

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'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>Nimau. (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.</p> <p>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**

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<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>Nīmau. (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>

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**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 Hawai'i 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 Kamehameha 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**

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<p>Contextualization <i>Pa'a ka wāha (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>Ninau. (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>

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