

APPROVED
App. 10/3/2014

**HAWAI'I TEACHER STANDARDS BOARD
COMMITTEE WORK SESSIONS AND BUSINESS MEETING**

**FRIDAY, SEPTEMBER 5, 2014
Dole Cannery Meeting Room 158**

MINUTES

PRESENT: Louise Cayetano
Wray Jose
Beth Pateman for Donald Young
Kerry Tom for Kathryn Matayoshi
Felicia Villalobos
Lisa DeLong
Arlene Lee-Williams for Don Horner
Edward Patrick
Noe Noe Tom

ABSENT: Terry Holck
Justin Mew

STAFF: Lynn Hammonds, Executive Director
Randy Schrader, Licensing Specialist
Carolyn Gyuran, Education Specialist
Lorrin Toma, DPSA
Jill Agena, Secretary

CALL TO ORDER:

Vice-Chairperson Jose called the meeting to order at 1:06 p.m.

ANNOUNCEMENTS:

The Board congratulated Lisa DeLong on receiving her doctorate.

APPROVAL OF MINUTES:

(DeLong/Cayetano) The minutes of the June 13, 2014 meeting were approved as amended:

Remove Arlene Lee-Williams from "Present" and list her as "Absent."

TOPIC: **Executive Director's Report**
DISCUSSION: Executive Director Hammonds submitted her report to the Board with no additions. She thanked the board for their continued support and appointment to another term as executive director.

TOPIC: **Report out of Executive Session**
DISCUSSION: Vice-Chairperson Jose reported out:

1. Approved executive session minutes for the June 13, 2014 meeting.
2. Approved NBI 14-01: License Affirmation.
3. Approved and amended NBI 14-02: Contract and 2014-2015 Goals for the Hawaii Teacher Standards Board Executive Director.
4. Approved NBI 14-03: Case 13-02.

TOPIC: **Legislative and By-Laws Committee**
DISCUSSION: Cayetano reported that the committee discussed:

- Update on Hawaii Administrative Rule Revision Public Hearing by Executive Director Hammonds
- Review and discussion of HTSB By-Laws
- Discussion of upcoming Legislative Session

TOPIC: **Teacher Education Committee**
DISCUSSION: Pateman reported that the committee discussed:

- NBI 14-04: Consideration of Provisional Approval for iteachHawaii Education Preparation Provider Programs in Special Education, Elementary Education and Teaching English to Speakers of Other Languages (TESOL) – recommends approval
- NBI 14-05: Leeward Community College Response to State Approval Conditions for their Career and Technical Education Educator Preparation Program – recommends approval
- NBI 14-06: University of Hawai'i-Manoa Response to State Approval Conditions for their Visual Arts Program – recommends approval
- NBI 14-07: Hawai'i Pacific University Continuing State Approval for their Educator Preparation Programs – recommends approval

- NBI 14-08: Chaminade University of Honolulu Early Childhood Education PK-K Revision of State Approval Timeline – recommends approval

TOPIC: **Committee of the Whole**

DISCUSSION: Jose reported that the committee discussed:

- Educational Testing Service Update by Dr. Terry Owens and Peter Yeager
- Roundtable Discussion with Tom Hutton, Executive Director, Hawaii State Public Charter School Commission and Lynn Finnegan, Executive Director, Hawaii Public Charter Schools Network

TESTIMONY, PETITIONS FROM THE PUBLIC: None.

NEW BUSINESS APPROVED: (See Attachments)

- 1. NBI 14-01: License Affirmation**
(Jose reported approved out of executive session)
- 2. NBI 14-02: Contract and 2014-2015 Goals for the Hawaii Teacher Standards Board Executive Director**
(Jose reported approved out of executive session)
- 3. NBI 14-03: Case 13-02**
(Jose reported approved out of executive session)
- 4. NBI 14-04: Consideration of Provisional Approval for iteachHawaii Education Preparation Provider Programs in Special Education, Elementary Education and Teaching English to Speakers of Other Languages (TESOL)**
(Pateman on behalf of the Teacher Education Committee)
- 5. NBI 14-05: Leeward Community College Response to State Approval Conditions for their Career and Technical Education Educator Preparation Program**
(Pateman on behalf of the Teacher Education Committee)
- 6. NBI 14-06: University of Hawai'i-Manoa Response to State Approval Conditions for their Visual Arts Program**
(Pateman on behalf of the Teacher Education Committee)

7. **NBI 14-07: Hawai'i Pacific University Continuing State Approval for their Educator Preparation Programs**
(Pateman on behalf of the Teacher Education Committee)
8. **NBI 14-08: Chaminade University of Honolulu Early Childhood Education PK-K Revision of State Approval Timeline**
(Pateman on behalf of the Teacher Education Committee)

MOTIONS:

1. (Cayetano/Patrick) Motion to move into executive session to review license ratification list for approval.
2. (Cayetano/Villalobos) Motion to rise out of executive session.

ADJOURNMENT:

Vice-Chairperson Jose adjourned the meeting at 2:15 p.m.

RECORDER:



Jill Avena

DATE: September 5, 2014

New Business Item 14-01

Introduced 9/5/2014

Approved 9/5/2014

TITLE: License Affirmation

The Hawaii Teacher Standards Board approves the attached lists of Hawaii Provisional Licenses, Standard Licenses, Advanced Licenses, Added Fields to Existing Licenses, Renewed Licenses and Special Permits.

Submitted by: Terry Lynn Holck

Referred to:

Advanced Licenses					
Type	Last Name	First Name	Teaching Fields	Effective Date	Expiration Date
AL	Campbell	Christina	Special Education K - 12	8/1/2014	6/30/2025
Standard Licenses					
Type	Last Name	First Name	Teaching Fields	Effective Date	Expiration Date
SL	Ali	Fawzia	Special Education K - 12	8/1/2014	6/30/2020
SL	Baker	Kelsey	Physical Education 6 - 12	8/1/2014	6/30/2020
SL	Barsatan	Jannalyn Marie	Physical Education 6 - 12	7/1/2014	6/30/2019
SL	Berkhoudt	Amy	English 6 - 12	8/1/2014	6/30/2020
SL	Boll	Emily	Elementary Education K - 6	8/1/2014	6/30/2020
SL	Bright	April	Elementary Education K - 6	7/1/2014	6/30/2019
SL	Brock	Joshua	English 6 - 12	8/1/2014	6/30/2020
SL	Bruner	Courtney	Elementary Education K - 6 Reading K - 12 Special Education K - 12 Teaching English to Speakers of Other Languages K - 12	8/1/2014	6/30/2020
SL	Butterfield	Alyson	Elementary Education K - 6	8/1/2014	6/30/2020
SL	Carr	Michael	Mathematics 6 - 8	8/1/2014	6/30/2020
SL	Cera	Fraina	Elementary Education K - 6	7/1/2014	6/30/2019
SL	Chamberlain	Molly	Elementary Education K - 6	8/1/2014	6/30/2020
SL	Cullen	Renee	Elementary Education K - 6	8/1/2014	6/30/2020
SL	Dixon	Danielle	SPED - Mild/Moderate K - 12	8/1/2014	6/30/2020
SL	Doyle	Jennifer	Elementary Education K - 6 Music K - 12	8/1/2014	6/30/2020
SL	Dumlao	Mefflin	Elementary Education K - 6	8/1/2014	6/30/2020
SL	Elliott	Koni	School Counselor K - 12	7/1/2014	6/30/2019
SL	Ellis	Amber	School Counselor K - 12	8/1/2014	6/30/2020
SL	Erice	Lourdes Amalia	Elementary Education K - 6	7/1/2014	6/30/2019
SL	Fournier	Hyon	School Counselor K - 12	7/1/2014	6/30/2019
SL	Francisco	Asharani	Spanish 6 - 12	8/1/2014	6/30/2020
SL	Gibson	Jamie	Early Childhood Education PK - 3 Elementary Education K - 6 Special Education K - 6 Special Education PK - 3	8/1/2014	6/30/2020
SL	Graves	Cindy	English 6 - 12 Geography 6 - 12	8/1/2014	6/30/2020
SL	Griggs	Robin	Elementary Education K - 6	8/1/2014	6/30/2020

SL	Hager	Richard	Health K - 12 Physical Education K - 12	8/1/2014	6/30/2020
SL	Harris	Elizabeth	Elementary Education K - 6 Special Education PK - 3 Teaching English to Speakers of Other Languages K - 6 Teaching English to Speakers of Other Languages PK - 3	8/1/2014	6/30/2020
SL	Hatch	Rebecca	English 6 - 12 Science 6 - 8 Teaching English to Speakers of Other Languages 6 - 12	7/1/2014	6/30/2019
SL	Haynes	Amy	Early Childhood Education PK - 3 Elementary Education K - 6	8/1/2014	6/30/2020
SL	Herrera Alania	Marivel	Psychology 6 - 12 Special Education 6 - 12 Speech 6 - 12	8/1/2014	6/30/2020
SL	Ioane	Ainaaloha	English 6 - 12	7/1/2014	6/30/2019
SL	Jimenez	Amanda	Early Childhood Education PK - 3 Elementary Education K - 6 Teaching English to Speakers of Other Languages K - 6 Teaching English to Speakers of Other Languages PK - 3	8/1/2014	6/30/2020
SL	Kaahaaina	Deelynn	Social Studies 6 - 12	8/1/2014	6/30/2020
SL	Kalohelani	Kingsley	Music K - 12	7/1/2014	6/30/2019
SL	Kedrowski	Nicole	Special Education K - 12	8/1/2014	6/30/2020
SL	Kelley	Lulubelle	Elementary Education K - 6	8/1/2014	6/30/2020
SL	Lam	Stephanie	Early Childhood Education PK - 3 Elementary Education K - 6	8/1/2014	6/30/2020
SL	Larson	Jamie	SPED - Mild/Moderate K - 12	8/1/2014	6/30/2020
SL	Li	Lori	Elementary Education K - 6	8/1/2014	6/30/2020
SL	Lilley	Sara	Drama/Theatre Arts 6 - 12 English 6 - 12 Music K - 12	8/1/2014	6/30/2020
SL	Limtiaco	Matthew	Elementary Education K - 6	8/1/2014	6/30/2020
SL	Machida	Kelsea	Elementary Education K - 6 Hawaiian Language Immersion K - 6	7/1/2014	6/30/2019
SL	McClelland	Caitlin	Special Education PK - 3	7/1/2014	6/30/2019
SL	McClelland	Lisa	Special Education PK - 3	7/1/2014	6/30/2019
SL	McDaniel	Leigh	English 6 - 8 Mathematics 6 - 8 Social Studies 6 - 8 Special Education K - 12	7/1/2014	6/30/2019
SL	Medley	Megan	Art K - 12 Biology 6 - 12	7/1/2014	6/30/2019
SL	Medlin	Brittany	Elementary Education K - 6	8/1/2014	6/30/2020
SL	Miller	Macey	English 6 - 12	8/1/2014	6/30/2020

SL	Miyashiro	Kimberly	School Counselor K - 12	7/1/2014	6/30/2019
SL	Morrison	Elise	Health 6 - 12 Physical Education K - 12 Social Studies 6 - 8	8/1/2014	6/30/2020
SL	Morrison	Shannon	Elementary Education K - 6 Social Studies 6 - 8	8/1/2014	6/30/2020
SL	Nagakura	Audrey	Elementary Education K - 6	7/1/2014	6/30/2019
SL	Nakachi	Evan	Health 6 - 12 Physical Education 6 - 12	8/1/2014	6/30/2020
SL	Nobriga	Chastity	Social Studies 6 - 12	7/1/2014	6/30/2019
SL	Nomura	Lauren	School Counselor K - 12	7/1/2014	6/30/2019
SL	Okabe	Matthew	Elementary Education K - 6	7/1/2014	6/30/2019
SL	Okada-Carlson	Cherie	Social Studies 6 - 12	8/1/2014	6/30/2020
SL	Palmer	Hannah	Biology 6 - 12	8/1/2014	6/30/2020
SL	Portillo	Janice	Elementary Education K - 6	8/1/2014	6/30/2020
SL	Reyes	Mahinameli	School Counselor K - 12	8/1/2014	6/30/2020
SL	Roberts	Kelekolio	Japanese 6 - 12	8/1/2014	6/30/2020
SL	Rocca	David	Music K - 12	8/1/2014	6/30/2020
SL	Sakumoto	Katherine	Early Childhood Education PK - 3 Elementary Education K - 6 Teaching English to Speakers of Other Languages K - 6	8/1/2014	6/30/2020
SL	Samonte	Lauren-Lee	Elementary Education K - 6	8/1/2014	6/30/2020
SL	Schlaepfer	Elisabeth	English 6 - 12	7/1/2014	6/30/2019
SL	Shrable	Paloma	Elementary Education K - 6	7/1/2014	6/30/2019
SL	Singhbaba	Jasmine	English 6 - 12	8/1/2014	6/30/2020
SL	Smith	Monique	Art K - 12	7/1/2014	6/30/2019
SL	Troxel	Michelle	SPED - Deaf/Hard of Hearing K - 12 Special Education K - 12	7/1/2014	6/30/2019
SL	VanDerWende	Peggy	Elementary Education K - 6	7/1/2014	6/30/2019
SL	Waiwada	Mark	Elementary Education K - 6	8/1/2014	6/30/2020
SL	Wolfe	Shawn	Japanese K - 12	7/1/2014	6/30/2019
SL	Yoshimoto	Demi	Early Childhood Education PK - 3 Elementary Education K - 6	8/1/2014	6/30/2020
			Provisional Licenses		
Type	Last Name	First Name	Teaching Fields	Effective Date	Expiration Date
PL	Sharma	Mary	Elementary Education K - 6	8/1/2014	6/30/2015
			Added Fields		

Type	Last Name	First Name	Teaching Fields	Effective Date	Expiration Date	Option
AAF	Baird	Tai	SPED - Mild/Moderate K-12	7/1/2014	6/30/2017	A
AAF	Brooks	Chaynee	English 6-12	8/1/2014	6/30/2018	B
AAF	Caldwell	Richard	CTE-Arts and Communication 6-12	7/1/2014	6/30/2019	A
AAF	Capasso	Cristina	Biology 6-12	8/1/2014	6/30/2020	A
AAF	Gallego	Alyssa	Special Education 6-8	8/1/2014	6/30/2018	C
AAF	Madio	Eljean	English 6-12	8/1/2014	6/30/2018	C
AAF	Martin	Kristi	Mathematics 6-12	7/1/2014	1/5/2015	C
AAF	Oato	Trina	Special Education PK-3	8/1/2014	6/30/2017	C
AAF	Rabago	Amy	Japanese 6-12	8/1/2014	6/30/2018	C

Renewed Licenses						
Type	Last Name	First Name	Teaching Fields	Effective Date	Expiration Date	
AL	Gillentine	Jonathan	Early Childhood Education PK - 3 Elementary Education K - 6 SPED - Mild/Moderate K - 12 Special Education K - 12 Teacher Leader	8/3/2014	6/30/2025	
Advanced Licenses						
Type	Last Name	First Name	Teaching Fields	Effective Date	Expiration Date	
SL	Achui	Karl	Science 6 - 12	8/3/2014	6/30/2020	
SL	Allison	Marcia	Elementary Education K - 6 English 6 - 12 SPED - Mild/Moderate K - 12 School Counselor K - 12 Social Studies 6 - 12	8/24/2014	6/30/2020	
SL	Baloran	Charity Clarina	Elementary Education K - 6 Special Education K - 6	8/6/2014	6/30/2020	
SL	Bernholz	Raquel	SPED - Mild/Moderate 6 - 12	8/24/2014	6/30/2020	
SL	Carvalho	Stephanie	English 6 - 12	8/3/2014	6/30/2020	
SL	Chao	Dinah	Elementary Education K - 6 School Librarian K - 12	8/12/2014	6/30/2020	
SL	Cooper	Leah	English 6 - 12	8/20/2014	6/30/2020	
SL	Cruz	Corazon	English 6 - 12	8/14/2014	6/30/2020	
SL	Garcia	Sheralyn	Elementary Education K - 6	8/11/2014	6/30/2020	
SL	Gilligan	Trevor	Social Studies 6 - 12	8/24/2014	6/30/2020	
Standard Licenses						
Type	Last Name	First Name	Teaching Fields	Effective Date	Expiration Date	

SL	Haberman	Maria-Valentina	Early Childhood Education PK - 3 Elementary Education K - 6	8/18/2014	6/30/2020
SL	Hedemann	Ashley	Elementary Education K - 6	8/20/2014	6/30/2020
SL	Holdren	Danette	Social Studies 6 - 12	7/31/2014	6/30/2020
SL	Hughes	Kukui	Physical Education K - 12	8/7/2014	6/30/2020
SL	Inosanto	Emelita	Mathematics 6 - 12 Mathematics 6 - 8	8/20/2014	6/30/2020
SL	Iwamoto	Joy	Mathematics 6 - 12	8/5/2014	6/30/2020
SL	Johnson	Michele	Elementary Education K - 6 Special Education K - 12	8/20/2014	6/30/2020
SL	Kapono	Leah	Elementary Education K - 6 SPED - Mild/Moderate K - 12	8/20/2014	6/30/2020
SL	Koomoa	Danalei	Elementary Education K - 6	8/7/2014	6/30/2020
SL	Kramer-Berger	Emily	Elementary Education K - 6	8/11/2014	6/30/2020
SL	Lee	Jessica	Mathematics 6 - 12	8/20/2014	6/30/2020
SL	Leslie	Michael	Elementary Education K - 6	8/25/2014	6/30/2020
SL	Marshman	Marisa	Elementary Education K - 6 School Counselor K - 12	8/3/2014	6/30/2020
SL	Moore	Lei Awaphuhi	School Counselor K - 12	8/12/2014	6/30/2020
SL	Muleh	Laurence	Art K - 12 Elementary Education K - 6 Special Education 6 - 12 Special Education K - 6	8/4/2014	6/30/2020
SL	Niau	Chivas	SPED - Mild/Moderate K - 12	8/20/2014	6/30/2020
SL	Pavia	Jason	Elementary Education K - 6	8/20/2014	6/30/2020
SL	Peters	Michael	Social Studies 6 - 12 Special Education 6 - 12	8/10/2014	6/30/2020
SL	Roberts	Rosa	English 6 - 12 Reading 6 - 12 School Librarian K - 12	8/20/2014	6/30/2020
SL	Sekiya	Shannon	Elementary Education K - 6	8/20/2014	6/30/2020
SL	Shimabukuro	Jasmine	Elementary Education K - 6	8/3/2014	6/30/2020
SL	Silva	Lisa	SPED - Deaf/Hard of Hearing K - 12 SPED - Deaf/Hard of Hearing PK - 3	8/7/2014	6/30/2020
SL	Taira	Daniel	Elementary Education K - 6	8/20/2014	6/30/2020
SL	Tarantino	Lynda	Special Education K - 12 Special Education PK - 3	8/13/2014	6/30/2020
SL	Taylor	Kimberlee	Elementary Education K - 6 Mathematics 6 - 8	8/7/2014	6/30/2020
SL	Tom	Kim	Elementary Education K - 6 SPED - Mild/Moderate K - 12	8/20/2014	6/30/2020
SL	Toribio	Coty	Elementary Education K - 6	8/7/2014	6/30/2020

SL	Vierra	Robyn	Elementary Education K - 6 Social Studies 6 - 12	8/3/2014	6/30/2020
SL	Vierra	Samuel	English 6 - 12 Social Studies 6 - 12	8/3/2014	6/30/2020
SL	Vinta	Jonathan	Elementary Education K - 6	8/20/2014	6/30/2020
SL	Watanabe	Travis	Physical Education K - 12	8/3/2014	6/30/2020
SL	Yamamoto	Whitney	Elementary Education K - 6 Special Education K - 6	8/20/2014	6/30/2020
			Special Permits		
Type	Last Name	First Name	Teaching Fields	Effective Date	Expiration Date
SP	Beltran	Randy	Career and Technical Education	8/1/2014	7/31/2015

New Business Item 14-02

Introduced 9/5/2014

Approved 9/5/2014

**TITLE: Contract and 2014-2015 Goals for the Hawaii Teacher Standards Board
Executive Director**

The Hawaii Teacher Standards Board accepts the approval of the Hawaii Board of Education to appoint Lynn Hammonds as HTSB's Executive Director with the following conditions:

1. HTSB will develop and enter into a contract for services with its Executive Director;
2. Salary shall not exceed the maximum salary of the Hawaii Government Employees Association, Bargaining Unit 06, EO-10 salary range;
3. The contract duration shall be for three years.

The HTSB approves the following goals for the Executive Director for the year ending June 30, 2015:

1. Research best national and international practices in alternative routes to teacher licensure; consult with and obtain support from the Department of Education, Charter School Commission, HSTA and other interested stakeholders; develop blueprint for criteria and deployment of new route to licensure in 2016-2017.
2. Before the end of the fiscal year, develop a strategy to improve office policies, standard operating procedures, customer service guidelines, and reference materials.
3. Update informational materials for Hawaii Department of Education and Charter School principals and regional personnel officers to guide their work with applicants and licensees. Together with the Licensing Specialist, initiate contact with principals at all Department of Education and Charter Schools at least once during the school year. As their schedules allow, meet with Complex Area Superintendents and principals in each of the districts at one of their regularly scheduled meetings.

Submitted by: Terry Lynn Holck

Referred to:

New Business Item 14-03

Introduced 9/5/2014

Approved 9/5/2014

TITLE: Case 13-02

Pursuant to Hawaii Administrative Rules §8-54-9 (d) (1), (11), and (14), the Hawaii Teacher Standards Board accepts the recommendation of the Hearing Panel convened on July 17, 2014. The Hawaii Standard Teaching License application in Case 13-02 is denied and the Executive Director shall mail by restricted certified and regular mail the Decision and Order informing the applicant. The Decision and Order shall become part of the applicant's record and the Executive Director shall report this action to the NASDTEC Clearinghouse after the appeal time limit expires.

Submitted by: Terry Lynn Holck

Referred to: Committee

New Business Item 14-04

Introduced

9/5/2014

Approved 9/5/2014

**TITLE: Consideration of Provisional Approval for iteachHAWAII
Education Preparation Provider Programs in Special Education,
Elementary Education and
Teaching English to Speakers of Other Languages (TESOL)**

The Hawaii Teacher Standards Board approves the recommendations of its Educator Preparation Program (EPP) Review Teams to grant iteachHAWAII provisional approval to its Special Education, Elementary Education and Teaching English to Speakers of Other Languages (TESOL) Educator Preparation Programs, effective September 5, 2014 to December 31, 2018. The EPP met all areas of improvement that were recommended by the EPP Review Teams. The EPP may recommend candidates for licensure in:

Special Education PK-3, K-6, 6-8, 6-12, K-12, P-12
TESOL PK -3, K-6, 6-8, 6-12, K-12
Elementary Education K-6

The EPP must submit an annual report to the HTSB and obtain continuing national accreditation from an accrediting body recognized by the US Department of Education prior to December 31, 2018.

A letter shall be sent to the unit on behalf of the Board to communicate this decision.

Submitted by: Terry Lynn Holck

Referred to: Teacher Education Committee

**SUMMARY FOR iteachHAWAII SATEP REVIEW
PROGRAM TEAM REPORT
Teaching English as a Second Language
June 26, 2014**

PROGRAM	RECOMMENDATION	STRENGTHS	RECOMMENDED AREAS for IMPROVEMENT	RESPONSE
Teachers of English to Speakers of Other Languages (TESOL)	Met all Standards	1. There is a good alignment of the assessment rubrics with the TESOL standards.	1. There is limited information on how teacher candidates will learn, apply, and be assessed on their knowledge of Hawai'i culture, history, and language or how the candidate will impact student learning in this area. 2. Assessment #2, Summative Content Classroom Report Evaluation (CCARE) Form, has rubric categories that are not a clear match to the assessment components and there is target language listed on the rubric that is not found on the evaluation form.	1. Using resources developed by CREDE at the University of Hawaii Manoa and the Kamehameha Schools, iteachHAWAII can ensure that ESL teachers enrolled in our program receive in-depth instruction Hawaii culture, history and language. Additionally, iteachHAWAII is planning to incorporate Professional Development resources for Hawaiian teachers provided by the Bernice Pauahi Bishop Museum into the iteachHAWAII curriculum. The attached assessment and corresponding rubric
				will be an additional evaluation instrument during the field experience to assess student learning. 2. The CCARE form has been revised so that the assessment instrument and the rubric are completely aligned. The revised CCARE form and rubric are attached.

**Hawaiian Culture in the Classroom
Rubric**

Standard	Emerging (1)	Target (2)	Exemplary (3)
<p>Language & Literacy Development <i>Nānā ka maka. (The eye sees.)</i> The teacher models all instruction. <i>Ho'ōiōhe a pepeiao (The ear listens.)</i> The teacher ensures that the students to listen to all sounds that clarify the instruction.</p>	<p>The teacher designs and enacts an activity where children engage in brief, repetitive, or drill-like reading, writing, or speaking activities (e.g.: flashcards).</p>	<p>The teacher designs and enacts an activity where one of the goals* is to generate language expression and/or literacy development. The teacher develops language expression and/or literacy development using multiple forms of assistance.</p>	<p>The teacher designs and enacts an activity with a clear goal*. These activities are designed using developmentally appropriate pre-literacy* methods that focus on developing language within the topic of the activity. The teacher develops language expression and/or literacy development using multiple forms of assistance and adjusts his/her forms of assistance based on children's feedback.</p>
<p>Contextualization <i>Pa'a ka waiha</i> <i>(Secure/shut/fasten the mouth.)</i> The teacher allows the student to think and reflect on seeing and hearing instruction.</p>	<p>The teacher (a) connects classroom activities by theme or builds on current unit, OR (b) includes parents or community members in activities, OR (c) uses familiar items during lesson but may not explicitly connect the items to home, school, or community.</p>	<p>The teacher designs and enacts instructional activities that integrate* the new activity/information with what children know from home, school or community AND assists children in making a connection to their personal experiences.</p>	<p>The teacher integrates* the new activity/information with what children already know from home, school or community AND assists children in making a connection to their personal experiences. The goal is to help children reach a conceptual understanding.</p>
<p>Instructional Conversation <i>Hana ka lima (Put the hands to work.)</i> The teacher observes the students learn by doing or mimicking the teacher's work. <i>Nnāu. (Question.)</i> The teacher encourages questions after the students have learned by doing, and encourages students to self-correct.</p>	<p>The teacher converses with a child or the whole class AND uses questioning, listening, or rephrasing to elicit communication.</p>	<p>The teacher designs and enacts an instructional conversation (IC) with a small group of children on a clear learning goal*. The teacher listens carefully to assess and assist understanding toward the goal. The verbal and non-verbal communication ratio of teacher-child turn-taking is approx. 1 to 1.</p>	<p>The teacher designs and enacts an instructional conversation (IC) with a clear learning goal*; listens carefully to assess and assist understanding toward the goal AND questions children on their views*, judgments or rationales in reaching the goal. The verbal and non-verbal communication ratio of teacher-child turn-taking is approx. 1 to 1.</p>

Adapted from CREDE Early Childhood Standards Rubric, used with permission; with information from Hawaii Alive Professional Development.

**SUMMARY FOR iteachHAWAII SATEP REVIEW
PROGRAM TEAM REPORT
Special Education
July 2, 2014**

PROGRAM	RECOMMENDATION	STRENGTHS	RECOMMENDED AREAS for IMPROVEMENT	RESPONSE
Special Education	Met all Standards	<p>1. The program is field based and accessible to all islands.</p> <p>2. There is a clear alignment with the CEC standards.</p>	<p>1. There is limited information on how teacher candidates will learn, apply, and be assessed on their knowledge of Hawai'i culture, history, and language or how the candidate will impact student learning in this area.</p> <p>2. The program has developed course outlines that address general information. The reviewers were unable to determine where the special education assessments were addressed throughout the coursework.</p>	<p>1. Using resources developed by CREDE at the University of Hawaii Manoa and the Kamehameha Schools, iteachHAWAII can ensure that special education teachers enrolled in our program receive in-depth instruction Hawaii culture, history and language. Additionally, iteachHAWAII is planning to incorporate Professional Development resources for Hawaiian teachers provided by the Bernice Pauahi Bishop Museum into the iteachHAWAII curriculum.</p>

				<p>The attached assessment and corresponding rubric will be an additional evaluation instrument during the field experience to assess student learning.</p> <p>2. Multiple assessments of the CEC standards. These assessments are located in the following areas:</p> <p>EDTC 5300: Planning Instruction and Assessment Lesson Plan – developed using Special Education standards and submitted as a required assignment</p> <p>EDTC 5600: Special Education, Multiculturalism, and Diversity Assessment 1 in this course covers the history of Special Education and Special</p>
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				<p>Education law in the U.S. Assignment 1 in this course asks candidates to reflect on which type of special education student teachers would find most challenging, and why. Assignment 2 in this course asks candidates to recommend differentiated teaching strategies and accommodations for students based on example scenarios.</p> <p>EDTC 5700: Field Experience Summative Content Classroom Report Evaluation (CCARE) form This assessment is completely aligned to the identified standards for Special Education.</p> <p>EDTC 6354: Special Education Comprehensive Course This comprehensive</p>
				<p>multiple choice exam is a program requirement.</p>

**Hawaiian Culture in the Classroom
Rubric**

Standard	Emerging (1)	Target (2)	Exemplary (3)
<p>Language & Literacy Development <i>Nānā ka maka. (The eye sees.)</i> The teacher models all instruction. <i>Ho'olohe a pepeiao (The ear listens.)</i> The teacher ensures that the students to listen to all sounds that clarify the instruction.</p>	<p>The teacher designs and enacts an activity where children engage in brief, repetitive, or drill-like reading, writing, or speaking activities (e.g.: flashcards).</p>	<p>The teacher designs and enacts an activity where one of the goals* is to generate language expression and/or literacy development. The teacher develops language expression and/or literacy development using multiple forms of assistance.</p>	<p>The teacher designs and enacts an activity with a clear goal*. These activities are designed using developmentally appropriate pre-literacy* methods that focus on developing language within the topic of the activity. The teacher develops language expression and/or literacy development using multiple forms of assistance and adjusts his/her forms of assistance based on children's feedback.</p>
<p>Contextualization <i>Pa'a ka waha (Secure/shut/fasten the mouth.)</i> The teacher allows the student to think and reflect on seeing and hearing instruction.</p>	<p>The teacher (a) connects classroom activities by theme or builds on current unit, OR (b) includes parents or community members in activities, OR (c) uses familiar items during lesson but may not explicitly connect the items to home, school, or community.</p>	<p>The teacher designs and enacts instructional activities that integrate* the new activity/information with what children know from home, school or community AND assists children in making a connection to their personal experiences.</p>	<p>The teacher integrates* the new activity/information with what children already know from home, school or community AND assists children in making a connection to their personal experiences. The goal is to help children reach a conceptual understanding.</p>
<p>Instructional Conversation <i>Hana ka lima (Put the hands to work.)</i> The teacher observes the students learn by doing or mimicking the teacher's work. <i>Nīnau. (Question.)</i> The teacher encourages questions after the students have learned by doing, and encourages students to self-correct.</p>	<p>The teacher converses with a child or the whole class AND uses questioning, listening, or rephrasing to elicit communication.</p>	<p>The teacher designs and enacts an instructional conversation (IC) with a small group of children on a clear learning goal*. The teacher listens carefully to assess and assist understanding toward the goal. The verbal and non-verbal communication ratio of teacher-child turn-taking is approx. 1 to 1.</p>	<p>The teacher designs and enacts an instructional conversation (IC) with a clear learning goal*; listens carefully to assess and assist understanding toward the goal AND questions children on their views*, judgments or rationales in reaching the goal. The verbal and non-verbal communication ratio of teacher-child turn-taking is approx. 1 to 1.</p>

Adapted from CREDE Early Childhood Standards Rubric, used with permission, with information from Hawaii Alive Professional Development.

**SUMMARY FOR iteachHAWAII SATEP REVIEW
PROGRAM TEAM REPORT
Elementary Education
June 27, 2014**

PROGRAM	RECOMMENDATION	STRENGTHS	RECOMMENDED AREAS for IMPROVEMENT	RESPONSE
Elementary Education	Met all Standards	<p>1. Elements of the program are clearly structured to provide a clear path of growth and progress for participants within the program.</p> <p>2. Opportunities for reflection begin during pre-service and continue throughout the program.</p> <p>3. There is a strong emphasis on pedagogy and classroom application for classroom preparedness.</p>	<p>1. There is limited information on how teacher candidates will learn, apply, and be assessed on their knowledge of Hawaii's culture, history, and language or how the candidate will impact student learning in this area.</p>	<p>Using resources developed by CREDE at the University of Hawaii Manoa and the Kanehameha Schools, iteachHAWAII can ensure that elementary teachers enrolled in our program receive in-depth instruction Hawaii culture, history and language. Additionally, iteachHAWAII is planning to incorporate Professional Development resources for Hawaiian teachers provided by the Bernice Pauahi Bishop Museum into the iteachHAWAII curriculum.</p> <p>The attached assessment and corresponding rubric will be an additional evaluation instrument during the field experience to assess student learning.</p>

**Hawaiian Culture in the Classroom
Rubric**

Standard	Emerging (1)	Target (2)	Exemplary (3)
<p>Language & Literacy Development <i>Nānā ka mākā. (The eye sees.)</i> The teacher models all instruction. <i>Ho'ōlohe a pepeiao (The ear listens.)</i> The teacher ensures that the students to listen to all sounds that clarify the instruction.</p>	<p>The teacher designs and enacts an activity where children engage in brief, repetitive, or drill-like reading, writing, or speaking activities (e.g.: flashcards).</p>	<p>The teacher designs and enacts an activity where one of the goals* is to generate language expression and/or literacy development. The teacher develops language expression and/or literacy development using multiple forms of assistance.</p>	<p>The teacher designs and enacts an activity with a clear goal*. These activities are designed using developmentally appropriate pre-literacy* methods that focus on developing language within the topic of the activity. The teacher develops language expression and/or literacy development using multiple forms of assistance and adjusts his/her forms of assistance based on children's feedback.</p>
<p>Contextualization <i>Pa'a ka waha (Secure/shut/fasten the mouth.)</i> The teacher allows the student to think and reflect on seeing and hearing instruction.</p>	<p>The teacher (a) connects classroom activities by theme or builds on current unit, OR (b) includes parents or community members in activities, OR (c) uses familiar items during lesson but may not explicitly connect the items to home, school, or community.</p>	<p>The teacher designs and enacts instructional activities that integrate* the new activity/information with what children know from home, school or community AND assists children in making a connection to their personal experiences.</p>	<p>The teacher integrates* the new activity/information with what children already know from home, school or community AND assists children in making a connection to their personal experiences. The goal is to help children reach a conceptual understanding.</p>
<p>Instructional Conversation <i>Hana ka lima (Put the hands to work.)</i> The teacher observes the students learn by doing or mimicking the teacher's work. <i>Nīnau. (Question.)</i> The teacher encourages questions after the students have learned by doing, and encourages students to self-correct.</p>	<p>The teacher converses with a child or the whole class AND uses questioning, listening, or rephrasing to elicit communication.</p>	<p>The teacher designs and enacts an instructional conversation (IC) with a small group of children on a clear learning goal*. The teacher listens carefully to assess and assist understanding toward the goal. The verbal and non-verbal communication ratio of teacher-child turn-taking is approx. 1 to 1.</p>	<p>The teacher designs and enacts an instructional conversation (IC) with a clear learning goal*; listens carefully to assess and assist understanding toward the goal AND questions children on their views*, judgments or rationales in reaching the goal. The verbal and non-verbal communication ratio of teacher-child turn-taking is approx. 1 to 1.</p>

Adapted from CREDE Early Childhood Standards Rubric, used with permission, with information from Hawaii Alive Professional Development.

New Business Item 14-05

Introduced 9/5/2014

Approved 9/5/2014

**TITLE: Leeward Community College Response to State Approval Conditions
for
their Career and Technical Education Educator Preparation Program**

The Hawai'i Teacher Standards Board accepts the attached reports from Leeward Community College (LCC) Career and Technical Education (CTE) Educator Preparation Program (EPP) required in NBI 12-11 passed November 9, 2012.

The unit accurately addressed all of the conditions required in NBI 12-11:

1. Copies of the key assessments and their rubrics/scoring guides. The rubrics/scoring guides must be standards-based and clearly organized by standard.
2. Course syllabi and assignments that show evidence that the program is preparing candidates to incorporate Native Hawaiian culture, history and language into their instruction in the classroom.
3. A detailed description of how P-12 student understanding of Native Hawaiian culture, history and language will be enhanced by teacher candidates.
4. A clear and detailed description on how the program's school partners participate in the design, delivery, and evaluation of field and clinical experiences.
5. A description of the follow up studies of graduates and employers and how they are aligned with the assessment of content knowledge, pedagogical content knowledge and skills, and dispositions. Submit copies of the Exit Survey, the Follow-Up Survey, and the Employer Survey.

The EPP submitted documentation to HTSB by July 1, 2014, on their progress toward national accreditation.

The EPP will submit documentation to HTSB by January 1, 2015 on their progress toward national accreditation.

Should the unit fail to submit any report or verification required above their provisional approval will lapse on the date following the missed deadline.

A letter shall be sent to the Leeward Community College on behalf of the Board to communicate this decision.

Submitted by: Terry Lynn Holck

Referred to: Teacher Education Committee

New Business Item 14-06

Introduced 9/5/2014

Approved 9/5/2014

TITLE: University of Hawai'i-Manoa Response to State Approval Conditions for their Visual Arts Program

The Hawai'i Teacher Standards Board accepts the attached reports from the University of Hawai'i Visual Arts Educator Preparation Program (EPP) required in NBI 13-10 passed October 18, 2013.

The unit accurately addressed all of the conditions required in NBI 13-10:

1. A rubric for Planning Instruction in Visual Arts that clearly describes the performances required of the teacher candidates to indicate mastery of the standard. The rubric must also have objective descriptors that clearly indicate what the teacher candidates should know and be able to do at the different levels.
2. A rubric for the Evaluation of Student Teachers in Visual Arts that clearly describes the performances required of the teacher candidates to indicate mastery of the standard. The rubric must also have objective descriptors that clearly indicate what the teacher candidates should know and be able to do at the different levels.
3. A rubric for the Evaluation of the Teacher Work Sample in Visual Arts that clearly describes the performances required of the teacher candidates to indicate mastery of the standard. The rubric must also have objective descriptors that clearly indicate what the teacher candidates should know and be able to do at the different levels.

The unit must explain any changes to this program in its Annual Report due each year to HTSB.

A letter shall be sent to the University of Hawai'i-Manoa on behalf of the Board to communicate this decision.

Submitted by: Terry Lynn Holck

Referred to: Teacher Education Committee

Assessment 3 Lesson Planning

I. Narrative

a. A brief description of the assessment and its use in the program

In the fall methods course (ITE 404B), candidates complete four lesson plans, one of which must contain a museum visit. Lesson plans are organized in the following format:

1. Title
2. Unit Theme
3. Grade Level
4. Objects/Collections
5. Hawaii Fine Arts Content Standards HCPS III
6. Objectives
 - a. Fundamental Concepts, Vocabulary, Elements and Principles
 - b. Cultural Values, Belief Systems, Aesthetics and Art Criticism
 - c. Art Historical and Contextual Information
 - d. Studio Component
 - e. Expressive Outcomes
7. Sequencing—Activities and Organization, Number of Days, Duration of Periods
8. Materials and Tools
9. Resources and References
10. Evaluation
11. Cross curricular connections and extensions

b. A description of how this assessment specifically aligns with the standards

Hawaii Teacher Performance Standard	How Assessment Aligns with Standards
1. Focuses on the Learner	Teacher candidates must incorporate developmentally appropriate learning activities into their lesson plans to promote student success
3. Adapts to Learner Diversity	Candidates' lesson plans must foster an appreciation of human and cultural differences
6. Designs and Provides Meaningful Learning Experiences	Candidates must plan and implement logical, sequential instruction and continually adjusts plans based on learner needs
7. Uses Active Learning Strategies	Candidates' lesson plans must engage students in active, hands-on, creative, open-ended, problem-based learning experiences

c. An interpretation of how data will provide evidence for meeting standards

Developing lesson plans in ITE 404B demonstrates candidates' ability to meet HTSB Standards 1, 3, 6, and 7. In terms of meeting Standard 1, candidates become knowledgeable of developmental stages and readiness of children and adolescents through Assessment 8 Developmental Stages in Visual Arts Paper, which is included in this report. It is important to note that the assignment contained in Assessment 8 precedes the four lesson plans explained here. Both assessments are required assignments during ITE 404B. In terms of addressing learner diversity, HTSB Standard 3, teacher candidates learn what constitutes accurate and ethical representation of multicultural subject matter in visual art education, and they are assessed on the appropriateness of their choices. With respect to HTSB Standard 6, teacher candidates also are guided in the purposeful choosing of appropriate instructional scope and sequence matched to methods of delivery that will guarantee the objectives of the content/curriculum they have selected. This information is covered in the required reading material and demonstrated in the weekly assignments we cover in ITE 404B. In as much as good educational practices are modeled and then imitated, I help my students to meta-cognate about using appropriate educational deliveries to suit their stated educational goals and objectives in order to achieve a standards-based curriculum for their students. To satisfy HTSB Standard 7, teacher candidates emphasize active, hands-on, creative, open-ended, problem-based learning experiences in lesson planning for their students, which is inherent in the subject of art education and by definition central to the artistic process.

When carrying out the teaching of their lesson plans, candidates must include a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations and illustrations to help students develop conceptual understanding. In addition they are required in the actual teaching of each lesson plan to generate multiple paths to knowledge and encourage students to see, question and interpret concepts from a variety of perspectives.

Candidates are required to select relevant teaching resources and materials to accompany each of their lesson plans. Preparing candidates to demonstrate competency in developing curriculum, instruction and evaluation requires exposure to numerous instructional materials and resources first hand through assigned reading and audio/visual materials I have collected over the past two decades. I model both instructional content, delivery and evaluation in the 404B course, during which time teacher candidates develop the four lesson plans. They share their clinical classroom experiences and the results of teaching those experiences in the co-requisite 402 seminar.

Candidate outcome data in 2010-11 demonstrate that 2 out of 2 candidates were able to achieve acceptable results and in 2011-12, 4 out of 4 students achieved

targeted results. All students in these two cycles met or surpassed expectations of competency in this lesson planning experience. Candidates who achieved acceptable results have further opportunities in student teaching (ITE 405B) for greater experience that will help them obtain mastery level, with the advantage of more classroom time and experience working with adolescents teaching art.

II. Assessment documentation

d. The assessment tool or a rich description of the assessment

During ITE 404B Art Methods, you will design a collection of four unit plans, **one of which must include a museum visit**. Your unit plans should be organized in the following format:

1. Title
2. Unit Theme
3. Grade Level
4. Objects/Collections
5. Hawaii Fine Arts Content Standards HCPS III
6. Objectives
 - a. Fundamental Concepts, Vocabulary, Elements and Principles
 - b. Cultural Values, Belief Systems, Aesthetics and Art Criticism
 - c. Art Historical and Contextual Information
 - d. Studio Component
 - e. Expressive Outcomes
7. Sequencing—Activities and Organization, Number of Days, Duration of Periods
8. Materials and Tools
9. Resources and References
10. Evaluation
11. Cross curricular connections and extensions

Curriculum Unit Plan Incorporating a Museum Visit Format

- I. **ACTIVITY (LESSON PLAN) TITLE:** What does this lesson plan unit focus on? Example: Northwest Coast Totem Poles.
- II. **UNIT THEME:** What is the umbrella concept that connects all of the components of the lesson plan together into a unit? Example: Animism, metamorphosis and clan as exemplified in Northwest Coast totems.
- III. **GRADE/AGE, SUBJECT/S, DISCIPLINE/S, AND LEVEL OF LEARNERS:** Where are your students chronologically and developmentally (beginning, intermediate, or advanced)? What is the level of knowledge, background information, and skills necessary to complete this unit? What subjects or disciplines are to be included—for example, maybe my lesson concentrates on Indian (India) mythology and manuscript paintings showing the influence of Persian miniature painting: Therefore, I would include art, social studies and language arts as areas of concentration for developing a lesson plan unit.

- IV. OBJECT/S COLLECTION/S REPRESENTED: Which galleries do you intend for your students to visit? What objects are central to the construction of the unit plan?
- V. HAWAII (CONTENT STANDARDS) BENCHMARKS APPLIED: Peruse the Content Standards in the subject area/s you are most interested in featuring. Cite which of the benchmarks apply for the appropriate grade level and subject matter being taught. Try to apply as many standards as you can that make an appropriate fit; however don't feel that you need to include each and every category, every time. Be selective, focused and purposeful.
- VI. OBJECTIVES: What are the anticipated knowledge, skills, and/or attitudes among students for each of the following disciplines?
- A. FUNDAMENTAL CONCEPTS, VOCABULARY, ELEMENTS AND PRINCIPLES OF ART AND DESIGN: What new terms and concepts will students learn? Consider how key concepts, vocabulary and terminology will reinforce learning.
- B. CULTURAL VALUES/BELIEF SYSTEMS/AESTHETICS/CRITICISM: Are you trying to foster a change of values or encourage cultural understanding among students? What is the regard for material culture as defined by the culture under study? What is the function or significance of the object as understood from the perspective of the culture under study and the relevant time and place in which the object was made and used? Does the object represent an example of interdisciplinary aspects of a society or culture such as law, medicine, religion, politics, or commerce, or the other arts such as drama, dance, music and storytelling? What values and beliefs are **unique** with regard to the culture under study and what values and beliefs are **universal**? How do formal properties about the objects reveal culturally relevant concepts and values? Conduct a critique of one or several objects, using the critical analysis model provided. How will students learn to develop informed judgments about the object? What aesthetic stance/s apply from an internal versus an external view of the object and culture under study?
- C. HISTORICAL AND CONTEXTUAL INFORMATION: What aspects of historical research will enhance the unit of instruction? What types of contextual information would help your students to appreciate the intentions of the lesson plan? A variety of methods of historical research can be introduced, including art history and anthropology. Dig for any relevant additional information that would enhance the unit, including technical information, the relationship between form and function, the use of indigenous materials and/or trade or purchased items, cross-cultural exchange, ceremonial use or utilitarian function.
- D. ART (hands-on) ACTIVITY: Is there a "hands on" art activity that would best enhance the lesson plan unit? What type of learning activities, assignments and projects would tie into the theme, topics, and object/s as well as to the other objectives in this unit? How will "hands-on" learning activities best compliment

students' developmental needs and foster creative outcomes? Will the project involve group participation or will students be working on an individual basis?

- E. EXPRESSIVE OUTCOMES: What kinds of open-ended problem solving or experimentation will you encourage? Does the assignment promote imaginative thinking, originality and creativity?

VII. SEQUENCING:

- A. ACTIVITIES: What is the order of lessons and activities throughout the pre-visit, visit, and post-visit phases? This is a very detailed description of the lesson plan unit broken down on a daily basis.
- B. TIME/SESSIONS: How many class sessions will the unit take? What is the time of each individual class session and museum visit? Example: 6 hours and 40 minutes = 4 X 45 minute class periods (two classes before the museum visit and two hours after the museum visit) plus a two hour museum visit in between the class blocks of time.

- VIII. MATERIALS AND TOOLS: What tools, equipment and art materials will be needed? Include an audio or visual material as well as any teaching resources that will be required.

- IX. RESOURCES AND REFERENCES: This includes books, articles, interviews, lecture information and any audio-visuals you will incorporate.

- X. EVALUATION: What method/s of assessment will be employed? How will you assess the application of the State Student Performance Standards? How will evaluation be integrated with each of the stated objectives in section VI? What level of competency (minimum, average, or maximum) will be expected from students? Choose from a smorgasbord of evaluation methods appropriate to measuring students' progress. Let students know the grading/evaluation criteria from the start of the unit and on a day-to-day basis, which should serve to reinforce the objectives of the lesson plan unit.

- * Attitude Measurement
- * Observation
- * Check List
- * Performance
- * Critical/Aesthetic Judgment
- * Portfolio
- * Discussion
- * Questionnaire
- * Essay
- * Test
- * Interview
- * Visual Identification

- XI. CROSS CURRICULAR CONNECTIONS AND EXTENSIONS: What other subjects will you incorporate?

- (Visual) Art
- Music
- Dance
- Physical Education
- Drama/Theatre
- Social Studies/History
- Hawaiian Studies
- Science

e. The scoring guide for the assessment

The Teacher Candidate . . .

Hawaii Teacher Performance Standard	Target	Acceptable	Unacceptable
1. Focuses on the Learner	Consistently plans learning objectives, teaching methodologies, assignments and evaluation in visual art that clearly connect to developmental stages of maturation and growth of learning levels of students	Adequately plans learning objectives, teaching methodologies, assignments and evaluation in visual art that satisfactorily connect to developmental stages of maturation and growth of learning levels of students	Inadequately plans learning objectives, teaching methodologies, assignments and evaluation in visual art that connect to developmental stages of maturation and growth of learning levels of students
3. Adapts to Learner Diversity	Consistently plans lessons that indicate a clear understanding of diversity among students including issues of ethnicity, gender and cultural beliefs	Adequately plans lessons that indicate an understanding of diversity among students including issues of ethnicity, gender and cultural beliefs	Inadequately plans lessons that indicate an understanding of diversity among students including issues of ethnicity, gender and cultural beliefs
6. Designs and Provides Meaningful Learning Experiences	Consistently plans and implements logical, sequential instruction in visual art and continually adjusts plans based on learner needs	Adequately plans and implements logical, sequential instruction in visual art and adjusts plans based on learner needs	Inadequately plans and implements logical, sequential instruction in visual art and fails to adjust plans based on learner needs
7. Uses Active Learning Strategies	Consistently plans lessons that incorporate learning strategies designed to engage students in active, hands-on, creative, open-ended, problem-based learning in visual art	Adequately plans lessons that incorporate learning strategies designed to engage students in active, hands-on, creative, open-ended, problem-based learning in visual art	Inadequately plans lessons that incorporate learning strategies designed to engage students in active, hands-on, creative, open-ended, problem-based learning in visual art

f. Charts that provide candidate data derived from the assessment

Two cycles of data

Year: 2010-11 (N = 2)

Hawaii Teacher Performance Standard	Target		Acceptable		Unacceptable	
	#	%	#	%	#	%
1. Focuses on the Learner			2	100		

3. Adapts to Learner Diversity			2	100		
6. Designs and Provides Meaningful Learning Experiences			2	100		
7. Uses Active Learning Strategies			2	100		

Year: 2011-12 (N = 4)

Hawaii Teacher Performance Standard	Target		Acceptable		Unacceptable	
	#	%	#	%	#	%
1. Focuses on the Learner	4	100				
3. Adapts to Learner Diversity	4	100				
6. Designs and Provides Meaningful Learning Experiences	4	100				
7. Uses Active Learning Strategies	4	100				

Assessment 4

Evaluation of Student Teaching in Visual Arts

I. Narrative

a. A brief description of the assessment and its use in the program

The Student Teaching Evaluation is based on the Hawaii Teacher Performance Standards, and is completed by the candidate and the mentor teacher. In cases where the teacher candidate is an employed teacher of the DOE, the UHM field supervisor completes the evaluation. Mentor teachers and university supervisors assess candidates continuously throughout the semester, with the formal evaluation being completed at midterm and at the end of the semester. The evaluation is reviewed in a three-way meeting with the candidate, mentor teacher, and university supervisor. Data from the final evaluations are reported here.

b. A description of how this assessment specifically aligns with the standards

Hawaii Teacher Performance Standard	How Assessment Aligns
	During full-time teaching residency/student teaching, visual arts candidates demonstrate on a daily basis their increasing ability to:
1. Focuses on the Learner	Design and provide learning experiences that help students become independent learners in the arts.
2. Creates and Maintains a Safe and Positive	Create a learning environment that is safe and positive for

Learning Environment	all students, providing opportunities for students to interact and take responsibility for their own learning in the arts.
3. Adapts to Learner Diversity	Effectively include the diverse students in their classrooms in all aspects of learning visual arts and development as young people.
4. Fosters Effective Communication in the Learning Environment	Provide meaningful ways to enrich communication among students, and also show that they can communicate effectively with colleagues, parents and caretakers, and administrators.
6. Designs and Provides Meaningful Learning Experiences	Create and provide engaging and meaningful learning experiences in visual arts.
7. Uses Active Student Learning Strategies	Use a wide variety of active learning strategies to engage their students in thinking, problem-solving, and learning through visual arts.
8. Uses Assessment Strategies	Assess learning in the visual arts to evaluate continuous intellectual, social, physical and emotional development of their students.
9. Demonstrates Professionalism	Take responsibility for their choices and actions in the classrooms and throughout the school environment; seek opportunities for professional growth.
10. Fosters parent and school community relationships	Seek collaboration with parents/caretakers and school community members and use available community resources to support student learning.

c. An interpretation of how data will provide evidence for meeting standards

Student teaching is the most demanding part of the secondary teacher preparation program at UH Manoa, the most challenging and the most rewarding due to the level of responsibility that a student teacher inherits, must carry out and succeed in completing. The teaching residency is the culminating episode before our candidates exit and take flight into their career as professionals. This step is a very important rite of passage that will determine the future of what is hoped will become a successful career pathway for our graduates. All of our teacher candidates in art who wish to seek jobs in the field of art education do so and become successfully employed by the DOE or private school system in Hawaii, and those who don't choose to work in schools come to the self-realization that they can apply their teacher training in other ways that are meaningful and productive to them.

During the period of review for this report, mentor teachers recommended all teacher candidates for licensure. I concurred with that decision in every case. It is interesting to note that mentor teachers assessed all female candidates as Target in every category on the PBCSE Evaluation, as opposed to their male counterparts, most of whom received Acceptable status and one who was ranked in 9 categories to be Target and in 3 categories (out of 12 total) he was assessed as

Acceptable. No candidates were rated as Unacceptable. It is reassuring to know that the program is structured to help candidates achieve success in terms of their professional development. Mentor teachers and I provided the candidates' quantitative scores in conjunction with ongoing qualitative formative and summative feedback at the midterm and final. This consensus of opinion is never a surprise to students. By providing an atmosphere of ongoing dialogue, student teachers are expected to reflect on the input and suggestions from their mentors and from me on an ongoing basis. I always ask the mentor in private if there is anything I can do back in the regular seminar and through individual consultation with the student teacher to help reinforce strategies in order to overcome shortcomings. While together the mentor teacher and I foster individual professional development through consultations with students, we also hold them to a consistent standard based on the PBCSE program expectations, the HTSB Teacher Standards, professional standards for art education teachers, and the NCATE Standards. The role of the student teacher takes on many facets—that of the nurturer, the disciplinarian, the motivator as well as the architect of instruction, teaching methodologies and evaluation. Our candidates are measured in three fundamental ways—that of the teacher, student teacher and student in the construct between the placement setting and the connection to the university in the PBCSE program. Teacher candidates are expected to demonstrate their proficiency in translating art education theory to practice. While student teaching, our candidates are working heavily on their Teacher Work Sample (TWS) projects, which begin at the start of the final semester and continue right up to the endpoint of the UH calendar for the semester.

The one area that student teachers often report that they need additional help in is classroom management. This issue is not limited to art, nor to our program in particular. I remember feeling the same way when I was finishing up my teacher training 30 years ago. I have come to the conclusion that being the leader of 20-30 students five to seven times a day is one of the most demanding jobs in modern society in the United States. With time and experience, our art teacher candidates will acquire a greater ability in this area. The nature of being an art student is quite different from the disposition of becoming a teacher, and that is the transition our candidates are making at this time in their maturation as young adults and fledgling professionals.

II. Assessment documentation

d. The assessment tool, or a rich description of the assessment

The Student Teaching Evaluation is based on the Hawaii Teacher Performance Standards, and is completed by the candidate and the mentor teacher. In cases where the teacher candidate is an employed teacher of the DOE, the UHM field supervisor completes the evaluation. Mentor teachers and university supervisors assess candidates continuously throughout the semester, with the formal evaluation being completed at midterm and at the end of the semester. Both the mentor teacher (or university supervisor for candidates employed by DOE) and the teacher candidate complete an evaluation so that the teacher candidate's self-assessment can be compared with the mentor teacher's assessment of professional growth. The mentor teacher's evaluation of student teaching is submitted to the ITE Secondary Education Program and to the Hawaii Department of Education. The

evaluation must be reviewed and signed by the mentor teacher, the student teacher, and the university field supervisor. Data from the final evaluations are reported here.

e. The scoring guide for the assessment

The Visual Art Teacher Candidate . . .

Hawaii Teacher Performance Standard	Target	Acceptable	Unacceptable
1. Focuses on the learner	Consistently organizes and provides visual art learning experiences intended to meet the needs of all levels of student aptitude and allow students to become increasingly independent learners	Inconsistently organizes and provides visual art learning experiences intended to meet the needs of all levels of student aptitude and allow students to become increasingly independent learners	Inadequately organizes and provides visual art learning experiences intended to meet the needs of all levels of student aptitude and allow students to become increasingly independent learners
2. Creates and maintains a safe and positive learning environment	Consistently creates a visual arts learning environment that is hazard free and productive for all students	Inconsistently creates a visual arts learning environment that is hazard free and productive for all students	Inadequately creates a visual arts learning environment that is hazard free and productive for all students
3. Adapts to learner diversity	Consistently addresses student needs and differences in the classroom in all aspects of teaching and learning in visual art	Inconsistently addresses student needs and differences in the classroom in all aspects of teaching and learning in visual art	Inadequately addresses student needs and differences in the classroom in all aspects of teaching and learning in visual art
4. Fosters effective communication in the learning environment	Consistently demonstrates appropriate ways to effectively communicate with students, colleagues, parents and administrators	Inconsistently demonstrates appropriate ways to effectively communicate with students, colleagues, parents and administrators	Inadequately demonstrates appropriate ways to effectively communicate with students, colleagues, parents and administrators
6. Designs and provides meaningful learning experiences	Consistently creates and teaches engaging and relevant learning opportunities in visual art	Inconsistently creates and teaches engaging and relevant learning opportunities in visual art	Inadequately creates and teaches engaging and relevant learning opportunities in visual art
7. Uses active student learning strategies	Consistently uses a wide variety of appropriate and engaging learning strategies in visual art to engage students in critical thinking, problem-solving, and learning	Inconsistently uses a wide variety of appropriate and engaging learning strategies in visual art to engage students in critical thinking, problem-solving, and learning	Inadequately uses a wide variety of appropriate and engaging learning strategies in visual art to engage students in critical thinking, problem-solving, and learning
8. Uses assessment strategies	Consistently includes strong indicators of learning outcomes in visual	Inconsistently includes indicators of learning outcomes in visual art to	Inadequately includes indicators of learning outcomes in visual art to

	art to evaluate formative and summative progress and intellectual, technical, conceptual and analytical development of their students	evaluate formative and summative progress and intellectual, technical, conceptual and analytical development of their students	evaluate formative and summative progress and intellectual, technical, conceptual and analytical development of their students
9. Demonstrates professionalism	Consistently takes responsibility for their choices and actions in the classrooms and throughout the school environment and seeks opportunities for professional growth	Inconsistently takes responsibility for their choices and actions in the classrooms and throughout the school environment and seeks opportunities for professional growth	Inadequately takes responsibility for their choices and actions in the classrooms and throughout the school environment and seeks opportunities for professional growth
10. Fosters parent and school community relationships	Consistently participates with parents/caretakers, school faculty, community members and available community resources to support student learning	Inconsistently participates with parents/caretakers, school faculty, community members and available community resources to support student learning	Inadequately participates with parents/caretakers, school faculty, community members and available community resources to support student learning

Charts that provide candidate data derived from the assessment

Two cycles of data

Year: 2010-11 (N = 2)

Hawaii Teacher Performance Standard	Target		Acceptable		Unacceptable	
	#	%	#	%	#	%
1. Focuses on the learner			2	100		
2. Creates and maintains a safe and positive learning environment			2	100		
3. Adapts to learner diversity			2	100		
4. Fosters effective communication in the learning environment			2	100		
6. Designs and provides meaningful learning experiences			2	100		
7. Uses active student learning strategies			2	100		
8. Uses assessment strategies			2	100		
9. Demonstrates professionalism			2	100		

10. Fosters parent and school community relationships			2	100		
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Year: 2011-12 (N = 4)

Hawaii Teacher Performance Standard	Target		Acceptable		Unacceptable	
	#	%	#	%	#	%
1. Focuses on the learner	3	75	1	25		
2. Creates and maintains a safe and positive learning environment	3	75	1	25		
3. Adapts to learner diversity	2	50	2	50		
4. Fosters effective communication in the learning environment	3	75	1	25		
6. Designs and provides meaningful learning experiences	2	50	2	50		
7. Uses active student learning strategies	3	75	1	25		
8. Uses assessment strategies						
9. Demonstrates professionalism	3	75	1	25		
10. Fosters parent and school community relationships	3	75	1	25		

Assessment 5 Teacher Work Sample

I. Narrative

c. A brief description of the assessment and its use in the program

Successful completion of the Teacher Work Sample (TWS) submitted in ITE 406 Teaching Residency Seminar is a UH COE Secondary Education Program exit requirement. In the TWS, teaching residents demonstrate effectiveness in writing and implementing lesson plans and related assessments adapted to student context and needs. Residents also analyze their impact on student learning and reflect on ways to improve their practice. The TWS aligns to and reflects competency in meeting the Hawaii Teacher Performance Standards.

b. A description of how this assessment specifically aligns with the standards

Hawaii Teacher Performance Standard	How Assessment Aligns with Standards: Teacher candidates demonstrate . . .
3. Adapts to Learner Diversity	Evidence of appropriate learning expectations, activities, outcomes and assessment based on student population, ability, subject matter and setting

4. Fosters Effective Communication in the Learning Environment	Effective communication suited to the learning environment is demonstrated in theory and practice
6. Designs and Provides Meaningful Learning Experiences	Verification of instructional design that imports meaningful learning experiences for students is witnessed
7. Uses Active Learning Strategies	Active learning strategies that support the instructional unit are stated and translated through action steps
8. Uses Assessment Strategies	Application of meaningful assessment strategies are employed and stated clearly
9. Demonstrates Professionalism	Professionalism demonstrated amply through preparedness, clear communication, purpose of lessons, research methods, and demeanor

c. An interpretation of how data will provide evidence for meeting standards

The TWS is a demanding assignment in terms of time involvement and assigned importance from start to finish in the PBCSE program. This assignment has evolved since it first became a requirement a decade ago and is now in its third iteration. This assignment dominates the ITE 405/406 teaching residency/student teaching experience and consumes a great deal of time for instructors, supervising teachers, mentor teachers, and student teachers. As a faculty, we currently are reviewing the requirements of the TWS to maximize the strengths of this assessment and search for greater meaning for our teacher candidates and their students as well. In addition, the COE teacher education faculty are exploring the use of the edTPA across all programs.

Teacher candidates in 2010-11 scored acceptable in all outlined HTSB Standards correlated to this assessment, demonstrated in both their written TWS materials and in the way those procedures were carried out in their classrooms. Teacher candidates in 2011-12 were rated target in all areas of performance. It is interesting to note that the same correlation was identified in the lesson plans included in Assessment 3 of this report during both cycles.

This assessment and the student teacher evaluations are the two most intricate processes and interrelated requirements we have in place to evaluate our candidates in their final semester. All of the HTSB Standards could easily be applied here, but for the purposes of this report I will only report on the HTSB Standards identified above.

HTSB Standard 3: Adaptation to Learner Diversity is a major component of the overall PBCSE program. This particular concern in the context of the TWS is evidenced by the learning expectations outlined in the project guidelines, which place concentration on the coordination of activities, outcomes and assessment based on the student population, ability, subject matter and setting. Teacher candidates are asked to report on their students in terms of ethnicity, age, gender, previous art experience, achievement level, socio-economic range, and developmental ability. Grasping this information, our teacher candidates are expected to make necessary adaptations and accommodations for the student populations where they are assigned to teach. Cultural as well as developmental (including ESL, special education, gifted & talented, and new immigrant) adaptations are expected to be integrated into the TWS.

In terms of HTSB Standard 4: Fosters Effective Communication in the Learning Environment, teacher candidates are expected to communicate with their students both collectively and individually on a one-to-one basis. Candidates are expected to have mastered the stages of artistic development in children and adolescents thoroughly by this time in the program. The demonstration of their ability to communicate with all constituencies in their environmental setting is part of the evaluation of this assessment. The overall TWS project is designed to implement, sustain and retain the professional goals of the teaching profession both through theory and practice. Teacher candidates also are expected to comprehend a variety of methods of communication to support the meaning of learning through art. They must demonstrate an understanding and application of the written, auditory, and spoken language of art as major forms of communication including visual and cultural translations equally as well.

HTSB Standards 6, 7, 8: Designs and Provides Meaningful Learning Experiences; Uses Active Learning Strategies; and Uses Assessment Strategies are all interrelated concepts and capabilities that are examined and taught to our teacher candidates through their professional training, which then is imparted to their students. Curriculum planning, instructional design, teaching methodologies and evaluation methods adaptive to student populations are the central goal and overall purpose of the entire process of preparing candidates for their profession as evidenced in the TWS. The TWS assignment culminates as the outcome of the 405/6 teaching residency/student teaching and seminar. Teacher candidates analyze their student population to determine the type of instruction best suited to their clientele. The TWS consists of numerous lesson plans, assessments and inquiries aligned to fit the objectives as stated for this project from the beginning of the final semester to the end. Learning experiences, strategies and assessment equate to instructional goals and objectives, teaching methodologies, and objectives based on the student population and setting involved.

HTSB Standard 9: Professionalism is an inherent quality deeply imbedded in the PBCSE from start to finish. Our programs in the COE are meant for the development of the training of teacher candidates in the process of career training. The intricacy of the level of sophistication that is involved in the TWS is immense in terms of a course or program requirement. Students are given a foundation in the 404B class and 402 seminar consisting of theory to practice based on curriculum and instruction before they execute the TWS in the student teaching semester. To fulfill the TWS, candidates are expected to demonstrate knowledge of the entire program on paper in theory and in practice through the TWS.

II. Assessment documentation

d. The assessment tool, or a rich description of the assessment

Instructions to Candidates

Successful completion of the Teacher Work Sample (TWS) submitted in ITE 406 is a UH COE Secondary Education Program exit requirement. In the TWS, teaching residents demonstrate effectiveness in writing and implementing lesson plans and related assessments adapted to student context and needs. Residents also analyze their impact on student learning and reflect on

ways to improve their practice. The TWS aligns to and reflects competency in meeting the Hawaii Teacher Performance Standards.

The Four Steps

Pre-Implementation Planning

I. Context for Learning and Plans for Accommodations (Weeks 1-3)

Report factors concerning the learning context and diversity in the community, school, and classroom and discuss the instructional implications and accommodations that promote an effective and equitable learning environment for your content area in keeping with the COE conceptual framework. Note: Salient (important) factors highlighted in Step I are to be reflected in the unit planning, implementation and assessment of student learning throughout the teacher work sample.

II. Unit Plan and Pre-Unit Assessment (Weeks 3-6)

Present a unit plan (including long term and sample daily plans) for a fair and rigorous 2-3 week unit in your content area. Prior to teaching the unit, conduct a pre-unit assessment to determine students' entry-level knowledge/skills/dispositions. Report and analyze pre-assessment findings as a guide to unit planning and as a baseline for later assessment of student growth over the course of the unit.

Post-Implementation Unit Analysis and Self-Evaluation

III. Unit Implementation and Analysis of Student Growth (Weeks 6-10)

Analyze unit implementation and resulting student learning (cognitive & affective) using results of pre- and post-assessments or analysis of pre- and post-unit student work. From carefully considered evidence, draw conclusions about your impact on student learning and development.

IV. Self-Evaluation and Implications for Professional Growth (Weeks 10-12)

Self-evaluate your teaching effectiveness in your content area and make plans for your professional growth based on findings/analysis (reported in Step 3) that demonstrate your impact on students' learning. Write a reflective statement demonstrating your growth in self-knowledge and your progress toward the ideals of the College of Education's conceptual framework.

STEP I GUIDELINES

Context for Learning and Plans for Accommodation

1. COMMUNITY, SCHOOL, CLASSROOM FACTORS

A) Provide a brief "snapshot" of the community, school, and classroom that gives an overview of the educational context. *Note: Charts are recommended to supplement writing.*

B) **Community:** Select ONE *salient factor* about the community to document/report in detail. Possible salient factors can include: geographic location, demographics (socio-economic, race/ethnicity, immigrant or other populations), stability-transience of community, resources, political/religious climate, safety issues, educational support and environmental factors, etc.

C) **School:** Select ONE *salient factor* about the school to document/report in detail. Possible salient factors can include: school infrastructure/facilities/resources, assessment and student performance data, NCLB proficiency levels of different subgroups, learning support programs

(e.g., reading workshops, ESL, bilingual, multicultural education, enrichment/extracurricular programs, interdisciplinary teams, special education, GT).

D) **Classroom:** Select ONE *salient factor* about the school to document/report in detail. Possible salient factors can include: physical class features, technology and resources, teacher expectations/support, parent involvement, roles of educational assistants or skills trainers, cultural norms, climate, decision-making protocol, and class rules.

E) Discuss the instructional implications of *each* of the three salient factors you selected.

2. STUDENT DIVERSITY AND BACKGROUND

A) Provide a brief class “snapshot” or general overview of the backgrounds and diversity of the students in one of your classes.

B) **Student Diversity Profiles:** Select ONE *salient factor* about the class members to document/report (e.g., age, gender, free and reduced lunch, SES, race/ethnicity, language, culture, religion, sexual orientation).

C) **Student Background Skills / Needs:** Select ONE *salient factor* about the class members to document/report (e.g., prior learning, HSA scores, NCLB sub-group AYP ratings, observed challenges, special accommodations).

D) Discuss the instructional implications of the two salient factors you selected.

3. STUDENT LEARNING APPROACHES

A) Provide a brief “snapshot” or general overview of the varied **student learning approaches** in your class. *Note: Sample Surveys are recommended to gather this information.*

B) Select ONE *salient factor* about the class members’ learning approaches to document/report. Examples can include: multiple intelligences, interests/attitudes/preferences, cultural ways of knowing, strengths/weaknesses, media literacies, learning styles/modalities.

C) Discuss the instructional implications of the salient factor you selected.

4. ACCOMMODATIONS AND EQUITABLE ENVIRONMENT

A) Describe **accommodations** you will be making in the TWS unit to support and/or establish an effective and equitable environment. Emphasize what you can bring as original and unique solutions. Examples can include: technology support, learning contracts, student goal setting/choices, peer assistance, communication with parents, out of class assistance, etc. Consult mentors/colleagues and/or professional resources for ideas.

B) Make **predictions** on student learning, affective growth and unit outcomes based upon these accommodations and the instructional implications throughout this step.

STEP II GUIDELINES

Unit Plan & Pre-Unit Assessment

1. UNIT PLAN NARRATIVE

A) Provide a brief **unit overview**, describing the focus and diverse perspectives of the unit, the varied teaching strategies you have planned (e.g., group work, presentations, connections to student life, technology use), and the resources/real world contexts you will use.

B) Provide a **rationale** for the unit purpose, content, and design, including an explanation of why your particular secondary students will find the unit essential, accessible, and meaningful.

C) Describe each **unit goal/outcome** (include insights from consultation with mentor/others to determine fit and variety) and the alignment to national standards, HCPS III, and GLOs.

2. DESCRIPTION OF MULTIPLE ASSESSMENTS

A) Select and describe two different **formative assessments** and one major **summative assessment** with accompanying scoring keys or rubrics. *Note: A chart is recommended to supplement narrative.* For *each* of the three assessments report the following:

- Name and method/type of assessment (e.g., performance tasks, essays, product, test).
- Rationale for the type of assessment chosen (include consultation with mentors/others).
- List of specific lesson objectives/unit outcomes for the assessment.
- Description of how the assessment is meeting specific HCPS III benchmarks.
- Level of thinking/development (e.g., Bloom's taxonomy, including higher order thinking).
- Plan for differentiation/adaptation based on student needs/context (e.g., technology)

B) Describe how the corresponding **pre-unit** and **post-unit** assessments/student work will demonstrate student knowledge, abilities, and affective development both prior to and as a result of the TWS unit. Examples of assessments that can be administered prior to and at the end of a unit to measure key concepts/skills can include: writing samples or constructed responses, pre-/post- comprehension quizzes or performances, KWL charts, etc. Pre-post analysis data can also be based on grades before and after unit or student goals and their progress toward them.

3. UNIT MAP/CHART AND LESSON PLANS

A) In the **unit map/chart**, present the progression of daily lessons throughout the unit, listing the following key components for *each* lesson:

- Topic/Theme and Core Concepts of the Content Area
- Specific Skills/Knowledge
- Objectives and HCPS III Benchmark Alignment (benchmark numbers only)
- Activities and Assessments

B) Select and submit formal **written lesson plans** for TWO key lessons in the unit that *exemplify* your incorporation of varied teaching strategies, affective dimensions, and accommodations. For *each* lesson plan, follow the format of your content area and include/address the following:

- Alignment of lesson objective/activities to assessments, HCPS III, and GLOs
- Connection to skills, knowledge, and core concepts of the content area.
- Variety in pedagogy, levels of thinking, active learning, and use of technology.
- Differentiation in keeping with students' needs, backgrounds, and experiences.

4. PRE-UNIT ASSESSMENT RESULTS

A) Document/report and analyze **whole class** pre-unit assessment data and/or entry-level student work structured so that a comparison can be made at the end of the unit.

B) Select and identify **two contrasting students** whose learning and affective growth you will track throughout the unit. Describe the two students and provide a rationale for your selections.

C) Extract the pre-unit assessment data/assignment results of the two students to discuss in depth.

STEP III GUIDELINES

Unit Implementation and Unit-Analysis of Student Learning

1. Key Insights About Implementation: Write a narrative addressing 1A, B, C, & D.

A) Intended impact on students' knowledge, reasoning, and positive dispositions and actual impact.

B) Impact of teaching the unit on your self-knowledge, reasoning about teaching, or professional dispositions. Characterize your growth as a teacher who impacts students' learning.

C) Adjustments to your unit plan in response to students' needs, emerging and unpredicted needs, special school needs/calendar/testing, and/or feedback and/or consultation with students or mentors/colleagues.

D) Unit grading plan (e.g., what was worth what and how did you decide? How did you communicate your grading system to students? How satisfied are you with the appropriateness and rigor of your grading approach?).

2. Post-Analysis of Academic Growth of Whole Class: Assess growth of whole class based on TWS unit. Relate resulting learning (post-assessment) to predictions for learning made in Step 1 and pre-assessment of learning in Step 2. Focus on evidence to make this "interpretive" exercise convincing. Use a pre and post assessment model (writing samples, quizzes, performance assessments, KWL charts) or other appropriate approach (analysis of student work before and after unit, grades before and after, student goals before and progress toward them after) to analyze growth).

3. Post-Analysis of Two Students' Academic Work: Describe, in depth, your impact on 2 different students' learning—providing samples of students' work as evidence of their entry level and growth toward unit outcomes. Support your assertions. Describe relevant feedback you gave them on their growth at any point in the unit and any steps you took to promote equitable learning for each.

4. Impact on Affective Growth: Draw conclusions about the effectiveness of decisions or adjustments you made to promote students' affective growth (e.g., progress toward GLOs; growth of engagement in learning, social, emotional, personal growth).

STEP IV GUIDELINES

Self-Evaluation and Implications for Professional Growth

Notable student learning: Begin the self-evaluation by describing where the secondary students' academic learning was most notable (i.e., your greatest impact on their growth).

A. Provide two or more possible ways your teaching promoted learning, commenting on the relevance of unit outcomes, lesson and assessment design, accommodations, etc.

B. As part of this self-evaluation, seek out and consider feedback from students, parents, colleagues, peers and/or mentors and new ideas in relevant professional literature. Summarize feedback, your interpretations and your plans for the future.

C. Assess any efforts you made to promote student learning by connecting strategies, materials, and content in the TWS unit to your students' lives (Reference Steps I or II).

Limits of student learning: Continue by describing where the secondary students' academic learning was most limited (i.e., where you may have limited their learning).

A. Provide two or more examples of ways your teaching may have limited learning, commenting on the relevance of unit outcomes, lesson and assessment design, accommodations, etc.

B. As part of this self-evaluation, seek out and consider feedback from students, parents, colleagues, peers and/or mentors and new ideas from relevant professional literature. Summarize feedback and plans about what you will do differently or better in the future.

C. Assess effectiveness of your efforts to promote student learning by connecting strategies, materials, and content in the TWS unit to your students' lives (Reference Steps I, II).

Demonstration of COE conceptual framework: Self-assess your growth in self-knowledge and your progress toward demonstrating the core values of the COE conceptual framework (a) *to contribute to just, diverse and democratic schools and society*, and (b) *to demonstrate knowledge, effectiveness, and caring* in the implementation of the TWS unit. Respond to A or B, and C as follows:

A. Explain and provide one example of your students' growth in awareness or action of an issue of social justice (e.g., what was your class able to learn from the unit you taught about issues of justice or what it means to be "just"?), OR

B. Explain one example of your own progress in "contributing to just and democratic schools and society" during and/or as a result of teaching this unit (e.g., what did you learn about what you can do to promote just or equitable schooling through your teaching or interaction with members of the school community?).

C. Explain and select one exemplar demonstrating how you conveyed 1) knowledge, 2) effectiveness, and 3) caring as a teacher during the TWS unit.

Professional development needs/goals: Based on your interpretation of the connection between your teaching, your students' learning, and your ability to demonstrate ideals of the COE conceptual framework during the TWS unit, describe your professional development needs and related goals for growth in the future.

A. Identify and describe at least two professional development needs and related goals.

B. Identify at least two specific actions you will take to work toward these professional development goals.

e. scoring guide for the assessment

The teacher candidate . . .

Hawaii Teacher Performance	Target	Acceptable	Unacceptable
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Standard			
3. Adapts to Learner Diversity	Consistently demonstrates use of appropriate learning expectations, activities, outcomes and assessment tailored to individual learners	Adequately demonstrates use of appropriate learning expectations, activities, outcomes and assessment tailored to individual learners	Inadequately demonstrates use of appropriate learning expectations, activities, outcomes and assessment tailored to individual learners
4. Fosters Effective Communication in the Learning Environment	Consistently provides evidence of clear and constructive communication both written and oral, suited to students in the classroom and school setting	Adequately provides evidence of clear and constructive communication both written and oral, suited to students in the classroom and school setting	Inadequately provides evidence of clear and constructive communication both written and oral, suited to students in the classroom and school setting
6. Designs and Provides Meaningful Learning Experiences	Consistently orchestrates and presents well organized curriculum & instruction, activities and evaluation that provide important educational opportunities for students	Adequately orchestrates and presents well organized curriculum & instruction, activities and evaluation that provide important educational opportunities for students	Inadequately orchestrates and presents well organized curriculum & instruction, activities and evaluation that provide important educational opportunities for students
7. Uses Active Learning Strategies	Consistently employs Standards based teaching and learning and evaluation throughout instructional scope and sequence that requires student engagement and participation	Adequately employs Standards based teaching and learning and evaluation throughout instructional scope and sequence that requires student engagement and participation	Inadequately employs Standards based teaching and learning and evaluation throughout instructional scope and sequence that requires student engagement and participation
8. Uses Assessment Strategies	Consistently aligns meaningful assessment strategies in conjunction with instructional objectives and activities based on Standards	Adequately aligns meaningful assessment strategies in conjunction with instructional objectives and activities based on Standards	Inadequately aligns meaningful assessment strategies in conjunction with instructional objectives and activities based on Standards
9. Demonstrates Professionalism	Consistently demonstrates respect, maturity, preparedness, clear communication and dedication to the teaching profession	Adequately demonstrates respect, maturity, preparedness, clear communication and dedication to the teaching profession	Inadequately demonstrates respect, maturity, preparedness, clear communication and dedication to the teaching profession

f. Charts that provide candidate data derived from the assessment

Two cycles of data
Year: 2010-11 (N = 2)

Hawaii Teacher Performance Standard	Target	Acceptable	Unacceptable
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	N	%	N	%	N	%
3. Adapts to Learner Diversity			2	100		
4. Fosters Effective Communication in the Learning Environment			2	100		
6. Designs and Provides Meaningful Learning Experiences			2	100		
7. Uses Active Learning Strategies			2	100		
8. Uses Assessment Strategies			2	100		
9. Demonstrates Professionalism			2	100		

Year: 2011-12 (N = 4)

Hawaii Teacher Performance Standard	Target		Acceptable		Unacceptable	
	N	%	N	%	N	%
3. Adapts to Learner Diversity	4	100				
4. Fosters Effective Communication in the Learning Environment	4	100				
6. Designs and Provides Meaningful Learning Experiences	4	100				
7. Uses Active Learning Strategies	4	100				
8. Uses Assessment Strategies	4	100				
9. Demonstrates Professionalism	4	100				

TITLE: Hawai'i Pacific University Continuing State Approval for their Educator Preparation Programs

The Hawaii Teacher Standards Board (HTSB) grants Full SATE Approval to Hawai'i Pacific University Educator Preparation Programs in elementary and secondary education effective September 5, 2014 through June 30, 2019. The unit must submit an annual report to the HTSB and obtain continuing national accreditation from an accrediting body recognized by the US Department of Education prior to June 30, 2019.

The EPP may recommend candidates for licensure in:

Traditional Undergraduate, Post-baccalaureate and Master's Program:

Elementary Education K-6

Alternative Master's Program:

English 6-12

Mathematics 6-12

Science 6-12

Social Studies 6-12

World Languages 6-12

This approval is based on the Teacher Education Accreditation Council (TEAC) on-site review team and Accreditation Committee Board of Director's recommendation:

TEAC Accreditation Decision:

The following programs submitted by Hawai'i Pacific University are granted Initial Accreditation (5 years) with no weaknesses and no stipulations:

Traditional Undergraduate, Post-baccalaureate and Master's Program

Elementary Education (K-6)

Alternative Master's Program

English (6-12)

Mathematics (6-12)

Science (6-12)

Social Studies (6-12)
World Languages (6-12)

A letter shall be sent to Hawai'i Pacific University on behalf of the Board to communicate this decision.

Submitted by: Terry Lynn Holck

Committee: Teacher Education Committee



2010 Massachusetts Avenue, NW | Suite 500
Washington, DC 20036
tel: 202.223.0077 | fax: 202.296.6620
www.caepnet.org

May 30, 2014

Dr. Valentina M. Abordonado, Director
School of Education
Hawai'i Pacific University
1188 Fort Street Mall, Suite 252
Honolulu, HI 92813-2713

Dear Dr. Abordonado:

I am happy to confirm that the *Inquiry Brief* Commission of the Council for the Accreditation of Educator Preparation (CAEP) concluded at its meeting on May 7, 2014 that the evidence presented in your *Inquiry Brief Proposal*, as verified by the audit and evaluated by the Initial and Joint Review Panels, merits TEAC Initial Accreditation status.

The *Inquiry Brief* Commission unanimously passed the following motion:

The School of Education¹ submitted by Hawai'i Pacific University is granted **Initial Accreditation (5 years)**.

Justification for accreditation decision:

The program presented a persuasive plan for assessing their claims, and they demonstrated a high-functioning quality control system which included a commitment to mastery learning and strong attention to building relationships with clinical partners.

The Hawai'i Pacific University School of Education's TEAC accreditation status is effective between May 7, 2014 and May 7, 2019.

This letter will be sent in both electronic and paper format, and, with the paper copy, we will enclose an insert that you may wish to display in your membership plaque.

Your Accreditation status also entitles your program to use one of the statements of affiliation and accreditation in the endnote below² and is conditional upon your continued adherence to the principles, standards, and policies of the *Inquiry Brief Commission* (www.teac.org). In announcing your accreditation status, you must make clear that it is the elementary and secondary education program cited in your *Inquiry Brief Proposal* that is accredited by the IB Commission and not your department and institution.

I draw your attention to CAEP's requirements for your annual reports displayed on the CAEP website: <http://caepnet.org/accreditation/epp-annual-report/>. Annual reports are submitted each year in the Accreditation Information Management System (AIMS). You will be notified of the submission dates in early 2015.

In keeping with CAEP's policy on Public Disclosure and Transparency of Accreditation Information (Policy XXXIX), we request that you post links to performance assessment summaries and other information (including websites reporting Title II data) and a link to the

Summary of the Case that appears on the TEAC website (www.teac.org).

Congratulations on your accreditation achievement. We look forward to learning more about the evidence for the continued improvements you will be making in your teacher education program. We hope you will share what you are learning with others at CAEP and other conferences and will continue to be an active participant in CAEP and the IB Commission.

Sincerely yours,



James G. Cibulka
President

¹The Hawai'i Pacific University School of Education offers options at the baccalaureate and graduate levels in elementary education and at the graduate level in English, mathematics, science, social studies, and world languages. The state of Hawai'i, at its discretion, offers licensure to program completers in these option areas.

²Statements of Affiliation and Accreditation

Programs accredited by the IB Commission of the Council for the Accreditation of Educator Preparation that wish to state this affiliation in published materials should use one of the following official statements, in accordance with CAEP Policy VI (Representation of Accreditation Status to the Public):

The School of Education at Hawai'i Pacific University is awarded TEAC accreditation by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of five years, from May 2014-May

2019. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes.

New Business Item 14-08

Introduced 9/5/2014

Approved 9/5/2014

**TITLE: Chaminade University of Honolulu Early Childhood Education PK-K
Revision of State Approval Timeline**

The Hawaii Teacher Standards Board approves an extension to the Chaminade University of Honolulu Early Childhood PK-K Teacher Education Program Provisional Approval from Fall, 2014 to November, 2015.

Rationale: The Montessori Accreditation Council for Teacher Education's (MACTE) reaccreditation policy permits the length of an accreditation term to be extended for one year for "good cause". The "good cause" for the Chaminade University of Honolulu Early Childhood PK-K Teacher Education Program case is based upon the fact that the program is in the process of resolving a legal matter that could directly affect the Self-Study submission. The legal matter concerns a copyright issue. Additionally the program is going through organizational restructuring of the Education Division. MACTE will allow the program to maintain its accreditation status during the "good cause" extension period. MACTE extended their renewal date from November 6, 2014 to November 6, 2015.

Submitted by: Terry Lynn Holck

Referred to: Teacher Education Committee



August 1, 2014

Hawaii Teacher Standards Board
650 Iwilei Rd, #201
Honolulu, Hi 96817

Dear Hawaii Teacher Standards Board,

I am writing this letter to request an extension for Chaminade University of Honolulu Early Childhood PK-K Teacher Education Program.

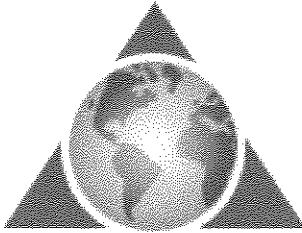
The Montessori Accreditation Council for Teacher Education's (MACTE) reaccreditation policy permits the length of an accreditation term to be extended for one year for "good cause". The "good cause" for the Chaminade University of Honolulu Early Childhood PK-K Teacher Education Program case is based upon the fact that the program is in the process of resolving legal matters that could directly affect the Self- Study submission. Additionally the program is going through organizational restructuring of the Education Division. MACTE will allow the program to maintain its accreditation status during the "good cause" extension period. MACTE extended their renewal date from November 6, 2014 to November 6, 2015.

Please see attached "good cause" extension letter from MACTE for your reference and please do not hesitate to contact me if you have any questions.

Sincerely,

A handwritten signature in cursive script, appearing to read "Dale Fryxell".

Dale Fryxell, Ph.D
Dean of Education Division
Chaminade University of Honolulu
3140 Waiialae Avenue Honolulu, Hawaii 96816-1578 (808) 735-4711 www.chaminade.edu



MACTE

February 4, 2014

Elizabeth Park, Program Director
Chaminade University of Honolulu/Montessori Teacher Education Program
3140 Waialae Ave. Honolulu, HI
96816

Dear Elizabeth,

I am writing to formally grant Chaminade University of Honolulu's Early Childhood Certification Course Level a "good cause" extension for one year in response to your request to defer the submission of your next Self-Study. The Montessori Accreditation Council for Teacher Education's (MACTE) reaccreditation policy permits the length of an accreditation term to be extended for one year for "good cause". The "good cause" in your case is based upon the fact that the program is in the process of resolving legal matters that could directly affect the Self-Study submission. The program is also going through organizational restructuring of the Education Division. Your program will maintain its accreditation status during the "good cause" extension period.

Your accreditation renewal date was formally November 6, 2014. Your Renewal Application and Self-Study will need to be submitted **six months** prior to your program's projected **on-site date**, which must take place before the new renewal date of November 6, 2015.

MACTE grants a one-year "good cause" extension to Chaminade University of Honolulu's Early Childhood Certification Course Level from November 6, 2014 to November 6, 2015 with understanding all annual dues and student fees remain current.

Sincerely,

Rebecca Pelton, Ed.D., President

Gary Davidson, Chair of the Board

Montessori Accreditation Council
for Teacher Education
108 Second Street S.W. s□ Suite 7 s□
Charlottesville, VA 22902

Phone: (434) 202-7793 s□ Fax: (888) 525-8838 s□ rebecca@macte.org s□ www.macte.org