

**New Business Item 11-61Rev. 1**

Introduced 6/1/12

App. 6/1/12

Rev. 9/21/12

App. 9/21/12

**TITLE: Request Regarding Niihau Teacher Education Candidates**

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The Hawaii Teacher Standards Board approves the Executive Director's recommendation regarding four Niihau teacher education candidates enrolled as of June 1, 2012 that:

- Notwithstanding NBI 09-30, to waive the requirement for the basic skills test for entry and content test prior to student teaching to allow the four Niihau teachers to complete their bachelor's degree and teacher preparation program at the University of Hawaii-Manoa.
- Instruct HTSB Executive Director and two UH-Manoa College of Education representatives appointed by the Dean of the College to develop alternative methods for validating basic skills and content knowledge for the four Niihau candidates and report back to the Board no later than December 31, 2012.

The HTSB adopts the written proposal entitled Alternative Assessment for Niihau Teachers, submitted by the University of Hawaii-Manoa College of Education which sets forth the following methods for validating basic skills and content knowledge for the four teacher candidates completing their degree and teacher preparation program at the University of Hawaii-Manoa and employed as instructors on the island of Niihau:

- For basic skills: evaluation of associate's degree transcript;
- For content knowledge:
  - Candidate Ability to Plan Instruction: Unit Plan
  - Candidate Effect on Student Learning
  - Clinical Evaluation: Student Teaching Evaluation
  - Elementary Content in Context
  - Professional Teaching Portfolio

**Submitted by:** Terry Lynn Holck

**Referred to:** Teacher Education Committee

**Niihau Alternative Assessment**  
Candidate Ability to Plan Instruction: Unit Plan

**Assessment Documentation**

The Unit Plan assessment is designed for Niihau candidates—in teacher education. This assessment is aligned with the ACEI standards.

Standard 1 Development, Learning and Motivation	
ACEI Standards	Description
1.0	Development and Learning Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development and acquisition of knowledge.
Standard 3 Instruction	
ACEI Standards	Description
3.1	Integrating and applying knowledge for instruction Candidates plan and implement instruction based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community.
3.2	Adaptation to diverse students Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
3.3	Development of critical thinking and problem solving Candidates understand and use a variety of teaching strategies that encourage elementary students' development and use of critical thinking and problem solving.
3.4	Active engagement in learning Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self- motivation, and positive social interaction and to create supportive learning environments.
3.5	Communication to foster learning Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster activity inquiry, collaboration, and supportive interaction in the elementary classroom.

Standard 4 Assessment	
ACEI Standards	Description
4.0	Assessment for instruction Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

### **Instructions to Candidates**

All Niihau teacher candidates must complete a unit plan in ITE 390. Candidates will be evaluated with a common rubric. Candidates must earn a passing score of Acceptable or Target for each category on the rubric. Candidates who receive an Unacceptable score on any of the categories are required to complete a formal Plan for Remediation under the supervision of the course instructor. The rubrics are found in the *Scoring Guide*.

Design a unit plan that consists of a minimum of five lesson activities implemented over a course of five days. The unit plan provides an opportunity to learn about a topic or concept in depth. Base each lesson on appropriate content standards and benchmarks and form a logical sequence of study.

Submit a plan for the unit to your university supervisor for approval. This submission should include the title, rationale for the unit, a daily lesson plan for each lesson in the series, and a description of the unit's formative and summative assessments.

Identify a topic by consulting with your faculty advisor and by surveying the curriculum and Hawaii Content and Performance Standards (HCPS) and Common Core Standards for your grade level. You also may consider topics based upon interests of the students in your class or your particular expertise.

When selecting your theme, keep in mind that it should allow students to assimilate big ideas, rather than a collection of facts.

It is important for your growth as an educator to be able to articulate your intentions. In a short rationale, explain why this topic is important for students to learn, and how the unit will help them develop a deep understanding of the topic. In addition, include a detailed lesson plan for each day and plan enough content for at least five lessons. Lesson plans must be written in the format provided by your university supervisor and include, at a minimum, an introduction, an activity, and a conclusion. Often, a project that encourages the creativity of the students and integrates various subject areas can promote student engagement. This kind of planning can also allow the teacher to interact with students during work time and conduct daily observations.

Describe and explain the assessments you will use for the unit. Include the daily formative assessment and a description of your summative assessment for the end of the unit. These assessments should be designed to ascertain the student's understanding of the topic and give you, as a teacher, the opportunity to adjust lessons and timeframes as the need arises.

Give thought to how the lessons will build upon each other and scaffold the learning for the student. What will be the enduring understanding of the lessons and the unit as a whole? What will be the essential questions that drive the unit? Strive to provide experiences that are hands-on and sensory to enhance the unit. For example, in addition to reading about the body parts of insects, students might gently hold insects in their hands before looking at them under the microscope. Remember that hands-on experiences are important for older students as well as younger ones.

Finally, be prepared to process your experiences with teaching the unit through reflection and discussion with your university supervisor, your fellow teacher candidates and most importantly, your students. The unit plan and reflections will be included in your professional portfolio.

## **Unit Design Step-by-Step**

### **(1) Title of Unit:**

What topic or concept will students understand upon completion of this unit? Use an active verb to describe the process of learning in the title. For example: *Exploring Animal Adaptation* or *Discovering the Culture of Samoa*.

### **(2) Rationale:**

Write a paragraph that explains the reason for planning and teaching the unit to this particular group of students. List the appropriate standards or benchmarks for the unit as well as your educational intentions. Here are some questions to aid you in the writing of the rationale:

- Is the subject particularly important for students in Hawaii to study? Why? (For example, the concept of sustainability is important for students in Hawaii because it can make a difference in their future as island residents.)
- Does it provide cultural or place-based experiences that would meet the interest of students in your class? (For example, the students at my school celebrate May Day, but have very little experience with Hawaiian culture. My unit seeks to compensate for this by . . . )
- Does the topic provide an intellectual challenge worthy of the students' attention? (For example, although I use a program that teaches the students new vocabulary words every week, the students rarely receive the opportunity to use these words in a meaningful context. My poetry unit will provide this opportunity by . . . )

### **(3) Lesson Planning:**

Write an individual lesson plan for each day of the unit, using the template provided in this assignment. The lessons should form a logical sequence of learning for the students and give them the opportunity to practice a wide range of skills while exploring the topic. When designing these lessons, it might be helpful to think about the unit as a project and organize the lessons as a web or mind map.

Lesson 1: The first lesson in the unit should introduce the topic and elicit questions or ideas about the topic based upon the students' prior knowledge. This lesson will communicate the goals that will be met by the end of the unit, and most importantly, your enthusiasm for the topic!

Lesson 2: The second lesson begins the purposeful process of learning, and includes an activity and a formative assessment. If the summative assessment for the unit is embedded in the lessons, students may begin work on this as you indicate.

Lesson 3: The third lesson continues the process of purposeful learning and includes an activity and a formative assessment.

Lesson 4: The fourth lesson continues the process of purposeful learning and includes an activity and a formative assessment.

Lesson 5: the final lesson provides the students with a culminating activity and your summative assessment. The summative assessment should not be limited to the form of a written response or a test. Students may explain their findings, discuss a process, or share a project, and engage in self-reflection.

### **(4) Reflection:**

After you teach the unit, reflect on what went well, what was unexpected, and what you would do to improve teaching and learning the next time you teach this unit.

## Example 5-Day Unit Plan Format

Candidate:

Unit Title:

Rationale:

Stage 1—Desired Results				
Goals (G): Standards/benchmarks, other goals				
Enduring Understandings		Essential Questions		
Knowledge		Skills		
Stage 2—Assessment Evidence (attach copies of everything you will use)				
Summative Assessment Task		Other Evidence—Formative in daily lessons		
Stage 3—Learning Plan (Titles of your lessons)				
Day 1:	Day 2:	Day 3:	Day 4:	Day 5:

Daily lesson plans continue on next page

Example Daily Lesson Plan Format for Each Lesson

Title: \_\_\_\_\_ Lesson # \_\_\_\_\_

Stage 1—Today's standards/benchmarks/other goals
Stage 2—Today's formative assessments for learning (attach copies)
Stage 3—Today's learning strategies (attach copies of all materials you use)
<ol style="list-style-type: none"><li>1. Introduction (the “hook”—e.g., anticipatory set, grabber, other attention-getter)</li><li>2. Activities (step by step—for example, modeling, guided practice, independent practice, or other step-by-step organization)</li><li>3. Conclusion (review: what did we learn today and why does it matter to us?)</li></ol> <p style="text-align: center;">Important: Detailed enough for someone else to follow!</p>

## **F. Scoring Guide (Attachment B)**

### **Elementary:**

- Elementary candidates must provide evidence of meeting ACEI standards 1, 3.1-3.5, and 4.

Addendum pages follow.



**Unit Plan ACEI Standards for All Elementary Candidates**

Candidate Name \_\_\_\_\_ Date \_\_\_\_\_ Assessor \_\_\_\_\_

Elementary candidates	Target Wow!	Acceptable Yes	Unacceptable No (or not yet)
<p><b>ACEI 1</b> Development, Learning, and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation</p>	<p>Candidate addresses the Acceptable indicators <b>and</b> reflects upon the unit plan’s ability to promote appreciation of diversity in students and encourage inquiry, cultural expression, and individual aspiration.</p>	<p>Candidate’s plan demonstrates a knowledge of the developmental characteristics of children and an understanding of the ways in which cultures differ, are important, and affect learning; the plan includes differentiation, motivates every student, and evidences the belief that all children can learn; the content is achievable, meaningful and shows an appreciation of the diverse ways in which students learn, express themselves, and explore meaning.</p>	<p>Candidate’s plan does not demonstrate a knowledge of the developmental characteristics of children or an understanding of the ways in which cultures differ; plan does not motivate students and does not evidence the belief that all children can learn; the content is not achievable, or meaningful. and does not demonstrate an appreciation of the diverse ways students learn.</p>
<p><b>ACEI 3.1</b> Integrating and applying knowledge for instruction— Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community</p>	<p>Candidate addresses the Acceptable indicators <b>and</b> provides students with opportunities to think critically and actively involve themselves in the development of the unit’s goals.</p>	<p>The unit makes connections across content areas. The unit plan is based upon learning theory, content, curriculum development, and knowledge of students and utilizes active teaching strategies. The plan utilizes technology and print resources to benefit students. The plan encourages the application of ideas and skills across fields of knowledge; the plan allows students to relate concepts and content to their lives.</p>	<p>The unit fails to make connections across content areas. The unit plan is not based upon learning theory, content, curriculum development, or a knowledge of students and does not utilizes active teaching strategies. Technology and print resources are not included in the unit plan. The plan does not encourage the application of ideas and skills across fields of knowledge; students cannot relate concepts and content in the unit to their lives.</p>

<p><b>ACEI 3.2</b> Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students</p>	<p>Candidate addresses the acceptable indicators <b>and</b> includes contributions from specialists, families, and other expert resources in the design of the unit.</p>	<p>The plan demonstrates an understanding that development is influenced by special needs, culture, and family environment; candidates know and understand how individual experiences, disabilities, prior learning, and culture influence student learning. The plan is appropriate for students' levels of development and learning styles, and is consistently sensitive to children's needs.</p>	<p>The plan does not demonstrate an understanding that development is influenced by special needs, culture, and family environment; candidates do not show an understanding of how student learning is influenced by individual experiences, disabilities, prior learning, and culture. The plan is inappropriate to students' levels of development and learning styles.</p>
<p><b>ACEI 3.3</b> Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;</p>	<p>Candidate addresses the Acceptable indicators <b>and</b> provides a rationale for the plan's instructional framework, employment of materials, and teaching strategies in terms of promoting critical thinking and open-ended problem solving.</p>	<p>The plan demonstrates an understanding of children's learning and how cognitive processes can be developed in students. The candidate draws upon principles and techniques, and appropriate uses of teaching strategies when designing the plan. The plan incorporates materials, resources, and teaching strategies that promote the development of critical thinking, problem solving, and performance skills.</p>	<p>The plan does not demonstrate an understanding of children's learning and cognitive processes. The candidate does not draw upon principles and techniques, and appropriate uses of teaching strategies when designing the plan. The plan incorporates materials, resources, and teaching strategies that promote the development of critical thinking, problem solving, and performance skills.</p>
<p><b>ACEI 3.4</b> Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;</p>	<p>Candidate addresses the Acceptable indicators <b>and</b> reflects upon student motivation and behavior while enacting the unit plan and adjusts teaching strategies to promote positive social interactions among students accordingly.</p>	<p>The plan demonstrates effective classroom management and employs strategies that foster active engagement, self-motivation, and positive social interaction. The plan promotes cooperation, encourages students to assume responsibility for themselves and one another, participate in decision-making, and work collaboratively and independently as individuals and as small-groups.</p>	<p>The plan does not demonstrate effective classroom management and does not employ strategies that foster active engagement, self-motivation, and positive social interaction. The plan does not plan promote cooperation or responsible classroom behaviors in students and individuals are not encouraged to collaborate with other members of the class.</p>

<p><b>ACEI 3.5</b> Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</p>	<p>Candidate addresses the Acceptable indicators <b>and</b> incorporates knowledge of communication theory, which encourages students to actively collaborate and communicate with one another. The plan includes proficient use of communication technologies and an exceptional skill in oral and written discourse.</p>	<p>A basic understanding of communication theory and language development informs the unit plan. The plan demonstrates proficiency in oral and written discourse and incorporates basic use of communication technology. The plan utilizes communication strategies that help students learn using visual, aural, and kinesthetic cues and oral and written discourse to extend students' understanding.</p>	<p>Communication theory and language development are not present in the unit plan. The plan does not demonstrate proficiency in oral and written discourse and does not include the use of communication technology. Communication strategies that help students learn using visual, aural, and kinesthetic cues and oral and written discourse is not present in the unit plan's design.</p>
<p><b>ACEI 4.0</b> Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	<p>Candidate addresses the Acceptable indicators <b>and</b> provides opportunities for students to self-assess their own learning and to design strategies for improving their own understanding of the subject content in relation to unit plan content.</p>	<p>The plan integrates assessment as an integral part of its design; the administration of formal and informal assessments allow decisions about the effectiveness of the teaching to unfold during the teaching of the unit. An understanding of the advantages and disadvantages of these assessments inform the unit plan's rationale. The plan includes opportunities for the candidate to use assessment data to monitor teaching and adapt instruction for every student.</p>	<p>The plan does not integrate effective assessment into its design; the effectiveness of the teaching is not informed by assessment. An understanding of the advantages and disadvantages of is not addressed. The plan does not include opportunities for the candidate to use assessment data to monitor teaching and adapt instruction.</p>

**Niihau Alternative Assessment**  
Candidate Effect on Student Learning (CESL)

**Assessment Documentation**

The Candidate Effect on Student Learning (CESL) assessment is designed for all ITE candidates. This assessment is aligned with ACEI standards.

Standard 4 Assessment	
ACEI Standards	Description
4.0	Assessment for instruction Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
Standard 5 Professionalism	
ACEI Standards	Description
5.1	Professional growth, reflection and evaluation Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.
5.2	Collaboration with families Candidates know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.

**Instructions to Candidates**

All Niihau teacher candidates must complete a Candidate Effect on Student Learning (CESL) assessment in ITE 390. Candidates will be evaluated with a common rubric. Candidates must earn a passing score of Acceptable or Target for each category on the rubric. The rubrics are found in the *Scoring Guide*.

Candidates complete the Candidate Effect on Student Learning (CESL) assessment during student teaching. Candidate select a unit of study they designed to teach during the student-teaching semester as the basis for the CESL. The information required for the CESL can be formatted as a written paper or as a PowerPoint presentation.

## **CESL Step by Step**

### **(1) Justification**

Briefly explain your justification for the unit you taught, including the intended learning goals for your students.

### **(2) Assessments**

Describe each of the assessments you used (e.g., pre-, formative, summative). Explain how the assessments were aligned with your learning goals, and how you decided they were appropriate for your students.

### **(3) Use of Data**

Explain how you used the assessment data you collected throughout the planning and implementation of the unit to (a) inform and make your instructional decisions and (b) monitor and promote student learning.

### **(4) Diverse Learning Needs**

Describe how you adapted your assessment strategies to accommodate and promote the developmental and diverse needs of your students.

### **(5) Overall Class Achievement**

Using your assessment data, summarize and discuss the progress and achievement of your class overall. Refer to and include visuals (e.g., graphs, tables, charts) that depict your students' learning as a group.

### **(6) Individual Student Achievement**

Describe in detail the progress and achievement of **three students** who demonstrated different levels of performance. Attach work samples as evidence of these students' learning, and show an analysis of their individual data. Discuss the next steps you implemented (or would implement) to further the learning and development of each of these students.

### **(7) Beyond the Classroom**

Describe the extent to which you were able to (a) communicate with families about curriculum and students' progress and (b) develop collaborative relationships with specialists to support students' learning and well-being, as needed.

### **(8) Reflection**

Reflect on your performance as a teacher and link your performance to student learning results. Describing your personal growth as a knowledgeable, caring and effect teacher, and identify specific future actions you can take to improve your practice and professional growth.

The CESL can be formatted as a written paper or as a PowerPoint presentation.

## **Scoring Guide**

### **Elementary:**

- Elementary candidates must provide evidence of meeting ACEI standards 4 and 5.1-5.2.

Addendum pages follow.

**CESL ACEI Standards for All Elementary Candidates**

Candidate Name \_\_\_\_\_ Date \_\_\_\_\_ Assessor \_\_\_\_\_

Elementary candidates	Target Wow!	Acceptable Yes	Unacceptable No (or not yet)
<p>ACEI 4.0 Assessment for instruction— Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	<p>Candidate addresses the acceptable indicators <b>and</b> provides opportunities for students to self-assess their own learning and to design strategies for improving their own understanding of the subject content in relation to content.</p>	<p>Candidate’s plan demonstrates the integration of formal and informal assessments that are clearly aligned with the learning goals, objectives, and Hawaii standards and benchmarks, clearly targeting the developmental levels of the students.</p>	<p>Candidate’s plan does not clearly demonstrate the integration of formal and informal assessments that are aligned with the learning goals and objectives, and/or appropriate for the developmental levels of the students.</p>
<p>ACEI 5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.</p>	<p>Candidate addresses the acceptable indicators <b>and</b> invites children to give evaluative feedback to the candidate in regards to classroom practice, learning environment, and professionalism.</p>	<p>Candidate responds positively to evaluations and adjusts practice to reflect the suggestions of professional educators, specialists and peers. The candidate submits thoughtful written and verbal reports that combine reflection on field experience with a knowledge of research on teaching, ethics, and educational resources that benefit the learning of children.</p>	<p>Candidate does not respond to evaluations and fails to adequately adjust practice to reflect the suggestions of professional educators, specialists and peers. The candidate does not submit written and verbal reports that combine reflection on field experience with a knowledge of research on teaching, ethics, and educational resources.</p>

<p>ACEI 5.2  Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.</p>	<p>The candidate addresses the acceptable indicators <b>and</b> designs collaborative projects that are center upon the collaboration between children and family members and members of the school community.</p>	<p>Candidate creates and maintains professional and positive relationships with children and their families and collaborates actively with members of the school community and community agencies. The candidate maintains professional and appropriate records of interactions with school community members that promote the well-being of children in their care.</p>	<p>Candidate fails to create professional and positive relationships with children and their families. Candidate does not collaborate with members of the school community and community agencies. The candidate fails to maintain professional and appropriate records of interactions with school community members.</p>
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## **Niihau Alternative Assessment** Elementary Content in Context

### **Assessment Documentation**

The Content in Context assessment is designed for the Niihau candidates. This assessment is aligned with **Hawaii Teacher Performance Standard 5 Content Knowledge** and the following **ACEI Standards**:

- 2.1 Reading, Writing, and Oral Language
- 2.2 Science
- 2.3 Mathematics
- 2.3 Social Studies
- 2.5 The Arts
- 2.6 Health Education
- 2.7 Physical Education

### **Instructions to Candidates**

Niihau candidates must complete the Content in Context assessment in their ITE 390, Student Teaching semester. Candidates must earn a score of Acceptable or Target for each category on the rubric, found in *the Scoring Guide*. During the **Student Teaching semester**, candidates are the teachers of record in their own classrooms for the entire semester. Thus, the **Student Teaching course** provides ample opportunity for candidates to demonstrate the content knowledge and application skills that they have gained throughout their educational program.

The College of Education conceptual framework calls for teacher candidates to demonstrate that they are *knowledgeable, effective, and caring* educators for all students. Candidates must possess curriculum content knowledge and be able to facilitate all students' comprehension of the curriculum within the unique cultural contexts of the Niihau classrooms. The Content in Context assessment is designed to measure the elementary candidates' content knowledge, while also addressing culturally relevant pedagogical issues in teacher education on the island of Niihau.

During their Student Teaching, candidates must demonstrate their content knowledge to plan, implement, and assess instruction in their own classrooms. As part of this assessment, Hookulaiwi faculty content experts conduct regular field-based teaching observations. As the summative task for this assessment, candidates must present evidence of their content knowledge in all elementary curriculum areas through a compilation of their diverse units and lessons, student work, faculty observations, and professional reflections to their faculty advisors. Candidate must present at least two artifacts to demonstrate each curriculum content standard (2.1-2.7).

## Scoring Guide

Candidates provide evidence through the compilation and presentation of diverse units and lessons, student work, faculty observations, and professional reflections that they:

Content Area	Target Wow!	Acceptable Yes	Unacceptable No (or not yet)
ACEI 2.1-2.7	<ul style="list-style-type: none"> <li>• Demonstrate a high level of accuracy in use of content-specific knowledge in the classroom as identified in the ACEI content standards</li> <li>• Select content specifically aligned with grade-level benchmarks</li> <li>• Are consistently evaluated by content faculty as highly competent in planning, instruction, and assessment in the content area</li> <li>• Use results from a range of student assessments to improve and differentiate instruction in the content area</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate acceptable accuracy in the use of content knowledge in the classroom as identified in the ACEI content standards</li> <li>• Select content generally aligned with grade-level benchmarks</li> <li>• Are evaluated by content faculty as satisfactorily competent in planning, instruction, and assessment in the content area</li> <li>• Use results from at least one student assessment to improve instruction in the content area</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate frequent inaccuracy in the use of content knowledge in the classroom as identified in the ACEI content standards</li> <li>• Selects content poorly or not aligned with grade-level benchmarks</li> <li>• Are evaluated by content faculty as unable to plan, instruct, and assess competently in the content area</li> <li>• Are unable to results from student assessments to improve instruction in the content area</li> </ul>

ACEI Elementary Content Standards
<p>ACEI 2.1 Reading, Writing, and Oral Language</p> <p>Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas</p>
<p>ACEI 2.2 Science</p> <p>Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science</p>

**ACEI 2.3 Mathematics**

Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

**ACEI 2.4 Social Studies**

Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

**ACEI 2.5 The Arts**

Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

**ACEI 2.6 Health Education**

Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

**ACEI 2.7 Physical Education**

Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

**Niihau Alternative Assessment**  
Professional Teaching Portfolio

**Assessment Documentation**

The Portfolio assessment is designed for all Niihau candidates in elementary education. This assessment is aligned with the ACEI standards.

Standard 1 Development, Learning and Motivation	
ACEI Standards	Description
1.0	Development and Learning Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development and acquisition of knowledge.
Standard 2 Curriculum	
ACEI Standards	Description
2.1	Reading, Writing, and Oral Language Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;
2.2	Science Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;
2.3	Mathematics Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;
2.4	Social Studies Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

2.5	The Arts Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;
2.6	Health Education Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;
2.7	Physical Education Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.
Standard 3 Instruction	
ACEI Standards	Description
3.1	Integrating and applying knowledge for instruction Candidates plan and implement instruction based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community.
3.2	Adaptation to diverse students Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
3.3	Development of critical thinking and problem solving Candidates understand and use a variety of teaching strategies that encourage elementary students' development and use of critical thinking and problem solving.
3.4	Active engagement in learning Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self- motivation, and positive social interaction and to create supportive learning environments.
3.5	Communication to foster learning Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster activity inquiry, collaboration, and supportive interaction in the elementary classroom.

Standard 4 Assessment	
ACEI Standards	Description
4.0	Assessment for instruction Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
Standard 5 Professionalism	
ACEI Standards	Description
5.1	Professional growth, reflection and evaluation Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.
5.2	Collaboration with families Candidates know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.

### **Instructions to candidates**

All Niihau teacher candidates must complete a professional teaching portfolio in ITE 390. Candidates will be evaluated with a common rubric based on the 10 Hawaii Teacher Performance Standards. Candidates must earn a passing score of Acceptable or Target for each category on the rubric. The rubrics are found in the *Scoring Guide*.

Throughout the program, candidates collect and organize evidence to demonstrate that they meet professional teaching standards set by the Hawaii Teacher Standards Board, NCATE, and Specialty Professional Associations (SPAs) in their subject areas. The portfolio is a personal and professional affirmation and celebration of the candidate's accomplishments and achievements in the classroom throughout the program.

### **Purposes of the portfolio**

1. To provide an opportunity for candidates to demonstrate their learning and growth across the program.

2. To document candidate learning and outcomes and present evidence of the mastery of knowledge, skills, and dispositions set through standards at the national, state and university levels.
3. To make a positive statement of identity on entry or re-entry to the educational community as licensed professionals.
4. To help clarify thinking as candidates prepare for career opportunities and the job application process and interviews

## **Evaluation**

The primary reader and evaluator for your portfolio is your UHM faculty advisor. Successful completion and evaluation of the portfolio is one requirement for the UH Manoa Elementary degree. The Professional Teaching Portfolio contains specific evidence of demonstrating mastery in your content area, which also is part of meeting NCATE standards, derived from the ACEI SPA standards.

The basic format and organization for the portfolio is:

- (1) Introduction
- (2) Artifacts organized by the 10 Hawaii' Teacher Performance Standards (HTPS)
- (3) Additional documentation demonstrating ACEI Standards for elementary candidates.

Portfolio artifacts must demonstrate a mindful selection of professionally finished materials that reflect the principles of Theory in Practice, Inquiry, Collaboration and Reflection as evidenced throughout the candidate's clinical observations, participation, and teaching experiences. The portfolio should be well organized, professionally competent, and aesthetically pleasing. Compiling a portfolio is not only a process of collection and selection, but also involves critical reflection and connection. Candidates are advised to consider thoughtfully what they select to demonstrate their teaching competency.

## **Artifacts**

Candidates demonstrate competency in the Hawaii Teacher Performance Standards (HTPS), NCATE, and ACEI Standards through the selection of artifacts. The number of required artifacts required will be determined in consultation with your cohort coordinator to meet the standards and criteria noted in the attached rubrics.

Candidates must prepare an **Introductory Sheet** to accompany each artifact as follows:

- ✓ Title of artifact
- ✓ Brief description
- ✓ HTPS and ACEI Standards addressed
- ✓ Rationale for inclusion (explain how and why the artifact demonstrates that you meet standards)

Candidates should consider the following key words in developing portfolio artifacts:

- Collect
- Select
- Reflect
- Connect

### **Scoring guide**

Candidates' Professional Teaching Portfolios are evaluated on the 10 Hawaii Teacher Performance Standards (HTPS). In addition, they are evaluated on NCATE and SPA principles, standards, and elements as follows.

#### **Elementary:**

- Elementary candidates must provide evidence of meeting ACEI standards 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.3.

Addendum pages follow.



Portfolio ACEI Standards for **All Elementary Candidates**

Candidate Name \_\_\_\_\_ Date \_\_\_\_\_ Assessor \_\_\_\_\_

Elementary Candidates	Target Wow!	Acceptable Yes	Unacceptable No (or not yet)
<p><b>ACEI 1</b> Development, Learning, and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.</p>	<p>Candidate addresses the acceptable indicators <b>and</b> demonstrate the critical approach to theory and research related to the development of children within the context of localized and specific educational and community contexts.</p>	<p>Candidate’s portfolio demonstrates an understanding of the major concepts, principles, theories, and/or research related to the development of children and provide examples of utilizing this knowledge to plan curriculum that is achievable, meaningful, challenging, and motivating for children at various developmental levels.</p>	<p>Candidate’s portfolio does not demonstrate knowledge and use of the major concepts, principles, theories, and research related to development of children to plan curriculum that is achievable, meaningful, and motivating for children at various developmental levels.</p>
<p><b>ACEI 2.1-2.7 (for each area)</b> 2.1 Reading, Writing, and Oral Language 2.2 Science 2.3 Mathematics 2.4 Social Studies 2.5 The Arts 2.6 Health Education 2.7 Physical Education</p>	<p>Candidate addresses the acceptable indicators <b>and</b> demonstrates a capacity for integrating subject areas and offering children the opportunity to form meaningful connections between subject areas and lived experience.</p>	<p>Candidate’s portfolio demonstrates satisfactory competence and understanding of the fundamental skills, concepts and themes necessary for the teaching of elementary English language arts, Science, Mathematics, Social Studies, Visual Arts, Health, and Physical Education.</p>	<p>Candidate’s portfolio does not demonstrate satisfactory competence and an understanding of the fundamental skills and concepts necessary for the teaching of elementary English language arts, Science, Mathematics, Social Studies, Visual Arts, Health, and Physical Education.</p>
<p><b>ACEI 3.1</b> Integrating and applying knowledge for instruction— Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;</p>	<p>Candidate addresses the acceptable indicators <b>and</b> identifies and describes opportunities for children to engage in reflective and metacognitive processes while learning.</p>	<p>Candidate’s portfolio evidences effective teaching strategies that foster student engagement in meaningful subject matter content through instruction based upon knowledge of learning theory, subject matter, curricular goals and knowledge of students and community.</p>	<p>Candidate’s portfolio does not evidence effective teaching strategies or foster student engagement in subject matter content through instruction based upon learning theory, subject matter, curricular goals and knowledge of student and community.</p>

<p><b>ACEI 3.2</b> Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;</p>	<p>Candidate addresses the acceptable indicators <b>and</b> shows evidence of promoting positive interdependence, individual accountability, and equal status among students to build trust, respect, and rapport among all members of the classroom.</p>	<p>Candidate’s portfolio evidences the student-centered instruction that is appropriate to the diverse needs of students and demonstrates modifications and adaptations in instruction that accommodate varying individual student needs and abilities. Candidate shows evidence that he or she has sought assistance and guidance from specialists and other resources to address students’ diverse needs.</p>	<p>Candidate’s portfolio does not show evidence of student-centered instruction that is appropriate to the diverse needs of students and does not demonstrate modifications and adaptations in instruction to accommodate varying individual student needs and abilities. Candidate does not show evidence of seeking guidance from specialists and other resources to address students’ diverse needs.</p>
<p><b>ACEI 3.3</b> Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving;</p>	<p>Candidate addresses the acceptable indicators <b>and</b> demonstrates critical thinking in regards to his or her development as a teacher in relation to his or her classroom practice.</p>	<p>Candidate’s portfolio references an and demonstrate understanding of the concepts, principles, theories, and research related to the cognitive processes associated with various kinds of learning and provide examples of using this knowledge to plan curriculum that develops critical thinking, problem solving, and performance skills in students.</p>	<p>Candidate’s portfolio does not demonstrate an understanding of the concepts, principles, theories, and research related to cognitive processes associated with various kinds of learning. The portfolio does not include evidence that the development of critical thinking, problem solving, and performance skills in students is in practice.</p>
<p><b>ACEI 3.4</b> Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;</p>	<p>Candidate addresses acceptable indicators <b>and</b> demonstrates that students exercise independence and a desire to assume responsibility for learning through co-construction of the curriculum and classroom culture.</p>	<p>Candidate’s portfolio demonstrates use of effective classroom management strategies that create learning opportunities in which active engagement in learning, motivation, positive social interaction and collaboration are fostered, and where students may assume responsibility for themselves and participate in decision-making.</p>	<p>Candidate’s portfolio does not demonstrate the use of effective classroom management strategies and fails to evidence an understanding of the value of offering opportunities for active engagement in learning, motivation, positive social interaction and collaboration to the student.</p>

<p><b>ACEI 3.5</b> Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</p>	<p>Candidate addresses acceptable indicators <b>and</b> demonstrates an ability to invite students to engage in a classroom discourse and communicate and collaborate with each other with little or no teacher interruption.</p>	<p>Candidate evidences the use of instruction that effectively uses oral and written discourse between themselves and learners, and fosters student use of active inquiry and communication strategies in the classroom. Candidates demonstrate an understanding of communication strategies that help students learn, such as monitoring the effects of messages, restating ideas, drawing connections, using visual, aural, and kinesthetic cues, and being sensitive to nonverbal cues both given and received.</p>	<p>Candidate does not evidence the use of instruction that uses oral and written discourse between themselves and learners. Candidate does not demonstrate the ability to foster active student inquiry and communication strategies or the modeling of appropriate communication strategies that can help students learn.</p>
<p><b>ACEI 4.0</b> Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	<p>Candidate addresses the acceptable indicators <b>and</b> includes evidence that opportunities for students to self-assess their own learning and to design strategies for improving their own understanding of the subject content in relation to content, has been offered in the classroom.</p>	<p>Candidate includes a plan demonstrates the integration of formal and informal assessments that are clearly aligned with the learning goals, objectives, and Hawaii standards and benchmarks, and clearly target the developmental levels of the students in his or her portfolio.</p>	<p>Candidate does not include a plan that clearly demonstrates the integration of formal and informal assessments that are aligned with the learning goals and objectives, and/or appropriate for the developmental levels of the students in his or her portfolio.</p>
<p><b>ACEI 5.1</b> Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.</p>	<p>Candidate addresses the acceptable indicators <b>and</b> demonstrates the capacity to be a knowledgeable resource for members of the school community.</p>	<p>Candidate demonstrates a positive response to evaluations and adjustment of practice to reflect the suggestions of professional educators, specialists and peers. The candidate submits thoughtful written and verbal reports that combine reflection on field experience with a knowledge of research on teaching, ethics, and educational resources.</p>	<p>Candidate does not demonstrate a positive response to evaluations and fails to adequately adjust practice to reflect the suggestions of professional educators, specialists and peers. The candidate does not submit written and verbal reports that combine reflection on field experience with a knowledge of research on teaching, ethics, and educational resources.</p>

<p><b>ACEI 5.2</b>  Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.</p>	<p>The candidate addresses the acceptable indicators <b>and</b> evidence of projects that invited family members and members of the school community to actively participate and contribute to curriculum that celebrated the learning experiences of the children.</p>	<p>Candidate evidences creation and maintenance of professional and positive relationships with children and their families. Candidate demonstrates active collaboration with members of the school community and community agencies. The candidate provides demonstrates the ability to maintain professional and appropriate records of interactions with school community members that promotes the well-being of children.</p>	<p>Candidate fails to create professional and positive relationships with children and their families. Candidate does not collaborate with members of the school community and community agencies. The candidate fails to maintain professional and appropriate records of interactions with school community members.</p>
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**Niihau Alternative Assessment**  
Clinical Evaluation: Student Teaching Evaluation

**Assessment Documentation**

The Student Teaching Evaluation is designed for all Niihau candidates in teacher education. This assessment is aligned with the ACEI standards.

Standard 1 Development, Learning and Motivation	
ACEI Standards	Description
1.0	Development and Learning Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development and acquisition of knowledge.
Standard 2 Curriculum	
ACEI Standards	Description
2.1	Reading, Writing, and Oral Language Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;
2.2	Science Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;
2.3	Mathematics Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;
2.4	Social Studies Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

2.5	<b>The Arts</b> Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;
2.6	<b>Health Education</b> Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;
2.7	<b>Physical Education</b> Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.
<b>Standard 3 Instruction</b>	
<b>ACEI Standards</b>	<b>Description</b>
3.1	<b>Integrating and applying knowledge for instruction</b> Candidates plan and implement instruction based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community.
3.2	<b>Adaptation to diverse students</b> Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
3.3	<b>Development of critical thinking and problem solving</b> Candidates understand and use a variety of teaching strategies that encourage elementary students' development and use of critical thinking and problem solving.
3.4	<b>Active engagement in learning</b> Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self- motivation, and positive social interaction and to create supportive learning environments.
3.5	<b>Communication to foster learning</b> Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster activity inquiry, collaboration, and supportive interaction in the elementary classroom.

Standard 4 Assessment	
ACEI Standards	Description
4.0	Assessment for instruction Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
Standard 5 Professionalism	
ACEI Standards	Description
5.1	Professional growth, reflection and evaluation Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.
5.2	Collaboration with families Candidates know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.

### **Instructions to Candidates**

All Niihau teacher candidates must participate in a student teaching evaluation in ITE 390. Candidates will be evaluated with a common rubric related to the 10 Hawaii Teacher Performance Standards (HTPS) as well as ACEI. Candidates must earn a passing score of Acceptable or Target for each category on the rubric. The rubrics are found in the *Scoring Guide*.

### **Student Teaching Evaluation Guidelines**

Student teaching is a capstone educational experience for elementary candidates. It provides many opportunities to plan, instruct, and assess students in a classroom setting. The university supervisor conducts classroom observations and uses the Hookulaiwi Student Teaching Evaluation (a common rubric based on the 10 Hawaii Teacher Performance Standards **and** ACEI rubrics) to evaluate teacher candidates' ability to engage students in and affect student learning.

### **Frequently Asked Questions**

*Who needs to do this?*

All Niihau teacher candidates must successfully complete student teaching by earning Acceptable or Target scores for each category on the Student Teaching Evaluation (common and ACEI rubrics).

*What do I need to do?*

You must demonstrate competence to the university supervisor by earning Acceptable or Target on the common and subject-specific rubrics that comprise the Student Teaching Evaluation.

*When do I need to complete the Student Teaching Evaluation?*

You must earn Acceptable or Target scores for all rubric categories on the Student Teaching Evaluation rubrics prior to being recommended for teacher licensure to the Hawaii Teacher Standards Board.

*Where do I complete the Student Teaching Evaluation?*

Student teaching must be completed in a classroom that is aligned with your anticipated field of licensure. Candidates must teach full-time in the elementary classroom.

*Why do I need to complete the Student Teaching requirement?*

The ITE teacher education program at UH Manoa is accredited by the National Council for Accreditation of Teacher Education (NCATE). This is the premier national accrediting organization for teacher education programs in the United States. In addition to establishing standards for teaching as noted on the common rubric of the ITE Student Teaching Evaluation, NCATE has designated Specialized Professional Associations (SPAs) for the academic disciplines of English, mathematics, science, social studies, and elementary education. These associations are responsible for setting teacher preparation standards for the disciplines that are reflected in the subject-specific rubrics for each of the five fields (English, mathematics, science, social studies, and elementary education).

To complete the assessment, all candidates must successfully complete supervised student teaching by earning Acceptable or Target scores for all categories found on the common and subject-specific rubrics that comprise the Student Teaching Evaluation. The university supervisor will evaluate candidate performance.

**Elementary:**

- Elementary candidates must provide evidence of meeting ACEI standards 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.2.

Addendum pages follow.



## Student Teaching Evaluation ACEI Standards for **All Elementary Candidates**

Candidate Name \_\_\_\_\_ Date \_\_\_\_\_ Assessor \_\_\_\_\_

Elementary Candidates	Target Wow!	Acceptable Yes	Unacceptable No (or not yet)
<b>ACEI 1</b> Development, Learning, and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	Candidate addresses the acceptable indicators <b>and</b> demonstrate the ability to think critically about theory and research related to the development of children within the context of localized and specific educational and community contexts.	Candidates demonstrate an understanding of major concepts, principles, theories, and/or research related to the development of children and provide examples of utilizing this knowledge to plan curriculum that is achievable, meaningful, challenging, and motivating for children at various developmental levels.	Candidates do not demonstrate knowledge and use of the major concepts, principles, theories, and research related to development of children to plan curriculum that is achievable, meaningful, and motivating for children at various developmental levels.
<b>ACEI 2.1-2.7 (for each area)</b> 2.1 Reading, Writing, and Oral Language 2.2 Science 2.3 Mathematics 2.4 Social Studies 2.5 The Arts 2.6 Health Education 2.7 Physical Education	Candidate addresses the acceptable indicators <b>and</b> demonstrates a capacity for planning curriculum that integrates subject areas while offering children the opportunity to form meaningful connections between subject areas and the student's lived experience.	Candidates plan instruction that demonstrates satisfactory competence and understanding of the fundamental skills, concepts and themes necessary for the teaching of elementary English language arts, Science, Mathematics, Social Studies, Visual Arts, Health, and PE.	Candidates do not plan instruction that demonstrates satisfactory competence and an understanding of the fundamental skills and concepts necessary for the teaching of elementary English language arts, Science, Mathematics, Social Studies, Visual Arts, Health, and PE.
<b>ACEI 3.1</b> Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;	Candidate addresses the acceptable indicators <b>and</b> identifies opportunities for the children to engage in reflective and metacognitive processes while learning.	Candidates plan effective teaching strategies that foster student engagement in meaningful subject matter content through instruction based upon knowledge of learning theory, subject matter, curricular goals and knowledge of students and community.	Candidates do not plan effective teaching strategies or foster student engagement in subject matter content through instruction based upon learning theory, subject matter, curricular goals and knowledge of student and community.

<p><b>ACEI 3.2</b> Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;</p>	<p>Candidate addresses the acceptable indicators <b>and</b> promotes positive interdependence, individual accountability, and equal status among students to build trust, respect, and rapport among all members of the classroom.</p>	<p>Candidates design student-centered instruction that is appropriate to the diverse needs of students and plan modifications and adaptations in instruction to accommodate varying individual student needs and abilities. Candidates seek assistance and guidance from specialists and other resources to address students' diverse needs.</p>	<p>Candidates do not design student-centered instruction that is appropriate to the diverse needs of students and do not plan modifications and adaptations in instruction to accommodate varying individual student needs and abilities. Candidates fail to seek guidance from specialists and other resources to address students' diverse needs.</p>
<p><b>ACEI 3.3</b> Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;</p>	<p>Candidate addresses the acceptable indicators <b>and</b> thinks critically about his or her development as a teacher in relation to his or her classroom practice.</p>	<p>Candidates reference and demonstrate understanding of the concepts, principles, theories, and research related to the cognitive processes associated with various kinds of learning and provide examples of using this knowledge to plan curriculum that develops critical thinking, problem solving, and performance skills in students.</p>	<p>Candidates do not demonstrate an understanding of the concepts, principles, theories, and research related to the cognitive processes associated with various kinds of learning and fail to use this knowledge to plan a curriculum that develops critical thinking, problem solving, and performance skills in students.</p>
<p><b>ACEI 3.4</b> Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;</p>	<p>Candidate addresses acceptable indicators <b>and</b> invites students to co-construct the curriculum and classroom culture as students demonstrate independence and a desire to assume greater responsibility for their learning.</p>	<p>Candidates plan instruction that demonstrates use of effective classroom management strategies to create learning opportunities in which active engagement in learning, motivation, positive social interaction and collaboration are fostered, and where students assume responsibility for them and participate in decision-making.</p>	<p>Candidates do not plan instruction that demonstrates effective classroom management strategies and fail to create learning opportunities in which active engagement in learning, motivation, positive social interaction and collaboration is fostered.</p>

<p><b>ACEI 3.5</b> Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</p>	<p>Candidate addresses acceptable indicators <b>and</b> invites students to engage in a classroom discourse and communicate and collaborate with each other with little or no teacher interruption.</p>	<p>Candidates plan instruction that effectively uses oral and written discourse between themselves and learners, and fosters student use of active inquiry and communication strategies in the classroom. Candidates model communication strategies that help students learn, such as monitoring the effects of messages, restating ideas, drawing connections, using visual, aural, and kinesthetic cues, and being sensitive to nonverbal cues both given and received.</p>	<p>Candidates do not plan instruction that uses oral and written discourse between themselves and learners. Candidates fail to foster active student inquiry and communication strategies. Candidates do not model appropriate communication strategies that can help students learn.</p>
<p><b>ACEI 4.0</b> Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	<p>Candidate addresses the acceptable indicators <b>and</b> provides opportunities for students to self-assess their own learning and to design strategies for improving their own understanding of the subject content in relation to content.</p>	<p>Candidate’s plan demonstrates the integration of formal and informal assessments that are clearly aligned with the learning goals, objectives, and Hawaii standards and benchmarks, and clearly target the developmental levels of the students.</p>	<p>Candidate’s plan does not clearly demonstrate the integration of formal and informal assessments that are aligned with the learning goals and objectives, and/or appropriate for the developmental levels of the students.</p>
<p><b>ACEI 5.1</b> Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.</p>	<p>Candidate addresses the acceptable indicators <b>and</b> demonstrates the capacity to be a knowledgeable resource for members of the school community.</p>	<p>Candidate responds positively to evaluations and adjusts practice to reflect the suggestions of professional educators, specialists and peers. The candidate submits thoughtful written and verbal reports that combine reflection on field experience with a knowledge of research on teaching, ethics, and educational resources.</p>	<p>Candidate does not respond to evaluations and fails to adequately adjust practice to reflect the suggestions of professional educators, specialists and peers. The candidate does not submit written and verbal reports that combine reflection on field experience with a knowledge of research on teaching, ethics, and educational resources.</p>

<p><b>ACEI 5.2</b>  Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.</p>	<p>The candidate addresses the acceptable indicators <b>and</b> invites family members and members of the school community to actively participate and contribute to a curriculum that celebrates the learning experiences of the children.</p>	<p>Candidate creates and maintains professional and positive relationships with children and their families and collaborates actively with members of the school community and community agencies. The candidate maintains professional and appropriate records of interactions with school community members that promote the well-being of children in their care.</p>	<p>Candidate fails to create professional and positive relationships with children and their families. Candidate does not collaborate with members of the school community and community agencies. The candidate fails to maintain professional and appropriate records of interactions with school community members.</p>
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