



**University of Hawaii - West O'ahu
Kapolei, Hawaii**

May 2013

ACCREDITATION DECISION

Accreditation is continued at the initial teacher preparation level. The next onsite visit will take place in Fall 2019.

Please refer to the Board of Examiners report for strengths of the unit and for additional information on findings and areas for improvement.

STANDARDS SUMMARY

Standards	Initial Teacher Preparation (ITP)	Advanced Preparation (ADV)
★ 1 Candidate Knowledge, Skills, and Professional Dispositions	Met	n/a
★ 2 Assessment System and Unit Evaluation	Met	n/a
★ 3 Field Experiences and Clinical Practice	Met	n/a
★ 4 Diversity	Met	n/a
★ 5 Faculty Qualifications, Performance, and Development	Met	n/a
★ 6 Unit Governance and Resources	Met	n/a

AREAS FOR IMPROVEMENT

The following areas for improvement (AFIs) should be addressed before the unit's next onsite visit. Progress made toward eliminating them should be reported in Part C of the unit's annual report to NCATE. The Board of Examiners (BOE) team will indicate in its report at the next visit whether the institution has adequately addressed each of the AFIs.

STANDARD 1 - Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1	The unit does not ensure candidates effectively measure student learning.	<input checked="" type="checkbox"/> ITP <input checked="" type="checkbox"/> ADV
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STANDARD 2 - Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

1	The unit does not regularly and systematically involve the professional community in the development and evaluation of its assessment system.	<input checked="" type="checkbox"/> ITP <input checked="" type="checkbox"/> ADV
2	The unit does not assess unit operations.	<input checked="" type="checkbox"/> ITP <input checked="" type="checkbox"/> ADV
3	The unit does not systematically analyze and evaluate data for program and unit improvement.	<input checked="" type="checkbox"/> ITP <input checked="" type="checkbox"/> ADV

STANDARD 6 - Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

1	The unit does not have in place a process to systematically and regularly engage the professional community in the design, implementation and evaluation of the unit and its program.	<input checked="" type="checkbox"/> ITP <input checked="" type="checkbox"/> ADV
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NOTE: Neither NCATE staff, team members, nor other agents of NCATE are empowered to make or modify Unit Accreditation Board decisions. These remain the sole responsibility of the Unit Accreditation Board itself. This Accreditation Action Report is available to members of the public upon receipt of a request in writing.

Dr. Gene I. Awakuni
University of Hawaii - West O'ahu

May 10, 2013

Dr. Gene I. Awakuni
Chancellor
University of Hawai'i - West O'ahu
91-1001 Farrington Highway
Kapolei, HI 96707

Dear Dr. Awakuni:

I am pleased to inform you that the Unit Accreditation Board (UAB), at its April 21-24, 2013 meeting in St. Louis, Missouri, granted accreditation to the Division of Education at University of Hawai'i - West O'ahu at the initial teacher preparation level. This accreditation decision indicates that the unit and its programs meet rigorous standards set forth by the professional education community. A certificate that acknowledges the unit's accomplishment is enclosed with the copy of this letter that has been sent to the head of your professional education unit.

Details of the UAB's findings are provided in the enclosed accreditation action report. You are welcome to use the information provided in this report, as well as that contained within the Board of Examiners' report as you see fit.

The next accreditation visit – held under the auspices of the new accrediting body, the Council for the Accreditation of Educator Preparation (CAEP) – is scheduled for **Fall 2019**. As the transition to CAEP progresses, you will receive more information. In the meantime, educator preparation providers are asked to complete the NCATE annual report each year during the accreditation period. You are required to report specifically on progress toward correcting areas for improvement cited in the action report. In addition, we ask that you provide us with information on your unit's efforts to assure that you continue to meet expectations of the unit standards.

Also, for your information enclosed is a copy of NCATE's Policies on Dissemination of Information, which describe the terms and dates by which your current accreditation action becomes a matter of public record. This document also indicates organizations that will be notified of accreditation action. If your state has a partnership agreement with NCATE, the state agency with program approval authority has access to these documents online through NCATE's Accreditation Information Management System (AIMS).

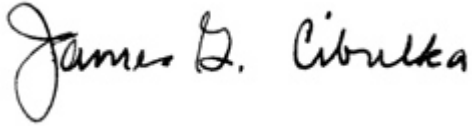
To celebrate your accreditation, I encourage you to use the online resources available at <http://goo.gl/9nym3>. The press packet includes a sample press release announcing an educator preparation provider's accreditation status to the media, as well as samples of announcements that can be sent to P-12 schools, foundations, businesses, policymakers, and other stakeholders in your area. Other strategies are also included for garnering media attention throughout the year. In addition, because your education unit is professionally accredited, we encourage you to use the NCATE logo on print materials such as brochures and catalogs, as well as on your unit's website.

Congratulations again on this accomplishment, and thank you for your commitment to high-quality educator preparation as exemplified by your participation in national accreditation. Should you have any questions

Dr. Gene I. Awakuni
University of Hawaii - West O'ahu

regarding NCATE's action or the items reported herein, please do not hesitate to contact Patty Garvin, Director of Accreditation for Continuous Improvement and Transformation Initiatives at patty@ncate.org.

Sincerely,

A handwritten signature in black ink that reads "James G. Cibulka". The signature is written in a cursive style with a large, looped initial "J".

James G. Cibulka
President

Enclosures

cc: Dr. Mary F. Heller, Division of Education
Ms. Lynn Hammonds, Hawai'i Teacher Standards Board
Carolyn Gyuran, Hawai'i Teacher Standards Board
Board of Examiners Team



National Council for Accreditation of Teacher Education

BOARD OF EXAMINERS

******Report*

NCATE Board of Examiners Team:

- Dr. Jerry D. Bailey
- Dr. Damara Hightower-Davis
- Mr. Earl V. Gardner
- Dr. Kim E. Boyd
- Ms. Angie V. Bookout

State Consultant:

Carolyn Gyuran

NEA or AFT Representative:

N/A

Continuous Improvement Visit to:

UNIVERSITY OF HAWAII - WEST O'AHU

Division of Education
 91-1001 Farrington Highway
 Kapolei, HI 96707
 January 27-30, 2013

Dr. Gene I. Awakuni
University of Hawaii - West O'ahu

Type of Visit:
First visit - Initial Teacher Preparation

Board of Examiners Report for Continuous Improvement Visit

SUMMARY FOR PROFESSIONAL EDUCATION UNIT

Institution:

University of Hawaii West Oahu

Team Recommendations:

Standards	Initial	Advanced
1. Candidate Knowledge, Skills, and Professional Dispositions	Standard Met	Not Applicable
2. Assessment System and Unit Evaluation	Standard Met	Not Applicable
3. Field Experiences and Clinical Practice	Standard Met	Not Applicable
4. Diversity	Standard Met	Not Applicable
5. Faculty Qualifications, Performance, and Development	Standard Met	Not Applicable
6. Unit Governance and Resources	Standard Met	Not Applicable

Not Applicable (Programs not offered at this level)

I. INTRODUCTION

I.1 Brief overview of the institution and the unit.

The University of Hawai'i West O'ahu (UHWO) is a relatively new four-year state university located in an increasingly more nearly urban area. It is one of ten campuses in the University of Hawai'i System. In fall 2007, UHWO became a four-year, undergraduate institution, after having served as an upper-division only university since 1976. UHWO has grown rapidly in recent years, and at the time of the onsite visit enrolled about 2,000 students. The student body and the faculty are richly diverse. In the fall of 2012 the entire university moved from shared space adjacent to a community college to its new campus in Kapolei. The campus is located in a scenic area, and UHWO owns literally hundreds of acres where it can develop and grow. The new campus has building and classroom space for roughly three to four times the current enrollment. And enrollment is growing rapidly. The university at the time of the visit had 57 tenured or tenure track faculty members.

The unit is the Division of Education. The Bachelor of Education in elementary education is the unit's only licensure program. Sixty-eight candidates, across five enrollment periods, had completed the licensure program at the time that the IR was submitted. The division has two programs, the licensure-recommending elementary education program and a non-licensure early education program. The chair of the division is the unit head, who reports to the vice chancellor for academic affairs.

The division has nine tenured or tenure track faculty. Seven of the nine serve the elementary education program. The program is growing rapidly, and at the time that the IR was submitted enrolled about 150 candidates.

I.2 Summary of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?

Hawai'i requires all institutions of higher learning that prepare teachers and other P-12 professional personnel to be nationally accredited. Although there may have been other reasons as well, this mandate led UHWO to seek NCATE accreditation. This was a Initial Continuous Accreditation visit. The offsite and onsite NCATE team was comprised of five national members and one non-writing member of the Hawai'i Teacher Standards Board. There were no membership changes in the team's composition from offsite to onsite. The HTSB member was an active and significantly contributing member of the team, and her participation was warmly welcomed.

From its website:

"The Hawai'i Teacher Standards Board was established in 1995 to make the teaching profession self-governing and accountable for who becomes and remains licensed to teach in Hawai'i's public schools. The Board is composed of licensed teachers, educational officers, and other stakeholders who are recommended by their constituent organizations, appointed by the Governor and confirmed by the Senate Committee on Education. The Board establishes licensing standards, approves preparation programs, issues and renews licenses and supports professional development through the National Board for Professional Teaching Standards program."

There were no known deviations from the state protocol.

I.3 Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).

The unit's only program is offered on campus. Technology compliments it.

I.4 Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.

It is noted that confusion concerning "initial visits" and "continuous improvement and moving to target" existed during the unit's preparation of the Institutional Report. UHWO did not understand that the CI process requires an institution, even at first visit, to declare at least one standard towards which it would be moving to target. And, in fact, the AIMS template that the institution completed did not have prompts to ask the unit to state which standard(s) had been selected. However, the AIMS template that the offsite team loaded did have the prompts that addressed the standard(s) that had been selected for moving to target.

After the unit understood that a standard or standard had to be selected, Standard 2 was named moving to target. The unit was told by the chair:

..."I should quickly add that there are no negative consequences at this time in the process for not naming such a standard or standards. And, remember "moving to target" does not mean that you have to be "at target" on all elements of a standard. You just should show us that you are progressing towards target by being at target on some of the work. Given the timelines, my recommendation is for you to make a decision, based upon where you believe you are in process, and based at least in large part by the rubrics in the standards book."

NCATE also stated that "there were no negative consequences at this time (summer of 2012) for not showing movement towards target, although the unit will receive feedback."

II. CONCEPTUAL FRAMEWORK.

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

II.1 Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.

Key paragraphs from the unit's CF follow:

Vision.

The Division of Education unit prepares knowledgeable, skillful, responsive educators for a global society. These essential concepts are defined as follows:

Knowledgeable: To possess knowledge of content (facts, principles, and truths) and pedagogical content knowledge relevant to teaching and learning in the disciplines; to construct knowledge by examining new information in relation to existing schema; to embrace multiple ways of knowing, including conceptual, procedural, and metacognitive knowledge.

Skillful: To put knowledge into effective, research-based classroom practice, especially pedagogical content knowledge imbedded in culturally responsive instruction that meets the needs of all students in a reliable and equitable manner.

Responsive: To behave in a manner consistent with that of an ethical, reflective practitioner who responds to the diverse, individual needs of students, regardless of culture, ethnicity, socio-economic status, or gender.

Global Society: Today's 21st Century societies where the people and nations of the world are closely connected by modern telecommunications and are characterized as being economically, socially, and politically interdependent.

Mission.

In support of the university mission, the unit strives to create and implement innovative teacher education programs where faculty and teacher candidates can discover, examine, preserve, and communicate knowledge and goals that provide the foundation for teaching excellence. The unit vision, therefore, supports its mission to prepare teacher candidates with the knowledge, skills, and dispositions necessary to become outstanding educators, especially in Central, Leeward, and Waianae Coast communities of West O'ahu, where a majority of underrepresented groups, as well as nontraditional college students reside.

Purpose.

The purpose of the unit is revealed in the key elements of the vision statement: knowledgeable, skillful, responsive educators, global society. The unit prepares educators who have the knowledge, skills, and dispositions to respond in an effective, ethical, and caring manner while delivering instruction that meets

the needs of all students. The purpose is also to nurture reflective practitioners who think creatively and critically about the impact of teaching on student learning and on the quality of life in the increasingly diverse world in which we live and work.

Goals. Unit goals serve to unify the vision, mission, philosophy and purpose of the elementary teacher education program. These goals underlie the preparation of educators who are committed to:

- delivering high quality instruction that addresses the needs of the whole child
- embracing social justice and equity for all
- becoming reflective practitioners and life-long learners.

The team determined that the CF, while evidence of its key components could be found in at least some of the unit's practices, was not known and/or supported by all members of the Division of Education, the faculty of the institution that supported the unit in preparation of candidates, the professional community with which it works, and many of the candidates with whom the team communicated. Please see the team report.

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

Interviews conducted during the Onsite Visit confirmed that candidates have a strong command of content delineated in professional, state and institutional standards. Several discussions with faculty and candidates suggest the 95 percent pass rate on Praxis II Examinations is due in some part to a number of efforts designed specifically to increase content knowledge and committed faculty members who extend themselves both professionally and personally to assist candidates in need of additional support. One recent program completer indicated that, because elementary education majors are not permitted to only teach subjects that play to their strengths, additional support is sometimes needed, and the faculty are more than willing to assist. While exhibit 1a.4a in the Institutional Report (IR), which is an executive summary of Graduate Exit Surveys of 2009-2012 completers, indicates that 100 percent (n = 68; 100 percent response rate) of alumni felt prepared with regard to content, and interviews revealed there was general consensus among P-12 faculty and administrators that candidates from the unit are well prepared, candidates in separate interview sessions stated that an increased emphasis in existing coursework to address candidate mastery of content would strengthen the program.

Interviews with candidates, mentor teachers, and faculty confirmed that candidates understand the relationship of content to content specific pedagogy. Candidates are provided several opportunities to develop a broad range of instructional strategies. The multiple field experiences and practica throughout each of the "blocks" were credited. Interviews conducted during school visits confirmed that most candidates are beginning to show skill in differentiating instruction, integrating technology, and providing accommodations. In fact, during one school visit, a candidate was commended by the cooperating teacher and the principal for being adept in these areas and, according to the principal, is likely to be offered a position for the 2013-2014 academic year. Comments made by mentor teachers

consistently suggest the efforts to improve student performance in this area have been effective.

The IR and exhibits purport, and interviews confirmed, that the emphasis on reflection is highly visible throughout the curriculum (e.g., signature assignment Analyzing Student Perceptions of Science in EDEE 432 Science Methods, the Service Learning component in EDEF 310 Foundations of American Education, and the Case Study in EDE 444 Teaching Culturally and Linguistically Diverse Learners) which ensures that teacher candidates are able to apply the professional and pedagogical knowledge and skills as they consider school, family, and community contexts. It is noteworthy that the BOE team was convinced of the institutional, unit, and candidate commitments to the community in which the new campus has been built. Consistent with what was found during the offsite visit, it is apparent the unit is committed to the preservation of Native Hawaiian culture and embraces the essential dispositions recommended in NĀ• HonuaMaui Ola: Hawai'i Guidelines for Culturally Healthy and Responsive Learning Environments (Native Hawaiian Education Council, 2002). The unit has incorporated Hawaiian culture, history and language across all content areas. Evidence was also provided to confirm that candidates incorporate those areas into their teaching. There was limited evidence provided, however, to verify that P-12 students' understanding of these areas was enhanced by teacher candidates.

While there is ample documentation of candidate reflection, differentiation, and assessment throughout the curriculum, there was no evidence provided that unit candidates have the knowledge and skills to monitor student progress and candidate impact on P-12 student learning. After close analysis of all documents related to the Signature Assessment identified in the ACEI program report, IR, IR Addendum, interviews, and the unit's summation of its practices in this area, it was revealed that candidates do identify and plan accommodations, but they do not implement the plans and assess student learning and progress after instruction or accommodations are delivered. Based on a review of the Target and Acceptable levels of the rubric, at no point are candidates prompted to collect or analyze data and use that data to make changes, nor review the progress after the changes have been made to determine progress. Thus, the assignment as it was submitted stops shy of completing the assessment loop.

The BOE team acknowledges that, given the unit is comprised of one program, the SPA reviewers' findings take on an elevated level of importance with regard to Standard 1. The team also recognizes that its position concerning this Signature Assessment and element appears to directly conflict with comments provided in the ACEI report. However, a close reading of the standards reveals a clear distinction between ACEI standard 4:0 and NCATE element 1.d. that extends beyond the fact that one standard applies to a specialized professional program and the other is an element in a unit standard. That distinction is there is no requirement to monitor student progress in ACEI 4. 0. The ACEI standard 4: 0 Assessment for Instruction, states "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." The Acceptable level in the rubric for NCATE element 1.d. explicitly calls for candidates to "monitor student progress."

The BOE team found no unit rubric-based assessment designated to determine candidates' dispositions, but rather items were included in assessments throughout the curriculum. These assessments included student teacher evaluations as well as syllabi of individual courses. Additionally, the dispositions identified in the Conceptual Framework were phrased differently throughout various documents (IR on page 19-19, exhibit 1.g 2c. and exhibit 1.c.1a) and were referred to as candidate proficiencies in some instances. Nonetheless, interviews confirmed that candidates know and understand the intent and spirit of the espoused dispositions as well as several of the key terms therein. The assessments consistently conveyed the expectation of Professionalism, which was the word used as an all-encompassing term to describe the units' expectations with regard to dispositions. Several of the syllabi assignments, assessments and rubrics did provide clear descriptions of faculty expectations for candidate professional behaviors that conveyed recurring themes. The assessment of professionalism is also addressed in a

formal policy (exhibit 1.g.2c) that describes the process to redirect any candidates who do not exhibit the "professionalism of an educator."

Outside of course syllabi, there appeared to be no explicit approach to promulgating the Conceptual Framework and dispositions.

1.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

Not applicable to this visit.

1.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

Not applicable to this standard.

1.4 Strengths. What areas of the standard are being addressed at the target level?

Not applicable.

1.5 Areas for Improvement and Rationales

1.5.1 What AFIs have been removed?

AFI	AFI Rationale
N/A	

1.5.2 What AFIs remain and why?

AFI	AFI Rationale
N/A	

1.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI	AFI Rationale
The unit lacks sufficient evidence that candidates have the knowledge and skills to assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress.	Because the assessment referred to as the Teacher Work Sample does not require students to apply the information gained from assessments, there no evidence of candidate capacity to monitor student progress and, as a result, no clear basis for measuring candidate impact on student learning.

1.6 Recommendation for Standard 1

Initial Teacher Preparation	Met <input type="text"/>
Advanced Preparation	Not Applicable <input type="text"/>

Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

2.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

According to the IR and the IR Addendum, the unit has developed an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance to evaluate and improve the performance of candidates and its program. The unit's assessment system is based on the conceptual framework and is aligned with state and national standards, and a review of individual assessments confirms that they are aligned with standards. During the offsite review the document entitled Alignment of State, National, and Institutional Standards could not be opened to review the alignment of standards, it was available for review during the onsite visit, confirming that the unit has created a matrix indicating the alignment of the state and national standards with its conceptual framework.

The five transition points: admission; entry to clinical practice; exit from clinical practice; program completion; and after program completion are operational, and include several internal and external course level assessments on which candidates must demonstrate proficiency prior to moving to the next benchmark. Interviews with candidates and faculty confirm that this process is in place. Candidates have access to the No'eau Center, which is a student support center to receive assistance with licensure exams and signature assignments. If candidates are not progressing successfully through the transition points, they could be counseled out of the program.

Prior to the onsite visit it was unclear what role that the professional community played in the development and evaluation of the assessment system. At the onsite, interviews with faculty, including unit faculty, arts and science faculty, members of the professional community, and staff revealed that opportunities for input during the development of the unit assessment system, as well as evaluation of the system, were limited. According to interviews with faculty, including the arts and science faculty, staff, and members of the professional community, little is known about the unit's assessment system. The unit cites the Hawai'i Teacher Standards Board (HTSB) and the Hawai'i Teacher Education Coordinating Committee (TECC) as groups to which they share assessment data. While this may be true, the HTSB is the organization that regulates teacher education in the state of Hawai'i, and the TECC is an organization of the unit's peers. While these organizations may be ones in which units often share information, they are not usually cited as members of the unit's professional community that have an ongoing and systematic responsibility regarding the unit's assessment system.

The unit has adopted several technologies to support its assessment system, including TaskStream, STAR, Survey Monkey, Banner, and Lulima (a secured learner and collaborative server for the University of Hawai'i system used by the unit to access additional information.)

Multiple persons are responsible for oversight of different components of the assessment system, including the division chair who is the unit head, the TaskStream administrator, and the Academic Support Specialist. The division chair and the TaskStream administrator are the primary persons responsible for gathering and summarizing data generated in TaskStream, and the Academic Support Specialist is primarily responsible for gathering demographic data regarding field placements of candidates. Additionally, all faculty members are responsible for assessing course-embedded signature assessments that are included in the assessment system, analyzing the assessment results, and writing a report to inform program improvements. However, onsite interviews reveal that, while data have been

reviewed consistently at the course level by individual faculty members, there was only one meeting held whereby data were shared with the Teacher Education Advisory Council. This meeting occurred after the unit received questions about the degree of professional community involvement. Interviews revealed conflicting information regarding the evidence that data reports from signature assessments are collected, summarized, and analyzed on a continuous basis at the unit level and are embedded in the culture of the unit.

The unit provided detailed information regarding how it ensures assessments are free from bias, and how the unit is working to establish the fairness, accuracy, and consistency of its assessment procedures, and suggests that the Teacher Education Advisory Council and faculty play a major role in this process. Interviews with TEAC members suggest that feedback from them is usually in the form of ongoing discussions and is not formalized and often not documented.

A three-point scale is used for most assessments, and each criterion is clearly articulated and aligned with the Hawai'i Teacher Standards Board and ACEI standards. A review of the descriptions of and rubrics for signature assessments suggests that all candidates have access to the directions and rubrics used for scoring signature assignments while completing them. Interviews with candidates confirm that they do have access to scoring rubrics when completing the signature assignments.

A review of assessment results provided in TaskStream indicates that candidates have access to assessment results with detailed feedback provided. This was confirmed during interviews with candidates during the onsite visit. Candidates were able to discuss the details of how TaskStream works and how it is used to upload artifacts to be assessed. Additionally, they discussed how they receive feedback on signature assignments.

NCATE defines Unit Operations as activities undertaken by the unit pertaining to governance, planning, budget, personnel, facilities, services and procedures such as advising and admission, and resources that support the unit's mission in preparing candidates. While the unit suggests in the IR addendum that, because it has only one program, and any changes made are unit level changes, discussions in the addendum and with faculty confirm that faculty reflections on candidate performance often lead to changes in the content and/or structure of a course during subsequent semesters (see IR Addendum, page 5). There is little evidence that such decisions bubble up to the unit level. The one example of a unit level decision made based on assessment results that was cited in the IR, the IR addendum, and in interviews was the change in the sequence and format of the course delivery.

The unit states that it disaggregates data from assessment results, but since the unit offers one program and has no programs online or at distance locations, it was at the time of the offsite not clear how data were disaggregated. Further information provided in the IR addendum and additional exhibits demonstrate that data are disaggregated by semester and by standard.

The unit has policies and procedures published on its website (Student Academic Grievance Procedure) for candidates to follow if they have a complaint. Interviews with candidates confirm that they are aware of the policies and procedures for filing grievances. A review of example complaints filed confirms that, while the process is long and arduous, candidates are aware of the process and utilize it.

Examples in the IR of changes made by the unit are limited to program redesign as a result of candidates dissatisfaction with summer scheduling of classes leading to a reduction in the time to complete assignments as compared to time allotted for the same assignments during the regular semester. Upon prompting, members of the assessment team were able to describe the process of using data to support these changes made. Changes have not yet been in place long enough for the unit to gather additional information to determine if changes made resulted in the intended improvements.

2.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

Not applicable to this visit.

2.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

The unit responded in the IR Addendum on its progress toward meeting the target level for Standard 2. A description of the unit's assessment system, data analysis, and evaluation, and how the unit uses data for program improvement is provided, and a review of the electronic exhibits provide evidence that indicates the unit is moving toward the Target level in limited areas. For example, as stated in the offsite report, assessment data from candidates, graduates, faculty, and other members of the professional community are based on multiple assessments from both internal and external sources and appear to be systematically collected as candidates progress through programs; signature assessments are aligned with state and national standards; and the unit continues to develop its use of TaskStream and discovering its capabilities in data reporting and utility to improve its assessment system.

The unit cites in the IR Addendum that its conceptual framework assures that assessment procedures are fair, accurate, consistent, and free of bias by virtue of their grounding in unit policies and procedures. An example given is that candidate complaints about fairness, as well as resolutions to such issues, are put in writing and housed in a confidential location. While the unit has not conducted studies of the candidates' complaints to look for patterns of evidence to inform program and unit level changes, they have used candidate complaints to make changes in the format and delivery of its program.

However, there is little evidence to support that data are gathered beyond program completion extending into the first years of completers' practice and that data are regularly and systematically compiled, aggregated, summarized, analyzed, and reported publicly. Data were reported publicly at the one TEAC meeting described earlier, and the unit intends to establish a pattern of doing so in the future. However a pattern of doing so has not yet been established. While the unit has a system for maintaining records of formal candidate complaints and their resolution, as state previously, the process appears to be long and arduous, as confirmed by candidates in interviews during the Onsite Review.

The unit has fully developed evaluations and continuously searches for stronger relationships in the evaluations, revising both the underlying data systems and analytic techniques as necessary. While this process is firmly embedded by unit faculty at the course level, by its own admission in the IR Addendum and confirmed in interviews during the onsite review, it has not yet been fully embedded at the unit level.

Based on the evidence presented in the IR Addendum, additional electronic exhibits, and interviews during the onsite review, the BOE team concludes that there is insufficient evidence provided to demonstrate that the unit is moving toward target level with plans and timelines for attaining target level for the Standard 2.

2.4 Strengths. What areas of the standard are being addressed at the target level?

N/A

2.5 Areas for Improvement and Rationales

2.5.1 What AFIs have been removed?

AFI	AFI Rationale
N/A	

2.5.2 What AFIs remain and why?

AFI	AFI Rationale
N/A	

2.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI	AFI Rationale
1. The unit does not regularly and systematically involve the professional community in the development and evaluation of its assessment system.	1. The professional community input in the development and evaluation of the assessment system is limited to undocumented discussions and one meeting with members of the TEAC in which data from the assessment system was dispensed. Interviews with arts and science faculty and with stakeholders revealed that little information is known about the unit's assessment system and how data are used to inform program and unit changes.
2. The unit does not assess unit operations.	2. Discussions in the IR Addendum and with faculty confirm that faculty reflections on candidate performance lead to changes in the content and/or structure of courses during subsequent semesters, but not to unit operations as defined by NCATE.
3. The unit does not systematically analyze and evaluate data for program and unit improvement.	3. Analysis and evaluation of assessment data are primarily limited to changes at the course level by individual faculty members.

2.6 Recommendation for Standard 2

Initial Teacher Preparation	Met <input type="button" value="v"/>
Advanced Preparation	Not Applicable <input type="button" value="v"/>

Standard 3: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

Evidence presented during the offsite visit, the unit's Institutional Report, addendum, and interviews conducted during the onsite visit confirm the unit engages in collaboration, communication, and program evaluation with school partners to provide candidates the opportunity to develop the requisite knowledge, skills and professional dispositions needed to work effectively in Hawai'i schools. The unit and its school partners jointly determine the specific placement of student teacher candidates to provide appropriate learning experiences. The school and unit share expertise to support candidates' learning in field experiences and clinical practice.

The unit developed a Teacher Education Advisory Council (TEAC) to discuss the state of UHWO

elementary teacher education, its strengths and needs, and to make recommendations for improving the quality of program content, structure, and delivery. However, little P-12 input was sought and incorporated in the design of the program. Despite unit attempts to encourage participation, some members do not regularly, if at all, attend.

Candidates utilize technology throughout their coursework, field experiences, observations, and clinical experiences. All teacher education candidates utilize TaskStream and Laulima in their course work, field experiences, and clinical experiences. Technologies allow clear and concise communication between candidates and unit faculty. Other technologies that are incorporated into the program include Internet research, PowerPoint presentations, a wide range of hardware in several platforms, educational software, use of SMART Boards where available, and use of document cameras. Candidates are regularly evaluated on their utilization of various technologies.

Candidates continuously reflect on their lesson delivery throughout field experiences and clinical practice, but assessments do not examine their effect on student learning.

After review of the IR, the offsite team cited concerns to be addressed during the visit through evidence presented in the IR Addendum, observations, documents, and interviews. Information provided in the IR Addendum and interviews during the onsite visit clarified procedures and roles of candidates, university supervisors, and school-based faculty in assessing candidate performance during clinical practice.

3.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

Not applicable to this visit.

3.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

Not applicable to this standard.

3.4 Strengths. What areas of the standard are being addressed at the target level?

Not applicable.

3.5 Areas for Improvement and Rationales

3.5.1 What AFIs have been removed?

AFI	AFI Rationale
N/A	

3.5.2 What AFIs remain and why?

AFI	AFI Rationale
N/A	

3.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI	AFI Rationale
The unit does not assure candidates effectively measure student learning.	Candidates routinely pre-assess student knowledge, identify needed differentiations, and reflect on lesson delivery during field experiences and clinical practice. However, there was no evidence provided, and interviews confirmed, that impact on student learning is not effectively measured.

3.6 Recommendation for Standard 3

Initial Teacher Preparation	Met
Advanced Preparation	Not Applicable

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

4.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

The unit provides opportunities for candidates to understand diversity and equity in the teaching and learning process. Coursework, field experiences, and clinical practice are designed to help candidates understand the influence of culture on education and acquire the ability to develop meaningful learning experiences for all students.

The following required coursework is designed to ensure that candidates have knowledge and understanding of diversity: SPED 405 Education and Special Needs Students, EDEF 444 Teaching Culturally and Linguistically Diverse Learners, and EDEF 446 Block 3 Practicum with Seminar. Course syllabi and candidate interviews confirm that candidates learn about exceptionalities and inclusion, English language learners, ethnic/racial cultural differences, gender differences, and the impact of these factors on learning. Proficiencies, including those related to professional dispositions and diversity, are drawn from the standards of the profession, state, and institution. Proficiencies related to diversity are identified in the unit's conceptual framework. The following Signature Assignments' assessments reflect that candidates understand diversity and equity in the teaching and learning process: Case Study of Culturally and Linguistically Diverse Learner, Case Study of a Struggling Literacy Learner, and student teaching final evaluations. Interviews with mentor teachers and principals further confirm that student teaching candidates have an understanding of diversity and the learning process.

Field experiences and clinical practice support the development of educators who can apply their knowledge of diversity, including exceptionalities, to work in schools with all students. They provide opportunities for candidates to reflect on their observations and practices in schools and communities with students and families from diverse ethnic/racial, language, gender, and socioeconomic groups. Mentors and principals rated candidates as "acceptable" in their preparedness in their regard to

knowledge, skills, and delivery of instruction in the areas of Differential Instruction: English Language Learners, Special Education, and all other diverse learners. Mentor teacher evaluations further confirm that 87 percent of UHWO candidates are at target level for adapting instruction for diverse learners. Interviews with mentor teachers confirmed the findings of the evaluations.

The unit recruits, hires, and retains faculty from diverse populations. The university advertises both locally and nationally for all faculty positions. The range of cultural backgrounds and experiences among faculty inside the unit and the institution as a whole enhances the candidate's understanding of diversity. The division of education faculty is comprised of both males and females representing four different ethnic/racial backgrounds. The diversity among the institution as a whole is comprised of both males and females and six different ethnic/racial backgrounds. University wide, 28 of the 57 faculty are considered minority group members.

Documentation, observations, and interviews confirm that candidates have multiple opportunities to interact with other diverse candidates throughout their entire university experience through coursework and extracurricular activities. In the unit, 85 percent of candidates are minorities, coming from multiple ethnic and racial backgrounds. Candidates are given multiple opportunities, and are encouraged, to share their experiences beliefs, traditions, and cultures among themselves and with others.

The university visits all local high schools and most high schools throughout the state advertising and recruiting. Once on campus, retention of all candidates is a priority. Multiple resources are available to help with retention. These include, but are not limited, to: peer tutoring, faculty counseling and advising, social clubs, and service projects.

Throughout field experiences and clinical practices, candidates consistently work with diverse students. The director of field placement ensures all candidates are placed in a variety of diverse settings. The local partner schools and districts are all racially, ethnically, and socioeconomically diverse. Candidates' lesson plans are required to contain a differentiation component in order to meet the needs of all students, including culturally and linguistically diverse learners, students with special needs, and advanced learners.

Documentation, observations, and interviews confirm these findings.

4.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

Not applicable to this visit.

4.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

Not applicable to this standard.

4.4 Strengths. What areas of the standard are being addressed at the target level?

Candidates interact with professional education faculty, faculty in other units, and school faculty from a broad range of diverse groups. The faculty are diverse in ethnicity and gender, and they also have rich backgrounds in cultural experiences. Candidates engage in professional education experiences with candidates from a broad range of diverse groups. The active participation of candidates from diverse cultures and with different experiences is solicited, valued, and promoted in classes, field experiences and clinical practice. Candidates reflect on and analyze these experiences in ways that enhance their

development and growth as professionals.

Extensive and substantive field experiences and clinical practices are designed to encourage candidates to interact with exceptional students and students from a broad range of diverse groups. These experiences help candidates confront issues of diversity that affect teaching and student learning and develop strategies for improving student learning and candidates' effectiveness as teachers.

4.5 Areas for Improvement and Rationales

4.5.1 What AFIs have been removed?

AFI	AFI Rationale
N/A	

4.5.2 What AFIs remain and why?

AFI	AFI Rationale
N/A	

4.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI	AFI Rationale
None	

4.6 Recommendation for Standard 4

Initial Teacher Preparation	Met <input type="button" value="v"/>
Advanced Preparation	Not Applicable <input type="button" value="v"/>

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

Interviews with faculty and evaluation of faculty vitas confirm that all full-time faculty in the unit are well qualified for their teaching assignments. As noted in the IR addendum, the division has seven elementary education faculty and four part time faculty. Faculty vitae and interviews confirm that all

full-time and one part-time unit faculty hold doctoral degrees and have professional experiences in their areas of expertise including work in the public schools. Faculty vitas show over 70 years of public school teaching experience among the full-time unit faculty.

Upon initial review of the IR and faculty vitae, it was unclear as to whether all elementary education faculty had contemporary experiences in the P-12 school settings. Faculty interviews conducted during the on-site visit confirmed that all faculty have contemporary experiences in the P-12 classroom.

Unit faculty and P-12 personnel work collaboratively to ensure the development of highly qualified educators. Unit faculty introduce candidates to research and good practice concerning teaching and learning. Through modeling they help candidates develop multiple teaching strategies to help all students learn. Classroom observations confirm the modeling of the curriculum integration process.

Unit faculty know and understand the professional, state, and institutional standards identified in the unit's conceptual framework, and they work to ensure that candidates achieve these standards. Although most candidates are not familiar with the conceptual framework, it is apparent based on interviews with mentor teachers and principals that the unit is producing candidates that are indeed knowledgeable, skillful, and responsive educators for a global society. A review of course syllabi indicates unit faculty align the required state and national standards within courses for delivery of instruction and for assessment purposes.

The IR indicated limited interaction with faculty in other colleges or university units to improve teaching. The interaction was limited to the coordination of the scheduling of courses each semester and enrollment trends. On paper, the Teacher Education Advisory Council (TEAC) membership, at the time of the writing of the IR, included principals, mentor teachers, classroom teachers and alumni. Additional minutes, supplied with the IR Addendum, dated August 13, 2012, indicated that TEAC will be inviting new members to include UHWO liberal arts and science faculty, education faculty from community colleges, and the University of Hawai'i-Monoa. Interviews with faculty from liberal arts and science revealed that faculty from the division of education have informal conversations with the liberal arts and sciences faculty regarding course content suggestions.

Faculty inquire systematically into and reflect upon their own practice. Faculty employ a variety of self-assessments: Semester-in-Progress Reflections, and End of Semester Reflections. Faculty are evaluated by candidates and by their peers. Each semester faculty are provided with a written analysis and reflection of candidate performance based on the Signature Assignment assessments.

Unit faculty develop and implement courses that are relevant and grounded in theory, research, and best practice. Professional education faculty model the use of performance assessments in their own work. They assess the effects of their teaching on the learning of candidates and using their findings to strengthen their own practice. They continue to develop their skills in using technology to facilitate their own professional work and to help candidates learn. Interviews with candidates, faculty, and P-12 partners validate the understanding and use of technology by both candidates and faculty.

Faculty contribute to improving the teacher education profession. As evidenced by their vitas and faculty interviews, faculty are actively involved in professional education associations and leadership at the local, state, and national levels. Exhibits indicate that unit faculty regularly attend professional conferences and stay abreast of current research, best practices, and work to improve their teaching practices.

Unit education faculty value teaching and learning in their own work. They inquire into and contribute to one or more areas of scholarly work related to teaching, learning, or teacher education. Scholarship

activities include but are not limited to research and publications. Scholarly inquiry may include application of knowledge, interpretation or integration of current research findings in new settings, and rigorous and systematic study of pedagogy. Scholarly inquiry includes submission of one's work for professional review and evaluation by peers outside one's own institution.

Performance of professional education faculty includes evaluations conducted by the unit as well as by candidates and peers. Tenure track faculty professional dossiers are evaluated in academic years two and four of their contracts. Tenured faculty are reviewed every five years. The faculty evaluation system includes three areas for evaluation and development: (A) Teaching and Instruction, (B) Scholarly Activity, Research, and Creative Endeavors and (C) Service. According to the IR, no faculty member to date has been denied tenure, reappointment, or promotion. Reviews of faculty evaluations concur with the IR. If an individual were to receive a plan of improvement from the Vice Chancellor for Academic Affairs, he or she would have one year to make the prescribed changes. Evaluations are used to improve faculty performance through the provision and support of professional development activities.

Faculty participate in professional development activities through their own initiatives or those conducted, sponsored, or arranged by the unit to enhance teaching competence. Interviews with faculty confirm that they are required to attend two university sponsored professional activities per year. Additional professional development opportunities are offered through the Center for Teaching and Learning and Excellence (CTLE). If a faculty member wants to attend additional professional development opportunities that are not offered in conjunction with the university, funds may be requested from the Budget and Resources Committee, the CTLE, or from the University of Hawaii system. A condition for awarding of funds is that the faculty member must present at the conference they want to attend.

5.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

Not applicable to this visit.

5.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

Not applicable to this standard.

5.4 Strengths. What areas of the standard are being addressed at the target level?

None

5.5 Areas for Improvement and Rationales

5.5.1 What AFIs have been removed?

AFI	AFI Rationale
N/A	

5.5.2 What AFIs remain and why?

AFI	AFI Rationale
N/A	

5.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI	AFI Rationale
None	

5.6 Recommendation for Standard 5

Initial Teacher Preparation	Met
Advanced Preparation	Not Applicable

Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

The unit is the Division of Education. The Bachelor of Education in elementary education is the unit's only licensure program. Sixty-eight candidates, across five enrollment periods, have completed the licensure program. The division has only two programs, the licensure-recommending elementary education program with seven tenured or tenure track faculty members, and a two tenured faculty non-licensure early education program. As the unit is small, much of what communication that happens within the unit and across campus occurs informally. Throughout the university, there is little, if virtually any, sharing of and consensus on the conceptual framework. Nor does it seem that the Framework was developed with and vetted through other groups or members of the professional community. The Division does have faculty meetings.

The education division's two programs operate without philosophical compatibility and full collaboration. The situation at the time of the visit was exacerbated by a recent leadership change, where a faculty member from the non-licensure program who was the division chair was removed by central administration and replaced by a member of the unit. The seven-member elementary education faculty members do work well together.

The unit does not effectively engage cooperating P-12 teachers and other practicing educators in program design, implementation, and evaluation. The unit does have a Teacher Education Advisory Council that has professional community representation. However, this group meets only once a semester, and when it does meet, its purpose historically seems to have been to share information and decisions that have been made by the unit. The members of the professional community who do attend seem to be satisfied with this approach.

The University Catalog is online, and it is updated annually. The institution takes seriously its responsibility to recruit and retain Native Hawaiian and Filipino students. Faculty serve as advisors to

candidates. The university has a staffed office of student services. Unit candidates are served by the office.

The unit budget is tight. The fiscal condition of the state has been seriously damaged by the economic downturn of the past five years. Hawai'i depends upon tourism as one of its, if not its prime, economic driver and has been hurt more substantially than most. And, the fiscal condition of the unit has been heightened by the newness of the leadership not only of the division but also of key central administrators—additional monies could have been provided the unit if the unit had demonstrated that its needs were "mission driven." As an example, unit faculty could have been provided support to supervise candidates in the field, but were not, had a request with appropriate justification been provided central administration. It is important to note that the state's economy—and tourism industry—has begun to recover.

The university is organized. Faculty are represented by the Hawai'i Professional Assembly. Workloads are clearly specified, as are policies for promotion, retention, and the granting of continuous tenure. As UHWO is principally a teaching institution, faculty are evaluated heavily on their instructional ability. Some research and service are expected. The unit seems to have adequate support staff.

The university moved into a completely new campus in the fall of 2012. As such, the buildings, classrooms, library, and offices are exceptional. Technology is adequate, as are print materials in the library. The institution plans continued development of both its instructional technology capabilities and library holdings.

6.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

Not applicable to this visit.

6.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

Not applicable to this standard.

6.4 Strengths. What areas of the standard are being addressed at the target level?

The new university campus is beautiful, and it is located on a part of the island that is a major growth area. The university owns, and controls, hundreds of acres of prime property. This property helps assure the fiscal stability of the university.

6.5 Areas for Improvement and Rationales

6.5.1 What AFIs have been removed?

AFI	AFI Rationale
N/A	

6.5.2 What AFIs remain and why?

AFI	AFI Rationale
N/A	

6.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI	AFI Rationale
1. There is limited evidence that the unit's conceptual framework is known, articulated, and shared throughout the unit and professional community.	1. Onsite interviews demonstrated that the conceptual framework was not known by, particularly, candidates and university faculty outside the unit. Within the division of education, the two programs have strongly differing philosophical beliefs.
2. The unit does not have in place a mechanism to systematically and regularly engage the professional community in the design, implementation and evaluation of the unit and its program.	2. The unit has a Teacher Education Advisory Council. It has not included arts and science faculty. The P-12 membership has not had regular and systematic data driven decision-making responsibilities. The visiting team saw its membership list, but no policies that focus the TEAC mission.

6.6 Recommendation for Standard 6

Initial Teacher Preparation	Met
Advanced Preparation	Not Applicable

IV. SOURCES OF EVIDENCE

Documents Reviewed

Exhibits
Catalogs

Persons Interviewed

Sunday, January 27, Evening Opening Event Attendees

Standard 1: Candidate Knowledge, Skills, & Dispositions
Rick Jones, Assistant Professor/Science
Mike Hayes, Associate Professor/Foundations
Michael Ulep, Alumni, August Ahrens Elementary School
Corrine Yogi, August Ahrens Elementary School

Standard 2: Unit Assessment & Evaluation System
Jonathan Schwartz, Assistant Professor/Foundations-Literacy-SPED
Tanja Villamor, Palisades Elementary School (TEAC Rep.)
Teagan Bruce, Alumni, Iriquois Point Elementary School
Donna Soriano, Teacher Candidate, Block 1
Mitzie Higa, Ewa Makai Middle School (TEAC Rep.)

Standards 3: Field Experiences
Stephanie Kamai, Field Experience Coordinator

Kristen Urata, Academic Support Specialist
Hanh Nguyen, Principal, August Ahrens Elementary School
Lisa Emwalu, Student Teacher

Standard 4: Diversity

Paula Mathis, Assistant Professor/Cultural & Linguistic Diversity
Linda Oba, Practicum Lecturer/Cultural & Linguistic Diversity
Susan Adler, Professor/Early Childhood Education
Fae Ruiz, Kapolei Middle School

Standard 5: Faculty Qualifications, Performance, & Development

Julia Myers, Assistant Professor/Math
Terri Ota, UHWO Faculty Affairs Officer
Jamie Hernandez, Honowai Elementary School
Shane Ige, Teacher Candidate

Standard 6: Unit Governance & Resources

Jacque Kilpatrick, Interim Vice-Chancellor for Academic Affairs
Mary Heller, Professor & Education Division Chair
Jan Iwase, Principal, Hale Kula Elementary School (TEAC Rep.)
Alyssa Shon, Palisades Elementary School

Monday, January 28

Meeting with unit head—Mary Heller

Partner Schools

Hale Kula Elementary School
Carmen Pita
Megan McKee
Jan Iwase
August Ahrens Elementary School
Michael Ulep - Alum and Teacher
Shelea Boyd - Cooperating Teacher
Dustin Pacleb - Student Teacher
Joy Sahagun Fong - Cooperating Teacher
Astrid Lata - Student Teacher
Hanh Nguyen - Principal

Standard 3

Stephanie Kamai
Kristen Urata
Jonathan Schwartz
Julia Myers

Standard 1

Rick Jones
Mike Hayes
Jonathan Schwartz
Linda Furuto
Rich Langford

Stan Orr

Standard 2

Mary Heller

Jonathan Schwartz

Kristen Urata

Alyssa Yafuso

Paula Mathis

Standard 2

Jan Javinar

Kelly Ching

Kristen Urata

Teacher Candidates: Science Methods

Angela Avinger

Ashley Withington

Edelyn Ubaldo

Nicole Stevens

Michael Ann Fellezs

Zeena Sahim

Morisha Ogata

Marilou Dulay

Matthew Conlon

Joy Marquez

Lili Weber

Jolene Durrant

Roquel Pasion

Shanelle Kiaha

Tuesday, January 29

Meeting with unit head----Mary Heller

UHWO Administration

Gene Awakuni

Jacque Kilpatrick

Terri Ota

Standard 4

Paula Mathis

Linda Oba

Janice Sunouchi

Margy Ledward

Standard 5

Mary Heller

Brenda Machosky

Paula Mathis

Rick Jones

Standard 6

Donna Kiyosaki

Linda Saiki

David Pai

Julia Myers

Rick Jones
Sarah Gilman (Library)
Linda Maeno (IT)

Open Session
Shane Ige
Donna Soriano
Elaine Lee

**Please upload sources of evidence and the list of persons
interviewed. (Optional) State Addendum:**