEAC) subject specialist reviewer. Former Director of Distance Learning at Kamehameha Schools.
Mary Hattori	Ed.D. Professional Educational Practice	Instructor	25 years as lecturer in educational technology; 12 years as Director of Technology; Cooperating and Affiliate Graduate Faculty for several UH programs
Michael Menchaca	Ed.D. Educational Technology	Professor	25 years experience teaching online in educational technology; co-designed and directed multiple, fully online programs over 25 years; co-edited ISTE Standards books; Quality Matters rubric reviewer; peer-reviewed journal publications in online learning and teaching
Curtis Ho	Ph.D. Educational Technology	Instructor	30 years experience teaching in Educational Technology. Retired full professor.

ADDITIONAL INFORMATION

The COLT program is guided by National Standards for Quality in Online Teaching (NSQ): Professional Responsibilities (A), Digital Pedagogy (B), Community Building (C), Learner Engagement (D), Digital Citizenship (E), Diverse Instruction (F), Assessment & Measurement (G).

Recommended core course sequence:

LTEC 612: Introduction to Online Learning

LTEC 673: Designing Online Learning

LTEC 632: Developing Online Learning (prerequisite: LTEC 673)

PROGRAM REVIEWER QUESTIONS:

ANSWERS TO COLT STAT PROGRAM REVIEWER QUESTIONS:	
QUESTION	RESPONSE
<ul style="list-style-type: none"> Assessment and curriculum matrix (Excel sheet attached) <ul style="list-style-type: none"> Please provide more detail on how each standard is being addressed by the assessment components. Currently, parts of assessments A, B, and D are being used to address multiple standards. However, it is unclear how the final score for each part is tabulated. Can a candidate fail one standard out of the 3 or 4 the part is addressing but still received ME or EE? 	<ul style="list-style-type: none"> The following was completed to address these questions <ul style="list-style-type: none"> Excel spreadsheet was completed indicating which standards are addressed by each assessment and is attached If candidates fail any single standard, they automatically earn an “NI” for the entire assignment Candidates are provided the opportunity to resubmit assignments to correct standard deficiencies
<ul style="list-style-type: none"> Please confirm that the main 3 courses (LTEC 612, 673, 632) will address all NSQ and InTASC Standards. 	<ul style="list-style-type: none"> Matrix (Page 10) reviewed and with corrections provided (see below), all NSQ and InTASC standards are confirmed addressed
<ul style="list-style-type: none"> Matrix on page 10 does not match course outlines listed. It will be helpful to go through the document and make sure that the information provided is consistent. This will limit confusion on the reviewer’s part. <ul style="list-style-type: none"> Example: LTEC 612 on page 10 address 3 NSQ standards. However, on page 12 course 	<ul style="list-style-type: none"> Application was thoroughly reviewed. An updated copy of the application is provided with the following corrections made <ul style="list-style-type: none"> InTASC standards were indicated in matrix but not rubrics. InTASC standards added to all rubrics. Page 10, Matrix table, LTEC 632, Teaching row, NSQ column:

<p>LTEC 612 lists 4 NSQ standards</p> <ul style="list-style-type: none"> ○ Example: LTEC 632 on page 17 has NSQ standard H, but the matrix on page 10 does not list NSQ standard H at all 	<p>Changed from “NSQ: B, C, D” to corrected “NSQ: A, B, C, D, H”</p> <ul style="list-style-type: none"> ○ Page 10, Matrix table, LTEC 632, Effect on Student Learning row, NSQ column: Changed from “NSQ: B, D, E, F” to corrected “NSQ: D, E, F, G” ○ Page 12, Effect on Student Learning rubric: Changed from “NSQ Standards B, D, E, G” to “NSQ Standards D, E, G”
<p>On page 10 of the report:</p> <ul style="list-style-type: none"> • The team was unclear how the InTASC standards (4) and the NSQ standards (A, B) related to this part of the chart since these standards were addressed in the courses mentioned in the above chart. • How does a grade of C+ or greater correlate with the Rubric outlined for each course? Does an EE equal an A and a NI equal a C? 	<ul style="list-style-type: none"> • The courses referred to for ‘End of Program’ include those required core courses for the program (e.g., LTEC 612, 673, and 632). All INTASC and NSQ standards are addressed through these three required core courses. Candidates will take other electives; however, the required courses will be the courses tracked for completion of all required standards by candidates. • The final culminating project completed at the end of the program addresses INTASC 4 and NSQ A&B. In addition, the standards indicated here were those focused solely on the Assessment Type (Column 3) for “Content Knowledge” and not all standards. This is the reason for listing these standards as ‘End of Program.’ • (For bullet 2): While assessments are specific, grading is holistic. The entirety of a student’s assessments and the quality of their work is considered. Standards assessments would be tracked independently of grades. • Clarification: All INTASC and NSQ standards will be addressed by the end of the program.
<ul style="list-style-type: none"> • The team noticed that some of the rubrics have a main bulleted NSQ Standard and sub-bullets (set of indicators) below each standard. Is the main standard the standard 	<ul style="list-style-type: none"> • Each NSQ standard will be evaluated (addition to the rubric to reflect a rating for each NSQ standard)—the second example indicated. Candidates

<p>being graded, and the set indicators are not? Or do the set of indicators equal a total of how the main standard was addressed?</p> <ul style="list-style-type: none"> ○ Example: B1=ME, B2=EE, B3=ME ○ Overall grade for Digital Pedagogy ME Or is the weight on each standard? <p>Example: Digital Pedagogy (B1, B2, B3)=ME, Diverse Instruction (F3, F4, F6, F7)=ME, and Assessment and measurement (G1, G4)= EE</p>	<p>will be provided with feedback to identify both strengths and weaknesses reflective of standards. If a student has not met a particular standard, they will have the opportunity to revise/resubmit.</p>
<p>On Page 10: It was indicated that no HTSB Specific Requirements will be addressed. It seems that some of the NSQ Standards like Standard A9 and Standards F1-F3 would address support for diverse learners (see below). The NSQ Standards may address some of the Hawaii Specific Requirements outlined in Hawaii Administrative Rules. The program may want to include this in their table found on page 10.</p>	<p>This program does provide students with the opportunity to meaningfully identify and use practices and accommodations to address the range of K-12 students' language and learning strengths and needs. University candidates will include strong instructional approaches and accommodations in their course submissions (e.g., Assessment A, B, D) and reflect responsiveness through their professional dispositions (Assessment C), which are appropriate for the context of the work in which they are engaged/project that they are designing.</p> <p>The HTSB Specific Requirements addressed include:</p> <ul style="list-style-type: none"> • Working effectively with students with disabilities • Working effectively with students who are limited English proficient; • Working with gifted and talented students; • Integrating technology effectively into curricula and instruction, including activities consistent with the principles 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.