HAWAI'I TEACHER STANDARDS BOARD

EDUCATOR PREPARATION PROGRAM

2014 ANNUAL REPORT

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Table of Contents

INTRODUCTION

There are currently thirteen Hawai'i Educator Preparation Programs (EPPs) that have been approved by the Hawai'i Teacher Standards Board (HTSB). They include:
1) Brigham Young University-Hawai'i (BYU-H)
2) Chaminade University (CUH)
3) Chaminade University-Behavioral Science (CUH-BS)
4) Hawai'i Pacific University (HPU)
5) iteachHAWAII
6) Kaho'iwai Center for Adult Teaching and Learning
7) Kahuawaiola
8) Leeward Community College (LCC)
9) Teach for America (TFA)
10) University of Hawai'i – Hilo (UH-H)
11) University of Hawai'i at Manoa (UH-M)
12) University of Hawai'i –West Oah'u (UH-WO)
13) University of Phoenix (UOPX)

Within these EPPs there are seven programs with traditional routes to licensure and eight programs with alternative routes to licensure. Teacher candidates can choose one of the following pathways: traditional undergraduate program; traditional or alternative post-baccalaureate; or traditional or alternative master's program. The HTSB has approved 132 different licensure fields.

In New Business Item (NBI) 11-51 Rev. the Hawaii Teacher Standards Board approved the consolidation of the annual report of State Approved Teacher Education Programs (SATEP) and the SATEP Title II report to streamline the reporting process and avoid duplication of effort. Each Hawaii SATEP is required to submit this consolidated report between April 1 and May 1 of each year.

The report includes:
1) Current contact information for the Unit;
2) A list of all licensure programs currently offered by the unit;
3) Three years of data on the number of candidates enrolled and the number of completers in each program;
4) Teacher prepared by area of license;
5) Evidence that the EPPs meet the requirements of NBI 13-24, Adoption of the Council for Accreditation of Educator Preparation Standards;
6) Graduation rates;
7) Areas for Improvement, weaknesses, and/or stipulations;
8) Accreditation pathway;
9) Substantive changes to the unit and programs within the past reporting year;
10) Student Loan Default Rate.

All EPPs successfully provided evidence that they are meeting the requirements listed in NBI 13-24, Adoption of the Council for Accreditation of Educator Preparation Standards, which include:

(1) The unit must provide evidence that their candidates meet the teacher, counselor, and performance standards as adopted by the board**;**

(2) The unit must provide evidence that their candidate's exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics;

(3) The unit must provide evidence that their candidates are prepared to incorporate the following areas into their practice:

   (A) Hawaiian language, history and culture;
   (B) Student standards adopted by the Department;
   (C) Teaching of reading including working with students of reading difficulties;
   (D) Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;
   (E) Working effectively with students who are limited English proficient;
   (F) Working with gifted and talented students;
       and
   (G) Integrating technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

(4) Each program must provide evidence that their candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.

(5) Clinical experience must meet one of the following requirements:

   (A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency; or
   (B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP; or
   (C) Passing a board approved performance assessment normed for Hawai'i in combination with any other requirements determined by the EPP.

Table 1 Hawai'i EPP Candidates and Completers Comparison

Academic Year	Candidate	Completers
2012 - 2013	1635	663
2011 - 2012	1463	665
2010 - 2011	1353	648
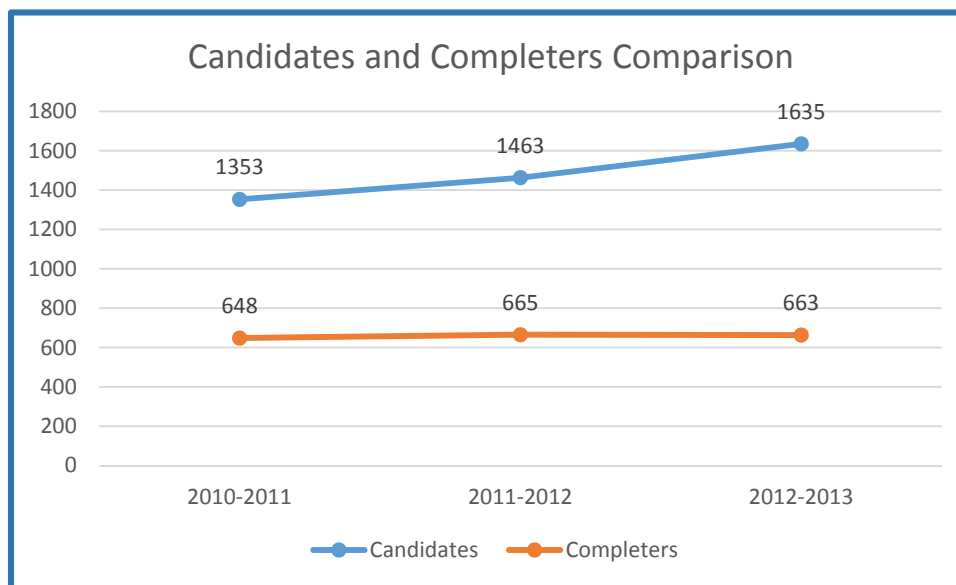
EPP Candidates
In 2010/2011 – 2011/2012 there was a 7% increase in the number of candidates attending Hawai'i EPPs. In 2011/2012 – 2012/2013 there was a 10% increase. In summary, from 2010 – 2013, the number of candidates attending Hawai'i EPPs has increased by 17%.

EPP Completers
In 2010/2011 – 2011/2012 there was a 2.6% increase in the number of completers in Hawai'i EPPs. In 2011/2012 – 2012/2013 there was a .03% decrease. In summary, from 2010 – 2013, the number of completers has increased by 2.3%.

Comparing EPP Candidates to Completers
Overall, this data shows a growth in the number of candidates enrolled in programs but a smaller growth in the number of completers.
2010/2011 - 47.9% of all candidates became completers.
2011/2012 - 45.5% of all candidates became completers.
2012/2013 - 40.6% of all candidates became completers.

Table 1.1 Hawaii EPP 2012 – 2013 Candidates and Completers Comparison

Educator Preparation Program	2012-2013 Candidate	2012-2013 Completers	Percentages of Candidates to Completers
Brigham Young University	46	27	59%
Chaminade University	311	80	26%
Chaminade University School of Behavioral Science	22	22	100%
Hawaiʻi Pacific University	63	25	40%
iteachHawaii	1	1	100%
Kahuawaiola	29	11	38%
Leeward Community College	3	2	67%
Teach for America	84	76	90%
University of Hawaiʻi at Hilo	27	26	96%
University of Hawaiʻi at Manoa	771	318	41%
University of Hawaiʻi at West Oahu	166	14	8%
University of Phoenix	112	61	46%
Totals	**1567**	**663**	**41%**

2012 - 2013 Candidates and Completers Comparison

Institution	2012-2013 Completers	2012-2013 Candidate
Brigham Young University	27	46
Chaminade University	80	311
Chaminade University School of Behavioral Science	22	22
Hawaii Pacific University	25	63
iTeachHawaii	1	1
Kahuawaiola	11	29
Leeward Community College	2	3
Teach for America	76	84
University of Hawaii at Hilo	26	27
University of Hawaii at Manoa	318	771
University of Hawaii at West Oahu	14	166
University of Phoenix	61	112

■ 2012-2013 Completers   ■ 2012-2013 Candidate

2012 – 2013 EPP Candidate/Completers Comparison

The chart compares the amount of candidates and completers within each program.

During the 2012-2013 academic year UH-Manoa had the largest enrollment with 771 candidates and a completer rate of 46%. Chaminade University had the second largest group of candidates (331) with a 26% completer rate.

The lowest enrollments were at iteachHawaii with one candidate and 100% completer rate and Leeward Community College with three candidates and a 67% completer rate. Both Leeward Community College and iteachHawaii received provisional approval from HTSB in the 2012-2013 academic year thus showing a small enrollment.

Table 2.1 Traditional Completers

Academic Year	Traditional Completers
2012 - 2013	408
2011 - 2012	404
2010 - 2011	404
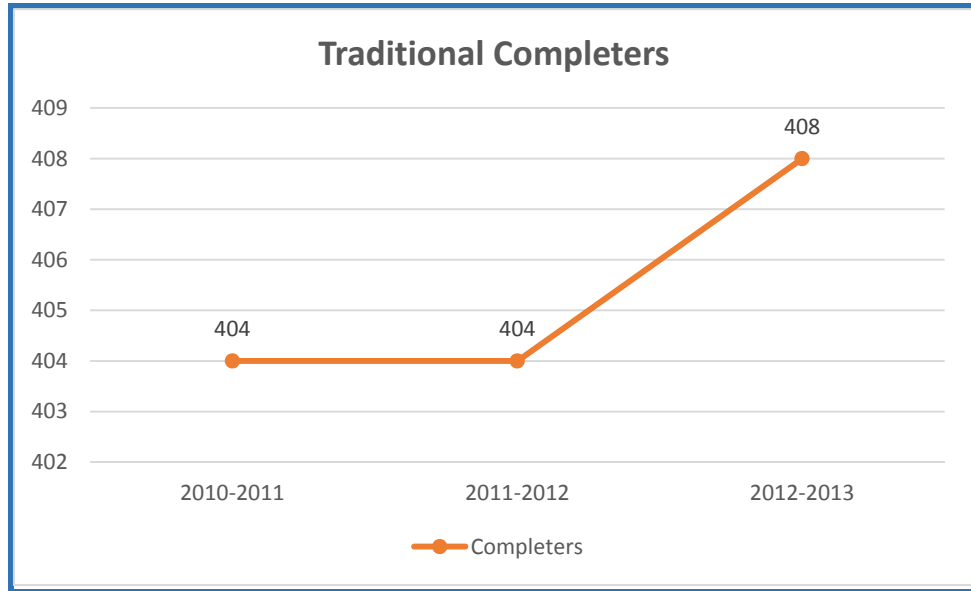
Traditional Completers
In 2010/2011 – 2011/2012 the number of traditional completers remained the same. In 2011/2012 – 2012/2013 there was a 1% increase in the number of traditional completers. In summary, from 2010 – 2013, there was a 1% increase in traditional completers.

Table 2.2 Alternative Completers

Academic Year	Alternative Completers
2012 - 2013	255
2011 - 2012	261
2010 - 2011	256
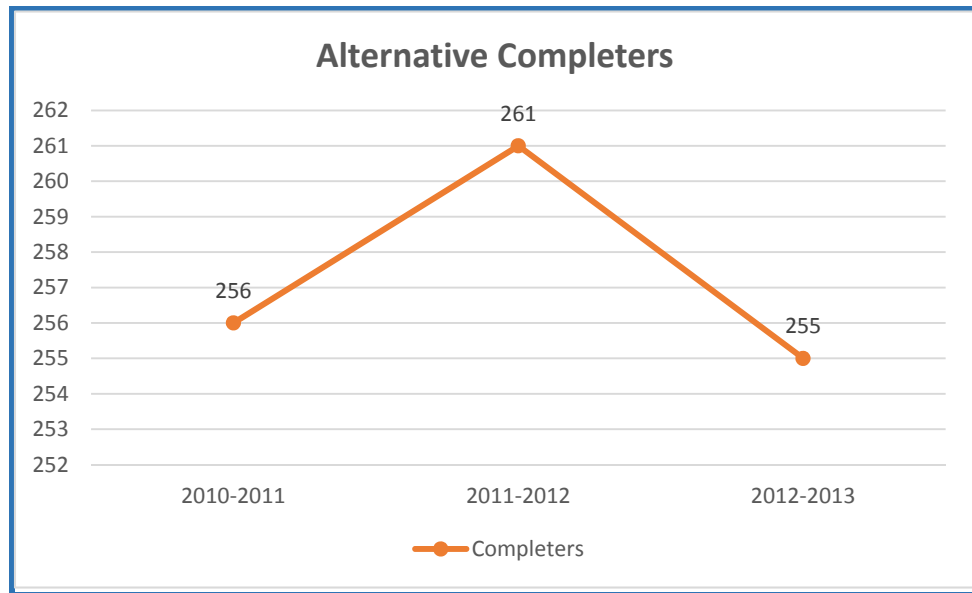
Alternative Completers

In 2010/2011 – 2011/2012, there was a 1.9% increase in alternative completers, however in 2011/2012 – 2012/2013 there was a 2.3% decrease in alternative completers. In summary, from 2010 – 2013 there was a .4% decrease in alternative completers.

Table 2.3 Traditional and Alternative Completers Comparison

Academic Year	Traditional Completers	Alternative Completers
2012 - 2013	408	255
2011 - 2012	404	261
2010 - 2011	404	256

Traditional and Alternative Completers Comparison

	2010-2011	2011-2012	2012-2013
Traditional	404	404	408
Alternative	256	261	255
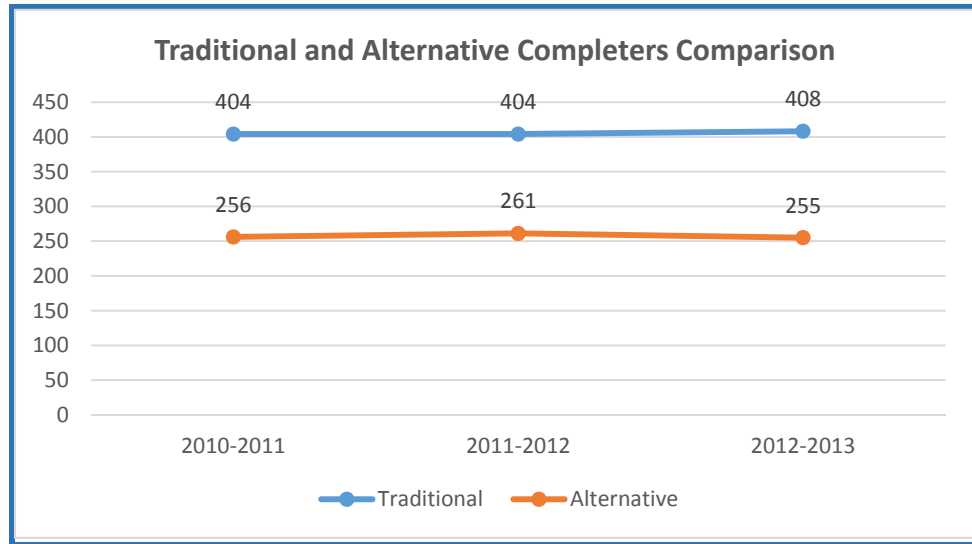
Traditional and Alternative Completers Comparison

In all three years the number of traditional completers exceeded that of alternative completers. In 2010/2011 there were 36.6% more traditional completers. In 2011-2012 the number of traditional completers surpassed that of alternative completers by 35% and in 2012/2013 there were 37.5% more traditional completers.

Table 3 License Fields

License Fields	2012-2013	2011-2012	2010-2011
CTE Industrial Engineering Technology	2	0	2
Art	1	9	5
Chinese	1	0	0
Drama/Theatre Arts	0	0	2
Early Childhood Education	15	15	9
Elementary Education	313	299	238
English	48	43	49
Hawaiian Language	3	5	8
Hawaiian Language Immersion	5	6	7
Hawaiian Studies	3	5	5
Japanese	2	3	0
Math	49	37	57
Music	5	7	9
Physical Education	7	4	7
School Counselor	22	45	27
Science	32	28	40
Social Studies	39	40	55
Spanish	3	3	1
Special Education	111	111	126
Teaching English to Speakers of Other Languages	2	5	1
Total	**663**	**665**	**648**

Table 3 reflects the number of licenses issued per license field from 2010-2013.

The above license fields have been broken down into four separate tables below for analysis:

1. Elementary education and core subjects

2. Special education

3. Hawaiian Fields

4. Other Fields

Table 3.1 Elementary Education and Core Subject Licenses Issued to Hawai'i Program Completers

License Fields	2010-2011	2011-2012	2012-2013	Percentages Between 2010/2011 – 2011/2012	Percentages between 2011/2012 – 2012/2013
Elementary Education	238	299	313	+ 20% ⬆	+ 4% ⬆
English	49	43	48	- 12% ⬇	+ 10% ⬆
Math	57	37	49	- 35% ⬇	+ 24% ⬆
Science	40	28	32	- 30% ⬇	+ 12% ⬆
Social Studies	55	40	39	- 27% ⬇	+ 2% ⬆
Total	**439**	**447**	**481**		
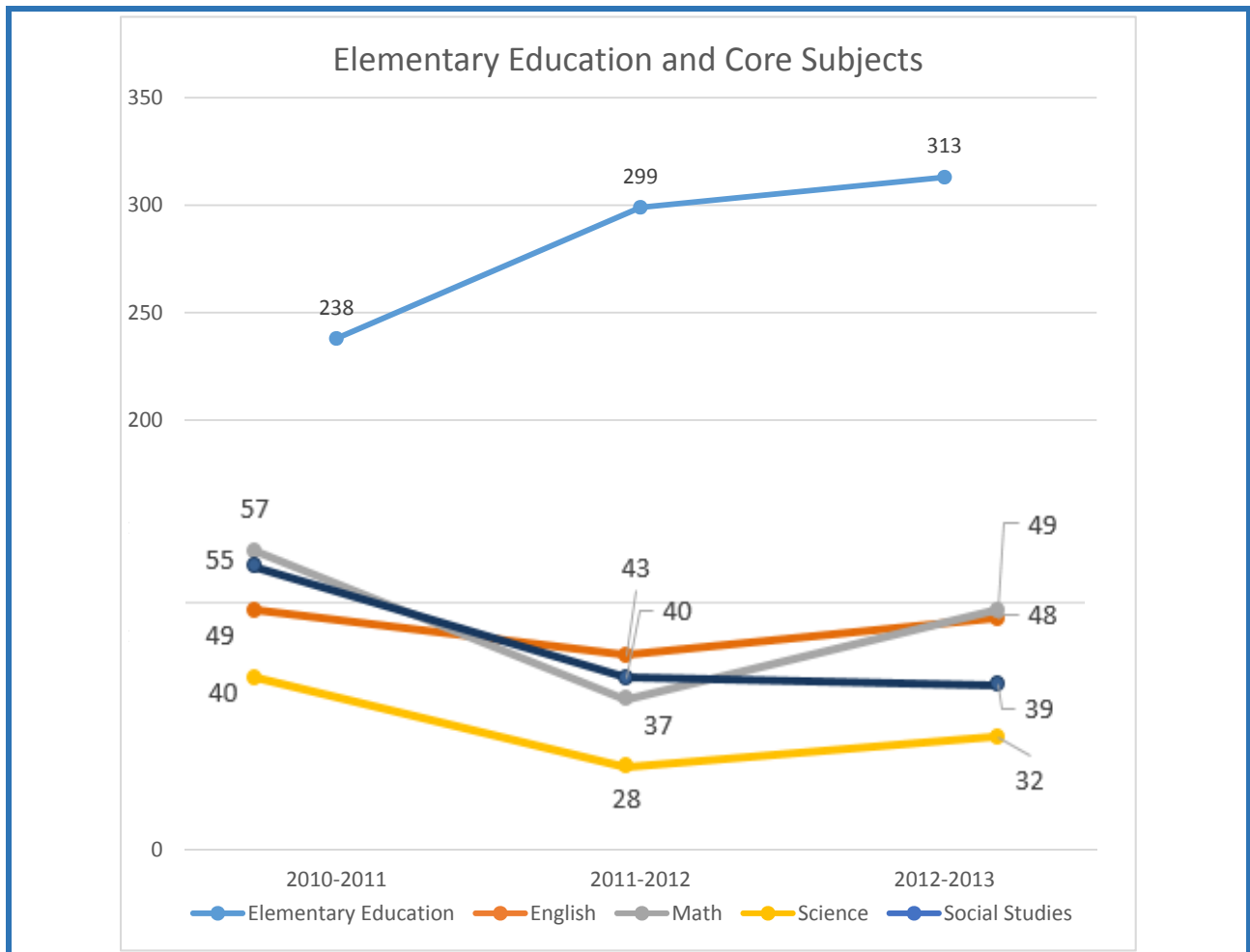
<u>2010/2011 – 2011/2012</u>
The number of Elementary Education licenses issued to Hawai'i program completers increased whereas all core subject area licenses issued decreased.

<u>2011/2012 – 2012/2013</u>
The number of Elementary Education and core subject licenses issued to Hawai'i program completers increased.

The chart illustrates that the number of Elementary Education licenses issued to Hawai'i program completers increased by 24%. Even though there was a slight increase in the number of core subject licenses issued in 2011/2012 – 2013 the decrease during 2010/2011 – 2011/2012 reflects an overall decline in all core subject licenses issued to Hawai'i program completers.

Table 3.2 Special Education Licenses Issued to Hawai'i Program Completers

Name of Program	2010-2011	2011-2012	2012-2013	Percentage between 2010/2011 – 2012/2012	Percentage between 2011/2012 – 2012/2013
Special Education	43	28	41	-34.9% ⬇	31.7 ⬆
Special Education Mild/Moderate	69	70	61	1.4% ⬆	-12.9% ⬇
Special Education Severe/Profound	16	13	9	-18.8 ⬇	-30.8 ⬇
Total of Special Education Completers	**128**	**111**	**111**	**-13.3%** ⬇	**No change**
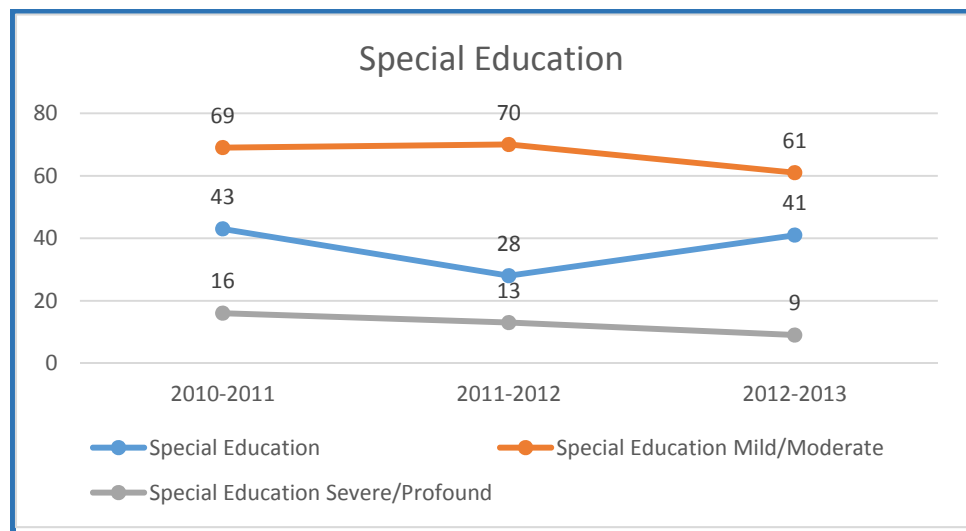
2010/2011 – 2011/2012

The number of Special Education licenses issued to Hawai'i program completers decreased by 34.9% whereas the number of Special Education Mild/Moderate licenses issued to Hawai'i program completers increased by 1.4%. There was an 18.8% decrease in the number of Special Education Severe/Profound licenses issued. Overall there was a 13.3% (from 128 to 111) decline in the number of Special Education licenses issued to Hawai'i program completers.

2011/2012 – 2012/2013

The number of Special Education licenses issued to Hawai'i program completers increased by 31.7% whereas the number of Special Education Mild/Moderate licenses issued decreased by 12.9%. There was a 30.8% decrease in the number of Special Education Severe/Profound licenses issued. Overall there was no change (from 111 to 111) in the number of Special Education licenses issued to Hawai'i program completers.

In summary, the three special education fields showed fairly consistent overall totals (128, 111, 111) over the three year period. The largest group of licenses issued to Hawai'i program completers was Special Education Mild/Moderate which averaged 67 licensees. The second largest field was Special Education which averaged 37 licenses issued and the smallest special education field of licenses issued was Special Education Severe/Profound which averaged 13 licensees.

Table 3.3 Hawaiian Field Licenses Issued to Hawai'i Program Completers

License Field	2010-2011	2011-2012	2012-2013	Percentage between 2011/2012 – 2012/2013	Percentage between 2011/2012 – 2012/2013
Hawaiian Language	8	5	3	-37% ⬇	-40% ⬇
Hawaiian Language Immersion	7	6	5	-14% ⬇	-17% ⬇
Hawaiian Studies	5	5	3	No change	-40% ⬇
Totals of Hawaiian Fields Completers	**20**	**16**	**11**	-20% ⬇	-31% ⬇
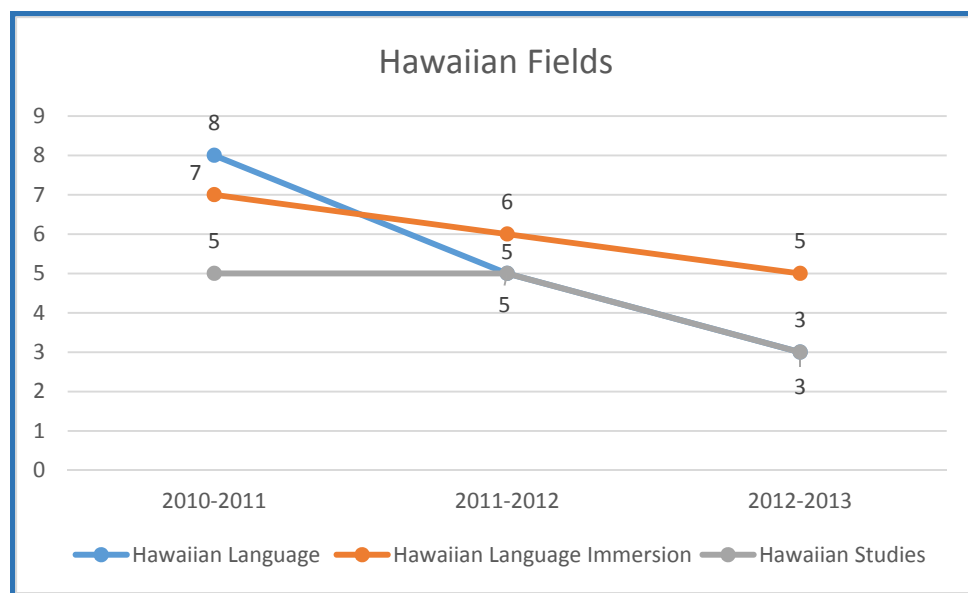
2010/2011 – 2011/2012
During 2010/2011 - 2011/2012 the number of Hawaiian Language licenses issued to Hawai'i program completers decreased by 37%. Additionally, the number of Hawaiian Language Immersion licenses issued decreased by 14%. There was no change in the number of Hawaiian Studies licenses issued. Overall there was a 20% decrease in Hawaiian field licenses issued to Hawai'i program completers.

2011/2012 – 2012/2013
During 2011/2012 - 2012/2013 the number of Hawaiian Language licenses issued to Hawai'i program completers decreased by 40%.The number of Hawaiian Language Immersion licenses issued to Hawai'i program completers decreased by 17% and the number of Hawaiian Studies licenses issued decreased by 40%. Overall there was a 31% decrease in Hawaiian field licenses issued to Hawai'i program completers.

## Table 3.4 Other Licenses Issued to Hawai'i Program Completers

Name of Program	2010-2011	2011-2012	2012-2013	Totals
CTE Industrial Engineering and Technology	2	0	2	**4**
Art	5	9	1	**15**
Chinese	0	0	1	**1**
Drama/Theatre Arts	2	0	0	**2**
Early Childhood Education	9	15	15	**39**
Japanese	0	3	2	**5**
Music	9	7	5	**21**
Physical Education	7	4	7	**18**
School Counselor	27	45	22	**94**
Spanish	1	3	3	**7**
Teaching English to Speakers of Other Languages	1	5	2	**8**
Totals	**63**	**91**	**60**	**214**

Due to the low numbers of licenses issued in this chart, percentages were not used to convey the increase and decrease in the number of licenses issued to Hawai'i program completers.

In summary, during 2010/2011 - 2012/2013 the largest group of "other" licenses issued to Hawai'i program completers were in in the fields of School Counselor (94) and Early Childhood Education (39). Additionally, there was growth in Chinese and Spanish. The chart shows a decline in licenses issued in Art, Drama/Theatre Arts, Music, and Teaching English to Speakers of Other Languages. There were 214 licenses issued to Hawai'i program completers in all fields with the largest growth during the 2011-2012 year.

Table 4 Student Loan Default Rates

EPP	2009	2010	2011
BYU-H	6.7	5.3	6.9
CUH	9.8	8.2	8.3
HPU	5.3	4.2	4.4
Kahuawaiola	9.3	8.3	9.7
UH-H	9.3	8.3	9.7
UH-M	4.4	4.4	5.1
UH-WO	5.7	4.7	6.6
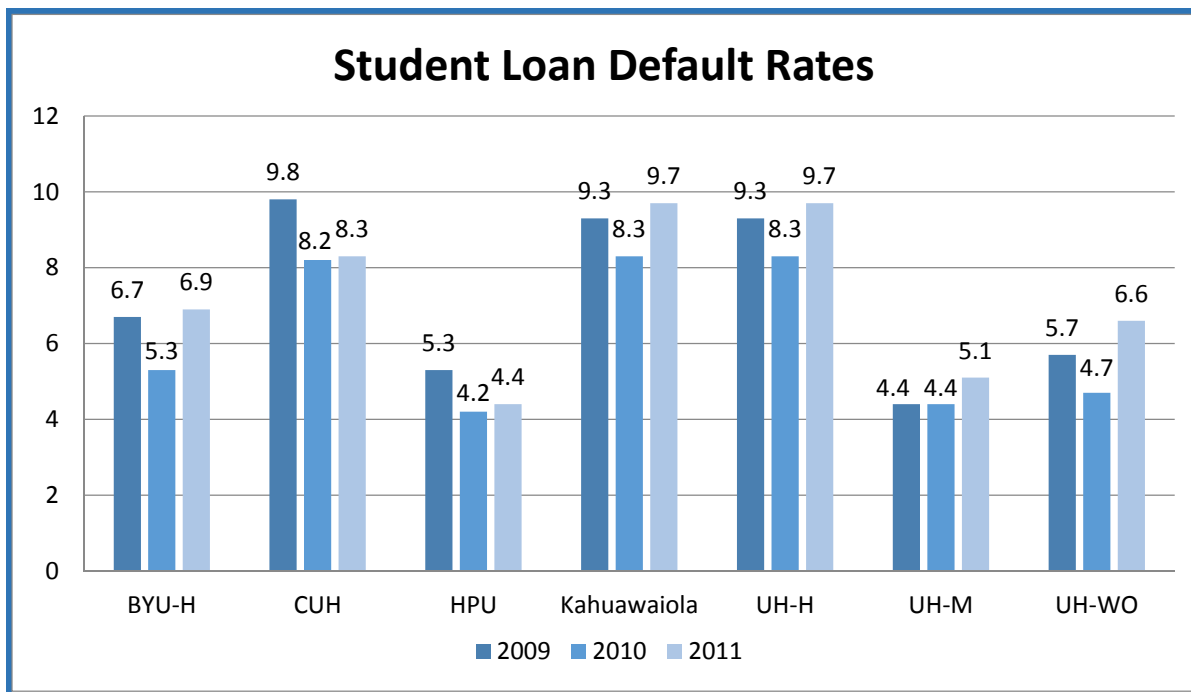
The U.S. Department of Education releases official cohort default rates once per year. A school with a high default rate may lose its eligibility to participate in Federal Student Aid programs. Additionally sanctions can be taken on the borrower. Some states allow professional and vocational boards to revoke, suspend, or refuse to certify a license when the member has defaulted on student loan debt.

The above chart shows the student loan default rates for the Hawai'i EPPs. Kaho'iwai, iteachHAWAII, Leeward Community College and Teach for America did not have candidates who completed programs during this time period, thus, there are no student default rates for these EPPs. Also, the University of Phoenix is not listed because they did not provide data.

Pathways for National Accreditation

Table 5 TEAC Legacy

TEAC Legacy Candidate	Approval Deadline
BYU	December 2015
CUH	Fall 2016
CUH-BS	Fall 2016
Kahuawaiola	Fall 2016
LCC	November 30, 2015
TFA	June 2016
UH-H	March 2016

TEAC Legacy Approved	Approval Deadline
Kaho'iwai	June 2018
HPU	June 30 2019

Table 5.1 NCATE Legacy

NCATE Legacy Candidate	Approval Deadline
UH-M	June 30, 2015
UOPX	December 2015

NCATE Legacy Approved	Approval Deadline
iteachHAWAII	December 2018
UH-WO	Fall 2019
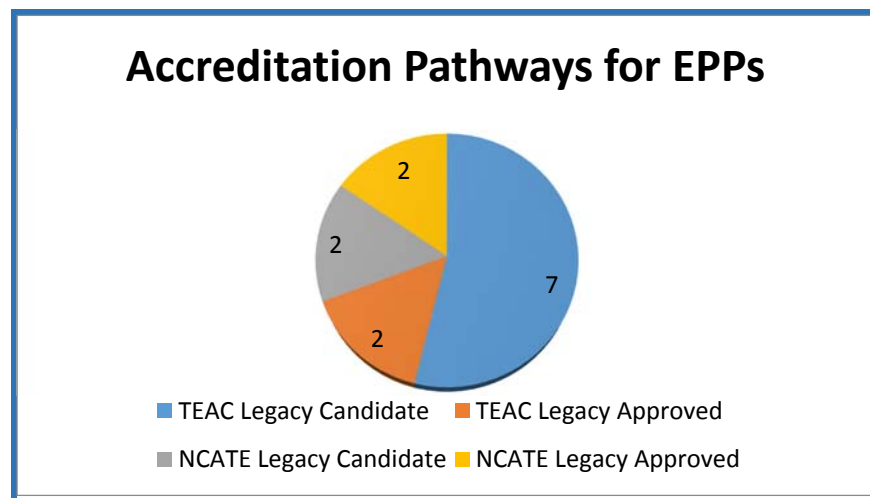
The TEAC Legacy Pathway has been selected by 70% of the EPPs. Thus far, Kaho'iwai and Hawai'i Pacific University have been reviewed by TEAC and received accreditation.

The NCATE Legacy Pathway was chosen by 30% of the EPPs. The University of Hawai'i-West Oah'u and iteachHAWAII have successfully gone through the process and received NCATE accreditation. The University of Hawai'i-Manoa and the University of Phoenix have had their onsite visits and are currently waiting to receive official letters from the CAEP Commission on their accreditation outcomes.

Table 6 Pre-service Performance Assessment

ETS Praxis Performance Assessment for Teachers (PPAT)	Stanford edTPA	Undecided
University of Hawaii-West Oahu	University of Hawaiʻi -Manoa	iteachHAWAII
University of Hawaii-Manoa: Hawaiian College of Education	University of Phoenix	
Kahuawaiola	University of Hawaii-Hilo	
Kahoʻiwai	Leeward Community College	
Hawaii Pacific University	Chaminade University	
Brigham Young University-Hawaiʻi		
Teach for America		
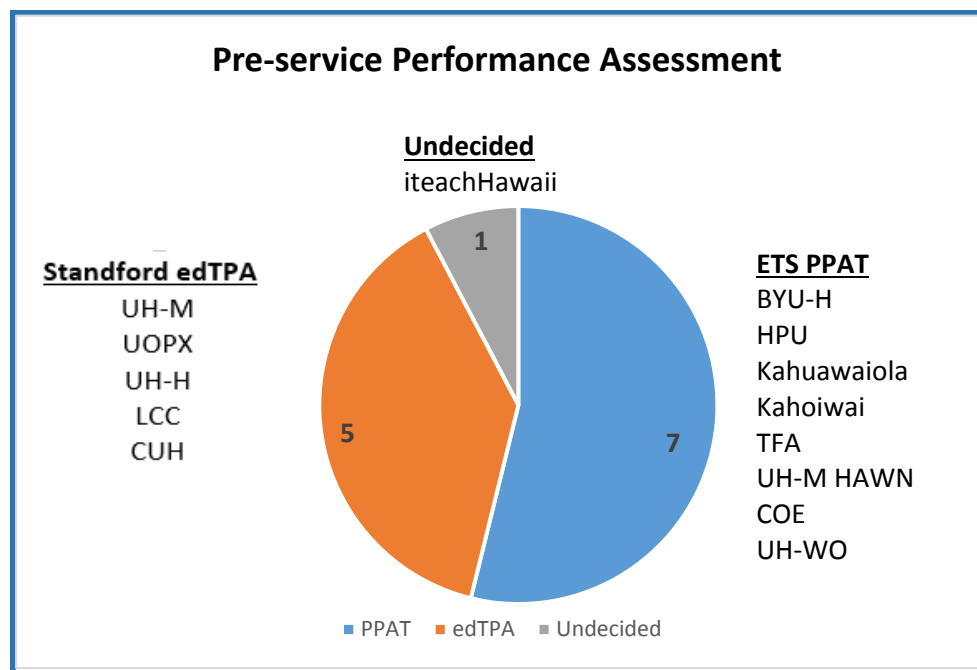
HTSB approved two pre-service performance assessments, the Standford edTPA and the Educational Testing Service (ETS) Praxis Performance Assessment for Teachers (PPAT). The EPPs must implement one of these assessments no later than July, 1, 2016. Effective July 1, 2017, candidates must pass a pre-service performance assessment prior to being recommended as a program completer (NBI 12-37).

As illustrated in this chart, seven of the EPPs have selected the ETS PPAT and five will be implementing the edTPA.

Educator Preparation Provider (EPP) Annual Report Details

Brigham Young University

UNIT NAME AND ADDRESS	Brigham Young University-Hawaii 55-220 Kulanui St. Laie, HI 96762
CONTACT(s) including name, positions, phone#, fax#, and email address	Brent Chowen, Chair 808-675-3362 office brent.chowen@byuh.edu
CURRENT TRADITIONAL PROGRAMS Enter each teacher education program including approved licensure fields	<u>Traditional Undergraduate and Post-Baccalaureate Program with Full State Approval through December, 2015</u> • Elementary Education K-6 • Art Education K-12 • Business Education 6-12 • Computer Education K-12 • English Education 6-12 • Math Education 6-12 • Music Education K-12 • Physical Education K-12 • Science Education 6-12 • Social Studies Education 6-12 • TESOL Education K-12
CURRENT ALTERNATIVE PROGRAMS Enter each teacher education program including licensure fields	None
PROGRESS MADE TOWARDS INCORPORATING A PRE-SERVICE PERFORMANCE ASSESSMENT APPROVED BY THE HTSB	Faculty and staff are currently reviewing edTPA and PPAT programs by examining documents and support materials. Faculty members have attended edTPA workshops. The general skills required for both assessments, such as reflective analysis, are currently being implemented into education and methods courses.

Section II. Additional Information

A. **Program Information.** Please complete the program enrollment and completer table below. Report each program individually.

NAME OF PROGRAM	TYPE OF PROGRAM	2012-2013 NUMBER ENROLLED	2012-2013 NUMBER of COMPLETERS	2011-2012 NUMBER ENROLLED	2011-2012 NUMBER of COMPLETERS
Elementary Education	Traditional	33	22	30	30
Art Education K-12	Traditional	0	0	1	1
Business Education 6-12	Traditional	0	0	0	0
Computer Education K-12	Traditional	0	0	0	0
English Education 6-12	Traditional	1	0	2	2
Math Education 6-12	Traditional	3	1	3	3
Music Education K-12	Traditional	0	0	0	0
Physical Education K-12	Traditional	2	0	0	0
Science Education 6-12	Traditional	1	1	1	1
Social Studies Education 6-12	Traditional	2	1	3	2
TESOL Education K-12	Traditional	3	1	3	3
Special Education K-12	Traditional	1	1	1	1

B. **Teachers Prepared by Area of License.** For each initial teacher preparation program, provide the number of teachers prepared by area of license in 2012-13. Include both traditional programs and alternative routes to teacher licensure.

BYU-Hawaii

Area of license	Number prepared
Art Education K-12	0
Business Education 6-12	0
Computer Education K-12	0
Elementary Education K-6	22
English Education 6-12	0
Math Education 6-12	1
Music Education K-12	0
Physical Education K-12	0
Science Education 6-12	1
Special Education K-12	1
Social Studies Education 6-12	1
TESOL Education K-12	1

C. **Educator Preparation Program Approval.** Indicate the evidence the EPP has that ensures they are following the requirements stated in NBI 13-24, Adoption of the Council for Accreditation of Educator Preparation Standards.

1. Provide evidence that candidates meet the Hawai'i teacher performance standards.

   A. Candidates complete a standards portfolio in which they provide 6 evidence artifacts for each Hawaii teacher performance standard. Performance portfolios are evaluated by professors.
   B. Each candidate will be evaluated by the cooperating teacher and the university professor. The cooperating teacher fills out a mid and final evaluation using a form based upon the 10 Hawaii teacher standards. The university professor fills out a final evaluation form using the same measurements.
   C. Candidates are formally observed 18 times during the clinical practice (6 observations during Observation/Practicum and 12 times during full-time clinical practice). The observation form is aligned to the 10 Hawaii teacher standards.

2. Provide evidence that candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.

   A. During each education course, candidates complete a self-assessment of professional dispositions. Candidates provide evidence of how they met each disposition. Evaluations are signed by the professor/instructor of record who approves or corrects each disposition sheet. Candidates who fail to meet dispositions may be referred to

> the department chair.
>
> B. Candidates are evaluated on four professional disposition items for each formal observation that occurs during field practice. Each candidate is observed 18 times during the professional year.

3. Provide evidence that candidates are prepared to incorporate the following areas into their practice:

a.   Hawaiian language, history and culture;

> A. Each candidate enrolls in Hawaiian Studies 101. Grades must be C- or higher. School of Education faculty work with Hawaiian Studies faculty to align course with state standards.
>
> B. Elementary Education majors review HCPS III Social Studies standards, which focus on Hawaiian history. As part of this course, each candidate develops a lesson plan using these standards. Candidates teach a mini-lesson based on these standards.
>
> C. Candidates provide evidence in their individual portfolios.

b.   Student standards adopted by the Department;

> A. Candidates use the Hawaii student standards for lessons in each methods course. Candidates are introduced to Common Core, HCPS III, and national standards in the pedagogy course, assessment course, and in the methods courses.
>
> B. All candidate lessons used during the clinical field practice must include the standard/benchmark appropriate to the content area.

c.   Teaching of reading including working with students of reading difficulties;

> A. Elementary Education candidates enroll in two Language Arts courses which address literacy, reading challenges, and language acquisition.
>
> B. Secondary Education candidates enroll in a Content-area (Disciplinary) Literacy course, which addresses practices for making the content major accessible to all learners.
>
> C. All candidates enroll in a pedagogy course which includes a unit on the Sheltered Instruction Observation Protocol (SIOP).
>
> A. Candidates are evaluated during the field clinical practice. In the observation, candidates provide evidence of planning for and meeting the needs of all learners.

d.   Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;

> A. All candidates enroll in a Special Education course which includes a section on IEPs, UDL, and RTI.
>
> B. Candidates develop skills for working with students with disabilities in the following courses:
>
> > i.   Assessment: methods of assessing students with special needs.
> >
> > ii.   Pedagogy: Lesson plan format includes sections for "accommodations" and "differentiation."
> >
> > iii.   Classroom management: Candidates learn strategies for working with special needs students, including concepts such as "due process" and "LRE."
>
> C. Candidates are evaluated in the field experience on their capacity to plan for and meet the learning needs of students with disabilities and other unique learning needs.

e. Working effectively with students who are limited English proficient;

> D. Elementary Education candidates enroll in two Language Arts courses which address literacy, reading challenges, and language acquisition.
> E. Secondary Education candidates enroll in a Content-area (Disciplinary) Literacy course, which addresses practices for making the content major accessible to all learners.
> F. All candidates enroll in a pedagogy course which includes a unit on the Sheltered Instruction Observation Protocol (SIOP).
> G. Candidates are evaluated during the field clinical practice. In the observation, candidates provide evidence of planning for and meeting the needs of all learners.

f. Working with gifted and talented students;

> A. Candidates prepare for teaching gifted and talented students in the following courses:
>> i. Pedagogy: planning sections on differentiation.
>> ii. Human Growth and Learning: developmental theories and approaches for meeting the needs of all students.
>> iii. Methods courses: Development of content area knowledge into discipline specific lessons addressing all levels of student learning.
> B. Candidates are evaluated during clinical field practice on the planning and instruction for all students.

g. Integrating technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

> A. All candidates enroll in technology course focusing on integrating technology in instruction.
> B. Candidates enroll in an assessment course which includes the use of electronic grading systems and data analysis.
> C. Candidates provide evidence of this standard in their evidence portfolios.

4. Provide evidence that candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.

> A. Courses are aligned with the content area disciplines where appropriate.

5. Provide evidence that candidates clinical experience is met by one of the following requirements:

   (A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency; or

   (B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP; or

   (C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

| | | | A. During the Observation/Practicum experience, candidates spend 88 hours in supervised practice. During full-time field experience, candidates spend approximately 630 hours of supervised practice over 18 weeks. Candidates complete close to 718 hours of supervised practice. |

Academic year a candidate was first enrolled	Number of candidates enrolled for the first time in a program leading to licensure	Number of candidates or completers who were recommended for licensure in AY 2012-2013	Number of candidates who did not get recommended for licensure (at the time this report is submitted). 19		
			Continued in an program	Been counseled out of a program	Withdrawn from a program
AY 2012-2013	46	27	15 continued in program/1 Counseled Out / 3 Withdrawn from program		

Section IV. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize activities the EPP has engaged in and report on the outcomes of those activities as they relate to correcting areas of improvement or conditions cited in the current SATEP approval report.

Section V. Accreditation Pathway

State the pathway your EPP has chosen and explain what steps have been taken towards national accreditation.

The School of Education is completing necessary components of the national accreditation through TEAC. In preparation for the site visit, the program has created a draft of an Inquiry Brief Proposal. At the March 2014 CAEP conference, the accreditation chair met with TEAC officials to gather informal feedback. In April 2014, the self-audit was conducted and findings are being summarized in the Appendix A. The IB Proposal will be submitted to TEAC no later than May2, 2014. The site visit is scheduled with TEAC for February 24-26, 2015.

Section VI. Substantive Changes

Have any of the following substantive changes occurred during the 2012-2013 academic year?

Has the EPP made changes in the published mission or objectives of the EPP?
No Change/ Not Applicable

Has the EPP added programs of study different from those that were offered when most recently approved?
No Change/ Not Applicable

Has the EPP added courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently approved?
No Change/ Not Applicable

Does the EPP have a contract with other providers for direct instructional services, including any teach-out agreements (A teach-out agreement is a written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program)?
No Change/ Not Applicable

Are there any changes that mean the EPP no longer satisfies approval standards or requirements?
No Change/ Not Applicable

Are there any changes in regional or higher education accreditation status?
No Change/ Not Applicable

Section VI. Student Loan Default Rate

Consumer information	No Access to Data	Access to data	Publicly displayed data (insert link)
3-year student loan default rate		2009: 6.7 % 2010: 5.3 % 2011: 6.9%	http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html

OPE/ID (Office of Post-Secondary Education) number	**00160600**

Chaminade University

UNIT NAME AND ADDRESS	Chaminade University 3140 Waialae Ave, Honolulu, HI 96816
CONTACT(s) including name, positions, phone#, fax#, and email address	Dr. Dale Fryxell, Interim Dean 808-739-4678, DFryxell@chaminade.edu
CURRENT TRADITIONAL PROGRAMS Enter each teacher education program including approved licensure fields	Traditional Undergraduate Program with Full State Approval through December 2016 • English (6-12) • Mathematics (6-12) • Science (6-12) • Social Studies (6-12) • Special Ed-Mild/Moderate (K-12) • Elementary (K-6) • Elementary (K-6)/Special Education Mild/Moderate (K-12) Dual Licensure Program Traditional Post-Baccalaureate Program with Full State Approval through December 2016 • English (6-12) • Mathematics (6-12) • Science (6-12) • Social Studies (6-12) • Special Ed-Mild/Moderate (K-12) • Elementary (K-6) • Elementary (K-6)Special Education Mild/Moderate (K-12) Dual Licensure Program • Early Childhood Education (PK-3) • Early Childhood Education (PK-K) Traditional Master's Program with Full State Approval through December 2016 • English (6-12) • Mathematics (6-12) • Science (6-12) • Social Studies (6-12) • Special Ed-Mild/Moderate (K-12) • Elementary (K-6) • Elementary (K-6)Special Education Mild/Moderate (K-12) Dual Licensure Program • Early Childhood Education (PK-3) • Early Childhood Education (PK-K)
CURRENT ALTERNATIVE PROGRAMS Enter each teacher education program including licensure fields	N/A

PROGRESS MADE TOWARDS INCORPORATING A PRE-SERVICE PERFORMANCE ASSESSMENT APPROVED BY THE HTSB	We have adopted the edTPA per faculty vote and will implement it in the coming academic year (2014-2015).

Section II. Additional Information

A. **Program Information.** Please complete the program enrollment and completer table below. Report each program individually.

NAME OF PROGRAM	TYPE OF PROGRAM	2012-2013 NUMBER ENROLLED	2012-2013 NUMBER of COMPLETERS	2011-2012 NUMBER ENROLLED	2011-2012 NUMBER of COMPLETERS	2010-2011 NUMBER ENROLLED	2010-2011 NUMBER of COMPLETERS
English (6-12) Undergraduate	Traditional	9	1	9	2	12	2
English (6-12) Post-Baccalaureate	Traditional	0	0	0	0	0	0
English (6-12) Graduate MAT	Traditional	14	3	14	2	17	5
Mathematics (6-12) Undergraduate	Traditional	1	0	1	0	0	0
Mathematics (6-12) Post-Baccalaureate	Traditional	0	0	0	0	3	3

B. **Teachers Prepared by Area of License.** For each initial teacher preparation program, provide the number of teachers prepared by area of license in 2012-13. Include both traditional programs and alternative routes to teacher licensure.

Area of license	Number prepared
English (6-12)	4
Mathematics (6-12)	6
Science (6-12)	3
Social Studies (6-12)	5
Special Ed-Mild/Moderate (K-12)	25
Elementary (K-6)	35
Early Childhood Education (PK-3)	0
Early Childhood Education (PK-K)	0
Elementary (K-6) Special Education Mild/Moderate (K-12) Dual	1

C. **Educator Preparation Program Approval.** Indicate the evidence the EPP has that ensures they are following the requirements stated in NBI 13-24, Adoption of the Council for Accreditation of Educator Preparation Standards.

1. Provide evidence that candidates meet the Hawai'i teacher performance standards.

> All candidates must demonstrate the Hawai'i teacher performance standards during student teaching.

2. Provide evidence that candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.

> Cooperating Teachers complete a dispositions survey on student teachers.

3. Provide evidence that candidates are prepared to incorporate the following areas into their practice:
   a. Hawaiian language, history and culture;

> Elementary, Secondary, and Special Education graduate students take the EDUC643 Hawaiian Culture & Language course. Early Childhood graduate students take the EDUC 764 Culturally Appropriate Practice & Mont. Methods course. Bachelors-level Elementary students take the HI 451 Modern Hawai`i course. Bachelors-level secondary students take the ED462 Multicultural Education course which includes Hawaiian language, history and culture. We do not currently have a bachelors-level licensure program in Early Childhood Education or Special Education.

b. Student standards adopted by the Department;

> Candidates complete a unit during student teaching. Common core state standards are used in this unit and it is also reflective of the Department's SLO framework.

c. Teaching of reading including working with students of reading difficulties;

> Graduate Elementary Education candidates take the EDUC 610 Elementary Language Arts Methods and EDUC 660 SPED: Introduction to Exceptional Children courses. Graduate Secondary Education candidates take the EDUC 642 Teaching Literacy Through the Content Areas and EDUC 660 SPED: Introduction to Exceptional Children courses. Graduate Special Education candidates take the EDUC 642 Teaching Literacy Through the Content Areas, EDUC 660 SPED: Introduction to Exceptional Children, and EDUC 668 SPED: K-12 Language Arts & Methods courses. Graduate Early Childhood Education candidates take the EDUC 766 Language Arts Methods for Montessori and EDUC 660 SPED: Introduction to Exceptional Children courses. Bachelor's Elementary Education students take the ED 320 Elementary Language Arts Methods I, ED 321 Elementary Language Arts Methods II, and ED 326 Exceptional Children courses. Bachelor's Secondary Education students take the ED 421 Literature of Adolescents, ED 423 Teaching Strategies: Secondary, and ED 326 Exceptional Children courses. We do not currently have a bachelors-level licensure program in Early Childhood Education or Special Education.

d. Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;

> Candidates in graduate programs take the EDUC 660 SPED: Introduction to Exceptional Children course. Candidates in undergraduate programs take the ED 326 Exceptional Children course.

e. Working effectively with students who are limited English proficient;

> ELL topics are covered in the EDUC 660 SPED: Introduction to Exceptional Children graduate course and ED 326 Exceptional Children undergraduate course. They are also covered in EDUC 610 Elementary Language Arts Methods course for graduate Elementary Education candidates, the EDUC 642 Teaching Literacy Through the Content Areas course for graduate Secondary Education candidates, the EDUC 668 SPED: K-12 Language Arts & Methods course for graduate Special Education candidates, and the EDUC 766 Language Arts Methods for Montessori course for graduate Early Childhood candidates. Undergraduate courses that include ELL topics are ED 320 Elementary Language Arts Methods I and ED 321 Elementary Language Arts Methods II courses for Elementary Education candidates and ED 421 Literature of Adolescents and ED 423 Teaching Strategies: Secondary courses for Secondary Education candidates.

f. Working with gifted and talented students;

> Candidates in graduate programs take the EDUC 660 SPED: Introduction to Exceptional Children course. Candidates in undergraduate programs take the ED 326 Exceptional Children course.

g. Integrating technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

> Elementary, Secondary, and Special Education graduate students take the EDUC 640 Educational Technology in the Classroom course. Early Childhood Education graduate students take the EDUC 765 Development of the Senses & Montessori Methods course. Elementary Education undergraduate students take the ED 224 Technology and Planning course and Secondary Education undergraduate students take the ED 222 Educational Technology course.

4. Provide evidence that candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.

> National standards are infused into program learning outcomes and course learning outcomes for all licensure programs.
>
> Teacher Performance Standards (InTASC Standards)
>
> Note: The Program Learning Outcomes are the same across all licensure programs. The course syllabi all include a matrix correlating the program learning outcomes with the course learning outcomes.
>
> - InTASC Standard 1: Learner Development
>   - Program Learning Outcome 2: Developmentally Appropriate Practice (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning).
> - InTASC Standard 2: Learning Differences
>   - Program Learning Outcome 7: Focus on Student Learning (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology).
> - InTASC Standard 3: Learning Environment
>   - Program Learning Outcome 7: Focus on Student Learning (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community,

- curriculum standards, and integration of appropriate technology).
- InTASC Standard 4: Content Knowledge
  - Licensure Program Learning Outcome 1: Content Knowledge (Knowledge of subject matter such as reading/language arts, mathematics, social sciences, science, visual arts, musical arts, and kinesthetic arts).
- InTASC Standard 5: Application of Content
  - Program Learning Outcome 3: Pedagogical Content Knowledge (Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner).
  - Program Learning Outcome 4: Educational Technology (Knowledge of and application of appropriate technology for student learning).
- InTASC Standard 6: Assessment
  - Program Learning Outcome 5: Assessment for Learning (Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning).
- InTASC Standard 7: Planning for Instruction
  - Program Learning Outcome 3: Pedagogical Content Knowledge (Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner).
- InTASC Standard 8: Instructional Strategies
  - Program Learning Outcome 3: Pedagogical Content Knowledge (Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner).
  - Program Learning Outcome 6: Diversity (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments).
  - Program Learning Outcome 7: Focus on Student Learning (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology).
- InTASC Standard 9: Professional Learning and Ethical Practice
  - Program Learning Outcome 8: Professional & Ethical Dispositions and Communication: (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues).
- InTASC Standard 10: Leadership and Collaboration
  - Program Learning Outcome 8: Professional & Ethical Dispositions and Communication: (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues).

Specialty Area Program Standards used in Individual Course Learning Outcomes

- Elementary Education
  - Association for Childhood Education International (ACEI) Standards
    - Program: MAT Elementary Education (Graduate)

- Program: Bachelor of Science Elementary Education with K-6 Licensure (Undergraduate)
- Secondary English
  - National Council of Teachers of English
    - Program: MAT Secondary Education (English)
    - Program: Bachelor of Science in Secondary Education (English)
- Secondary Mathematics
  - National Council of Teachers of Mathematics
    - Program: MAT Secondary Education (Mathematics)
    - Program: Bachelor of Science in Secondary Education (Mathematics)
- Secondary Science
  - National Science Teachers Association
    - Program: MAT Secondary Education (Science)
    - Program: Bachelor of Science in Secondary Education (Science)
- Secondary Social Studies
  - National Council for the Social Studies
    - Program: MAT Secondary Education (Social Studies)
    - Program: Bachelor of Science in Secondary Education (Social Studies)
- Special Education (K-12)
  - Council for Exceptional Children
    - Program: MAT Special Education (**Special Education**)
- Early Childhood Education Programs
  - National Association for the Education of Young Children
    - Program: MAT Early Childhood Education (PreK-Grade 3) (Graduate)
    - Program: MED Early Childhood Education (PreK-K)[1] (Graduate)

5. Provide evidence that candidates clinical experience is met by one of the following requirements:
   (A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency; or
   (B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP; or
   (C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

A. Student Teaching at Chaminade is a minimum of 450 hours.

---

[1] This is a newly-approved program

Graduation rates. Report information on enrollment and program completion for programs leading to initial teacher licensure.

Programs Leading to initial teacher licensure

Academic year a candidate was first enrolled	Number of candidates enrolled for the first time in a program leading to licensure	Number of candidates or completers who were recommended for licensure in AY 2012-2013	Number of candidates who did not get recommended for licensure (at the time this report is submitted).		
			Continued in an program	**Been counseled out of a program**	**Withdrawn from a program**
AY 2012-2013	56	79	225 continued in program/0 Counseled Out / 0 Withdrawn from program		

Section IV. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize activities the EPP has engaged in and report on the outcomes of those activities as they relate to correcting areas of improvement or conditions cited in the current SATEP approval report.

Chaminade University faculty members have officially adopted the edTPA per HTSB rules. This will become an important valid and reliable data source that can be used to make programmatic decisions and satisfy accreditation requirements.

The student teaching materials were updated to better reflect the InTASC standards that were adopted by HTSB.

The unit plan for student teaching has also been modified to reflect the SLO framework used by the Hawaii Department of Education (http://eesteacher.weebly.com/student-learning-objectives-slos.html). The goal is for student teachers to use the framework in setting objectives, teaching, collecting data, analyzing data, and making instructional decisions based on these data.

Section V. Accreditation Pathway

State the pathway your EPP has chosen and explain what steps have been taken towards national accreditation.

Chaminade University has chosen the TEAC pathway for national accreditation. We are currently working to develop a draft Inquiry Brief and set a date for the visit.

Section VI. Substantive Changes

Have any of the following substantive changes occurred during the 2012-2013 academic year?

Has the EPP made changes in the published mission or objectives of the EPP?
No Change/ Not Applicable

Has the EPP added programs of study different from those that were offered when most recently approved?
No Change/ Not Applicable

Has the EPP added courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently approved?
No Change/ Not Applicable

Does the EPP have a contract with other providers for direct instructional services, including any teach-out agreements (A teach-out agreement is a written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program)?

Explanation

Chaminade University continues to provide courses for Teach for America. They have also signed an MOU with Kaho`iwai - Center for Adult Teaching and Learning to partner on Educational Leadership coursework.

Are there any changes that mean the EPP no longer satisfies approval standards or requirements?
No Change/ Not Applicable

Are there any changes in regional or higher education accreditation status?
No Change/ Not Applicable

Section VI. Student Loan Default Rate

Consumer information	No Access to Data	Access to data	Publicly displayed data (insert link)
3-year student loan default rate		2011- 8.3% 2010-8.2% 2009-9.8% (Institutional)	http://www.whitehouse.gov/issues/education/higher-education/college-score-card

OPE/ID (Office of Post-Secondary Education) number	001605

Chaminade University – Behavioral Sciences

UNIT NAME AND ADDRESS	Chaminade University 3140 Waialae Avenue Behavioral Sciences 105 Honolulu, Hawaii 96816
CONTACT(s) including name, positions, phone#, fax#, and email address	Robert Santee, Ph.D., Dean (808)735-4720 Email: rsantee@chaminade.edu
CURRENT TRADITIONAL PROGRAMS **Enter each teacher education program including approved licensure fields**	<u>Traditional Master's Program with Full State</u> <u>Approval through December 2016</u> • School Counseling (K-12)
CURRENT ALTERNATIVE PROGRAMS **Enter each teacher education program including licensure fields**	None
PROGRESS MADE TOWARDS INCORPORATING A PRE-SERVICE PERFORMANCE ASSESSMENT APPROVED BY THE HTSB	N/A

Section II. Additional Information

A. **Program Information.** Please complete the program enrollment and completer table below. Report each program individually.

NAME OF PROGRAM	TYPE OF PROGRAM	2012-2013 NUMBER ENROLLED	2012-2013 NUMBER of COMPLETERS	2011-2012 NUMBER ENROLLED	2011-2012 NUMBER of COMPLETERS	2010-2011 NUMBER ENROLLED	2010-2011 NUMBER of COMPLETERS
School Counseling (K-12)	Traditional	22	22	48	45	28	27

B. Teachers Prepared by Area of License. For each initial teacher preparation program, provide the number of teachers prepared by area of license in 2012-13. Include both traditional programs and alternative routes to teacher licensure.

Area of license	Number prepared
School Counseling (K-12)	22

(D) **Educator Preparation Program Approval.** Indicate the evidence the EPP has that ensures they are following the requirements stated in HAR 8-54-21, "Approval of educator preparation programs."

1. Provide evidence that candidates meet the Hawai'i teacher performance standards.

> ePortfolio, Program Evaluation

2. Provide evidence that candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.

> ePortfolio, Site Supervisor Evaluation

3. Provide evidence that candidates are prepared to incorporate the following areas into their practice:
   a. Hawaiian language, history and culture;

> PSY736 signature assignment

   b. Student standards adopted by the Department;

> The School Counseling program uses the School Counselor Performance Standards adopted by HTSB. All applicable evidence for School Counseling standards are located in the following assessments: ePortfolio, School Counseling Comprehensive Exam, Program Evaluation

   c. Teaching of reading including working with students of reading difficulties;

> School Counseling candidates may incorporate Beginning Reading into their Guidance Lessons, but it is not a formal component of the School Counseling program curriculum.

   d. Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;

> Program Evaluation, Site Evaluation

   e. Working effectively with students who are limited English proficient;

> Program Evaluation

f. Working with gifted and talented students;

Program Evaluation

g. Integrating technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

PSY521, PSY736, PSY751 signature assignments, ePortfolio

4. Provide evidence that candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.

The School Counseling program aligns with CACREP standards.

5. Provide evidence that candidates clinical experience is met by one of the following requirements:
   (A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency
   (B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP;
   or
   (C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

A. Practicum/Internship Time Logs

Graduation rates. Report information on enrollment and program completion for programs leading to initial teacher licensure.

Programs leading to initial teacher licensure

Academic year a candidate was first enrolled	Number of candidates enrolled for the first time in a program leading to licensure	Number of candidates or completers who were recommended for licensure in AY 2012-2013	Number of candidates who did not get recommended for licensure (at the time this report is submitted).		
			Continued in an program	**Been counseled out of a program**	**Withdrawn from a program**
AY 2012-2013	28	22	6 continued in program/0 Counseled Out / 11 Withdrawn from School Counseling program		

Section IV. Areas for Improvement, Weaknesses, and/or Stipulations
Summarize activities the EPP has engaged in and report on the outcomes of those activities as they relate to correcting areas of improvement or conditions cited in the current SATEP approval report.

No areas of weakness, concern or issues were cited in the previously submitted Annual SATE report. No conditions were placed on the Behavioral Sciences School Counseling program during its most recent HTSB accreditation.

In preparation of writing the Inquiry Brief for the TEAC Legacy national accreditation, changes to the School Counseling program's Student Learning Outcomes were made. The changes are:

School Counseling emphasis students will demonstrate:
   a. Declarative knowledge (e.g., the foundation, theory, and concepts) of an effective school counselor.
      • Skills and competencies in this area are developed and assessed in all School Counseling emphasis courses: Psy 500 School Counseling and Exceptional Children, PSY 501 The School Counselor in an Educational Context, PSY 771 School Counseling, PSY 646 Practicum, PSY 671 Internship A, PSY 672 Internship B, PSY 720 Psychological and Educational Testing, and PSY 776 Crisis Counseling
      • Declarative knowledge is assessed using the following assessment tools:
         o Core Comprehensive Examination
         o School Counseling Comprehensive Examination
         o PRAXIS II Professional Counselor Examination
   b. Procedural knowledge (e.g., ability to apply the skills) of an effective school counselor Skills and competencies in this area are developed and assessed, primarily
      • Skills and competencies in this area are developed and assessed, primarily in
         PSY 501 The School Counselor in an Educational Context, PSY 771 School Counseling, PSY 646 Practicum, PSY 671 Internship A, PSY 672 Internship B, and PSY 776 Crisis

Counseling *(CACREP School Counseling Programs-C-2) (HTSBCPS-I, II, III, IV, V), (DOEGLO), (ASCACSCP: Counseling, Case Management), (ASCANSSCP: I, II, III).*

- Procedural knowledge is assessed using the following assessment tools:
  - Site Supervisor's Evaluation of School Counseling Candidate survey
  - Clinical course instructor's evaluation of the School Counseling candidate's case study and video course assignment.

The revision was based on research conducted by Dr. Robert Santee who identified two types of learning critical to our students' learning and performance outcomes - declarative and procedural.

The School Counseling program increased its faculty by hiring Dr. Darren Iwamoto as an Assistant Professor. Replacing Dr. Iwamoto as the School Counseling Internship Director is Ms. Deneen Wong, MSCP. Ms. Wong was hired on Aug. 1, 2013.

Section V. Accreditation Pathway
State the pathway your EPP has chosen and explain what steps have been taken towards national accreditation.

The Behavioral Sciences Division has decided on the TEAC Legacy/Inquiry Brief Pathway. Faculty attended to CAEP conference in Louisville, KY (3/2013) and Nashville, TN (3/2014) to familiarize themselves with CAEP policies and procedures. After conversations both internally and externally, the Behavioral Sciences Division has decided to apply to CAEP as its own EPP. Phase I of the CAEP application is near completion. The Phase I application form and fee is projected to be sent to CAEP no later than May 2014.

In regards to assessment, the Behavioral Sciences Division has identified their primary assessment tools. They are (a) PRAXIS II content examination; (b) Core Comprehensive Examination; (c) School Counseling Comprehensive Examination; (d) Site Supervisor's Evaluation of the School Counseling Candidate survey; and (3) Program Evaluation survey. Supporting assessment tools are (a) Principals' Survey; (b) Graduate Survey; and (c) ePortfolio.

In addition, the Behavioral Sciences Division is presently reviewing its policies and procedures in preparation for the Inquiry Brief audit. Through this process, the Behavioral Sciences Division revised its Student Learning Outcomes. Please refer to Section IV for the details of this revision.

Section VI. Substantive Changes
Have any of the following substantive changes occurred during the 2012-2013 academic year?

Has the EPP made changes in the published mission or objectives of the EPP?
No Change/ Not Applicable

Has the EPP added programs of study different from those that were offered when most recently approved?
No Change/ Not Applicable

Has the EPP added courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently approved?
No Change/ Not Applicable

Does the EPP have a contract with other providers for direct instructional services, including any teach-out agreements (A teach-out agreement is a written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program)?

No Change/ Not Applicable

Are there any changes that mean the EPP no longer satisfies approval standards or requirements?
No Change/ Not Applicable

Are there any changes in regional or higher education accreditation status?
No Change/ Not Applicable

Section VI. Student Loan Default Rate

Consumer information	No Access to Data	Access to data	Publicly displayed data (insert link)
3-year student loan default rate		2011- 8.3% 2010-8.2% 2009-9.8% (Institutional)	http://www.whitehouse.gov/issues/education/higher-education/college-score-card

OPE/ID (Office of Post-Secondary Education) number	

Hawaii Pacific University

UNIT NAME AND ADDRESS	Hawaiʻi Pacific University 1188 Fort Street Mall, Suite 254 Honolulu, HI 96819
CONTACT(s) including name, positions, phone#, fax#, and email address	Dr. Valentina M. Abordonado, Director Phone: 808-544-1143 Email:vabordonado@hpu.edu
CURRENT TRADITIONAL PROGRAMS **Enter each teacher education program including approved licensure fields**	<u>Traditional Undergraduate, Post-baccalaureate and Master's Program with Provisional Approval through June 2019</u> • Elementary Education (K-6)
CURRENT ALTERNATIVE PROGRAMS **Enter each teacher education program including licensure fields**	<u>Alternative Master's Program with Full State Approval through June 2019</u> • English (6-12) • Mathematics (6-12) • Science(6-12) • Social Studies • World Languages (6-12)
PROGRESS MADE TOWARDS INCORPORATING **A PRE-SERVICE PERFORMANCE ASSESSMENT APPROVED BY THE HTSB**	• School of Education faculty members are in discussions to select either the EdTPA or the PPAT for implementation in Fall 2017. • Director served on the ETS development committee for the PPAT and will be receiving training as a scorer for the PPAT in May 2014. • Director has also been selected by Pearson for training as a scorer for the EdTPA.

Section II. Additional Information

A. **Program Information.** Please complete the program enrollment and completer table below. Report each program individually.

NAME OF PROGRAM	TYPE OF PROGRAM	2012-2013 NUMBER ENROLLED	2012-2013 NUMBER of COMPLETERS	2011-2012 NUMBER ENROLLED	2011-2012 NUMBER of COMPLETERS	2010-2011 NUMBER ENROLLED	2010-2011 NUMBER of COMPLETERS
Elementary Education	Traditional	16	9	18	4	7	0
Elementary Education	Alternative	11	9	13	10	11	0
Secondary Education	Alternative	36	10	30	23	32	20

B. **Teachers Prepared by Area of License.** For each initial teacher preparation program, provide the number of teachers prepared by area of license in 2012-13. Include both traditional programs and alternative routes to teacher licensure.

Area of License	Number prepared
Elementary Education K - 6	9
English Education 6 - 12	3
Math Education 6 - 12	3
Science Education 6 - 12	0
Social Studies Education 6 - 12	3
Spanish Education 6 - 12	1

C. **Educator Preparation Program Approval.** Indicate the evidence the EPP has that ensures they are following the requirements stated in NBI 13-24, Adoption of the Council for Accreditation of Educator Preparation Standards.

1. Provide evidence that candidates meet the Hawai'i teacher performance standards.

   > All teacher candidates are required to complete a standards-based Professional Portfolio that contains reflections and artifacts for each standard.

2. Provide evidence that candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.

   > The clinical practice seminar professor completes a professional dispositions appraisal for each teacher intern.

3. Provide evidence that candidates are prepared to incorporate the following areas into their practice:

a. Hawaiian language, history and culture;

   > All teacher candidates complete a course titled, "Culture-based Education in Hawai'i," along with an embedded assessment referred to as the culture-based sail plan.

b. Student standards adopted by the Department;

   > All teacher candidates complete a unit plan that includes an alignment of the learning goals to the HCPS III and Common Core standards, and the GLOs.

c. Teaching of reading including working with students of reading difficulties;

   > - B.Ed. in Elementary Education teacher candidates complete a course titled, Reading in Elementary Education.
   > - M.Ed. in Secondary English Education teacher candidates complete a course in English curriculum, which includes a component on reading and literature.

d. Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;

   > All teacher candidates complete a foundational course in Special Education, which includes components on working with students with disabilities, including training related to participation as a member of individualized education program (IEP) teams.

e. Working effectively with students who are limited English proficient;

   > All teacher candidates complete a foundational course in teaching English to speakers of other languages (TESOL), which was specially designed for regular education teachers.

f. Working with gifted and talented students;

   > All teacher candidates complete a foundational course in Special Education, which includes a

component on working with gifted and talented students.

g. Integrating technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

All teacher candidates complete a unit plan and a teacher work sample, which includes a section on the integration of technology.

4. Provide evidence that candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.

Candidates complete curriculum courses that utilize course materials, which incorporate the SPA standards for English Language Arts, Math, Science, and Social Studies. Beginning in Fall 2014, all syllabi for subject area curriculum courses will include a table that shows the alignment of the SPA Standards, InTASC Standards, and course learning assessments.

5. Provide evidence that candidates clinical experience is met by one of the following requirements:

(A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency; or

(B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observationby the EPP;

    or

(C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

All teacher candidates complete two clinical practice courses, which require the completion of a clinical practice log, documenting the completion of 450 hours of supervised clinical experiences.

Graduation rates. Report information on enrollment and program completion for programs leading to initial teacher licensure.

Programs leading to initial teacher licensure

Academic year a candidate was first enrolled	Number of candidates enrolled in a program leading to licensure	Number of candidates or completers who were recommended for licensure in AY 2012-2013	Number of candidates who did not get recommended for licensure (at the time this report is submitted).		
			Continued in an program	Been counseled out of a program	Withdrawn from a program
AY 2012- 2013	63	28	62	0	1

Section IV. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize activities the EPP has engaged in and report on the outcomes of those activities as they relate to correcting areas of improvement or conditions cited in the current SATEP approval report.

All areas for improvement cited in the current SATEP approval report for the M.Ed. in Secondary Education have been met, as documented in a separate report submitted to and accepted by HTSB. The B.Ed. and M.Ed. in Elementary Education programs were provisionally approved and are currently being reviewed via the IB pathway for CAEP accreditation.

Section V. Accreditation Pathway
State the pathway your EPP has chosen and explain what steps have been taken towards national accreditation.

The School of Education has chosen the IB pathway for CAEP accreditation. The School of Education submitted an Inquiry Brief Proposal in September 2013 and hosted and onsite review in December 2013. The CAEP Accreditation Panel will render an accreditation decision in May 2014.

Section VI. Substantive Changes

Have any of the following substantive changes occurred during the 2012-2013 academic year?

Has the EPP made changes in the published mission or objectives of the EPP?
No Change/ Not Applicable

Has the EPP added programs of study different from those that were offered when most recently approved?
 No Change/ Not Applicable

Has the EPP added courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently approved?

No Change/ Not Applicable

Does the EPP have a contract with other providers for direct instructional services, including any teach-out agreements (A teach-out agreement is a written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program)?
No Change/ Not Applicable

Are there any changes that mean the EPP no longer satisfies approval standards or requirements?
No Change/ Not Applicable

Are there any changes in regional or higher education accreditation status?
No Change/ Not Applicable

Section VI. Student Loan Default Rate
Student loan default rates and other consumer information. Report consumer information for the educator preparation provider. (Hawai'i Revised Statute §302A-807)

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Consumer information	No Access to Data	Access to data	Publicly displayed data (insert link)
3-year student loan default rate		2011-4.4% 2010-4.2% 2009-5.3%	

OPE/ID (Office of Post-Secondary Education) number	No access to data.

iteachHAWAII

UNIT NAME AND ADDRESS	iteachHAWAII P.O. Box 1626 Denton, TX 76202
CONTACT(s) including name, positions, phone#, fax#, and email address	Dr. Diann Huber, President 940-383-8100 huberd@iteach.net
CURRENT TRADITIONAL PROGRAMS Enter each teacher education program including approved licensure fields	N/A
CURRENT ALTERNATIVE PROGRAMS Enter each teacher education program including licensure fields	<u>Alternative Post-baccalaureate Program with Full State Approval through December 2018</u> • English (6-12) • Mathematics (6-12) • Science(6-12) • World Languages (6-12) • Physical Education (6-12) • Physical Education (K-12) • Physical Education (K-6) • Health (6-12) • Health (K-12) • Health (K-6)
PROGRESS MADE TOWARDS INCORPORATING A PRE-SERVICE PERFORMANCE ASSESSMENT APPROVED BY THE HTSB	Currently visiting with both Pearson and ETS about using an assessment system

Section II. Additional Information

A. **Program Information.** Please complete the program enrollment and completer table below. Report each program individually.

NAME OF PROGRAM	TYPE OF PROGRAM	2012-2013 NUMBER ENROLLED	2012-2013 NUMBER of COMPLETERS	2011-2012 NUMBER ENROLLED	2011-2012 NUMBER of COMPLETERS	2010-2011 NUMBER ENROLLED	2010-2011 NUMBER of COMPLETERS
K – 12 Physical Education	Alternative	0	0	1	1	0	0
8 – 12 English	Alternative	1	1	0	0	0	0

B. **Teachers Prepared by Area of License.** For each initial teacher preparation program, provide the number of teachers prepared by area of license in 2012-13. Include both traditional programs and alternative routes to teacher licensure.

Area of License	Number prepared
8- 12 English	1

C. **Educator Preparation Program Approval.** Indicate the evidence the EPP has that ensures they are following the requirements stated in NBI 13-24, Adoption of the Council for Accreditation of Educator Preparation Standards.

1. Provide evidence that candidates meet the Hawai'i teacher performance standards.

Candidate's transcripts and test scores are reviewed at admission

2. Provide evidence that candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.

Evaluated by Field Supervisor on observation form

3. Provide evidence that candidates are prepared to incorporate the following areas into their practice:
a. Hawaiian language, history and culture;

EDTC 5000 – The Road to Certification

b. Student standards adopted by the Department;

> EDTC 5300 – Planning and Assessment

c. Teaching of reading including working with students of reading difficulties;

> EDTC 5500 – Literacy Across the Curriculum

d. Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;

> EDTC 5600 – Meeting the Needs of All Students

e. Working effectively with students who are limited English proficient;

> EDTC 5600 – Meeting the Needs of All Students

f. Working with gifted and talented students;

> EDTC 5600 – Meeting the Needs of All Students

g. Integrating technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

> EDTC 5400 – Planning and Assessment

4. Provide evidence that candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.

> NCATE recognized

5. Provide evidence that candidates clinical experience is met by one of the following requirements:

(A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency; or

(B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation
    by the EPP;
    or

(C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

> Option A

Graduation rates. Report information on enrollment and program completion for programs leading to initial teacher licensure.

Academic year a candidate was first enrolled	Number of candidates enrolled for the first time in a program leading to licensure	Number of candidates or completers who were recommended for licensure in AY 2012-2013	Number of candidates who did not get recommended for licensure (at the time this report is submitted).		
			Continued in an program	Been counseled out of a program	Withdrawn from a program
AY 2012- 2013	1	1		0	0

Section IV. Areas for Improvement, Weaknesses, and/or Stipulations
Summarize activities the EPP has engaged in and report on the outcomes of those activities as they relate to correcting areas of improvement or conditions cited in the current SATEP approval report.

Section V. Accreditation Pathway
State the pathway your EPP has chosen and explain what steps have been taken towards national accreditation.

NCATE

Section VI. Substantive Changes
Have any of the following substantive changes occurred during the 2012-2013 academic year?
No Change/ Not Applicable

Has the EPP added programs of study different from those that were offered when most recently approved?
No Change/ Not Applicable

Has the EPP added courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently approved?
No Change/ Not Applicable

Does the EPP have a contract with other providers for direct instructional services, including any teach-out agreements.
No Change/ Not Applicable

Are there any changes in regional or higher education accreditation status?
 Explanation

Received continued accreditation by NCATE

Section VI. Student Loan Default Rate

Consumer information	No Access to Data	Access to data	Publicly displayed data (insert link)
3-year student loan default rate	n/a		

OPE/ID (Office of Post-Secondary Education) number	

Kaho'iwai Center for Adult Teaching and Learning

UNIT NAME AND ADDRESS	Kaho`iwai Center for Adult Teaching and Learning 64-1043 Hi`iaka St Kamuela HI 96473
CONTACT(s) including name, positions, phone#, fax#, and email address	Joe Fraser – Director Phone: 808-5948617 joef@kalo.org
CURRENT TRADITIONAL PROGRAMS Enter each teacher education program including approved licensure fields	N/A
CURRENT ALTERNATIVE PROGRAMS Enter each teacher education program including licensure fields	<u>Alternative Post-baccalaureate Program with full State Approval until June 24, 2018</u> • Mathematics (6-12) • Science (6-12) • Hawaiian Studies (6-12) • Social Studies (6-12) • English (6-12)
PROGRESS MADE TOWARDS INCORPORATING A PRE-SERVICE PERFORMANCE ASSESSMENT APPROVED BYTHE HTSB	Have undertaken one webinar and have another planned. Am formally planning the incorporation of requirements into student assessments.

Section II. Additional Information

A. **Program Information.** Please complete the program enrollment and completer table below. Report each program individually.

NAME OF PROGRAM	TYPE OF PROGRAM	2012-2013 NUMBER ENROLLED	2012-2013 NUMBER of COMPLETERS	2011-2012 NUMBER ENROLLED	2011-2012 NUMBER of COMPLETERS	2010-2011 NUMBER ENROLLED	2010-2011 NUMBER of COMPLETERS
Secondary Education	Alternative	N/A	N/A	N/A	N/A	N/A	N/A

Post-Baccalaureate							

B. **Teachers Prepared by Area of License.** For each initial teacher preparation program, provide the number of teachers prepared by area of license in 2012-13. Include both traditional programs and alternative routes to teacher licensure.

Area of License	Number Prepared
Math	0
English	0
Social Studies	0
Hawaiian Studies	0
Science	0

C. **Educator Preparation Program Approval.** Indicate the evidence the EPP has that ensures they are following the requirements stated in NBI 13-24, Adoption of the Council for Accreditation of Educator Preparation Standards.

1. Provide evidence that candidates meet the Hawai'i teacher performance standards.

   > Candidates will be required to meet the standards throughout the program. No evidence yet since program has not started.

2. Provide evidence that candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.

   > Program has not yet started. Dispositions are in place.

3. Provide evidence that candidates are prepared to incorporate the following areas into their practice:
a. Hawaiian language, history and culture;

   > Program has not yet started. Hawaiian language, history and culture will be embedded within the program.

b. Student standards adopted by the Department;

   > Candidates will be required to meet the standards throughout the program. Program has not yet started so there is no evidence,

c. Teaching of reading including working with students of reading difficulties;

This is planned for in the coursework.

d. Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;

This is planned for in the coursework.

e. Working effectively with students who are limited English proficient;

This is planned for in the coursework.

f. Working with gifted and talented students;

This is planned for in the coursework.

g. Integrating technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

This is planned for throughout the program.

4. Provide evidence that candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.

All standards will be addressed.

5. Provide evidence that candidates clinical experience is met by one of the following requirements:
(A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency; or
(B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation
by the EPP;
or
(C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

In the process of selecting an assessment.

Graduation rates. Report information on enrollment and program completion for programs leading to initial teacher licensure.

Programs leading to initial teacher licensure

Academic year a candidate was first enrolled	Number of candidates enrolled for the first time in a program leading to licensure	Number of candidates or completers who were recommended for licensure in AY 2012-2013	Number of candidates who did not get recommended for licensure (at the time this report is submitted). 0		
			Continued in an program -	**Been counseled out of a program -**	**Withdrawn from a program - 0**
AY 2012-2013	0	0	0	0	0

Section IV. Areas for Improvement, Weaknesses, and/or Stipulations
Summarize activities the EPP has engaged in and report on the outcomes of those activities as they relate to correcting areas of improvement or conditions cited in the current SATEP approval report.

N/A

Section V. Accreditation Pathway
State the pathway your EPP has chosen and explain what steps have been taken towards national accreditation.

TEAC Accredited in 2013

Section VI. Substantive Changes
Have any of the following substantive changes occurred during the 2012-2013 academic year?

Has the EPP made changes in the published mission or objectives of the EPP?
No Change/ Not Applicable

Has the EPP added programs of study different from those that were offered when most recently approved?
No Change/ Not Applicable

Has the EPP added courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently approved?
No Change/ Not Applicable

Does the EPP have a contract with other providers for direct instructional services, including any teach-out agreements (A teach-out agreement is a written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program)?
No Change/ Not Applicable

Are there any changes that mean the EPP no longer satisfies approval standards or requirements?
No Change/ Not Applicable

Are there any changes in regional or higher education accreditation status?
No Change/ Not Applicable

Section VI. Student Loan Default Rate

Consumer information	No Access to Data	Access to data	Publicly displayed data (insert link)
3-year student loan default rate	N/A		

Kahuawaiola

UNIT NAME AND ADDRESS	Kahuawaiola Indigenous Teacher Education Program
CONTACT(s) including name, positions, phone#, fax#, and email address	Alohalani Housman, Interim Director 808-932-7416 housman@hawaii.edu
CURRENT TRADITIONAL PROGRAMS Enter each teacher education program including approved licensure fields	n/a
CURRENT ALTERNATIVE PROGRAMS Enter each teacher education program including licensure fields	<u>Alternative Post-Baccalaureate Program with Full State Approval through December 2016</u> • Hawaiian Language Immersion (P-12) • Hawaiian Language Immersion (K-6) • Hawaiian Language Immersion (P-3) • Hawaiian Language (6-12) • Hawaiian Studies (6-12) • Elementary Education (K-6)
PROGRESS MADE TOWARDS INCORPORATING A PRE-SERVICE PERFORMANCE ASSESSMENT APPROVED BY THE HTSB	While both pre-service performance assessments are in English, discussion regarding the development of an appropriate assessment for Hawaiian language immersion candidates is ongoing. Throughout this year, program faculty have participated in webinars, attended training workshops and information sessions, as well as phone conferences for both EdTPA and ETS PPAT in order to determine the compatibility of assessments to Hawaiian language/culture-based education. ➢ Phone conference with EdTPA- Oct 2013 and Feb 2014 ➢ Phone conference with ETS- Mar 2014

Section II. Additional Information

A. **Program Information.** Please complete the program enrollment and completer table below. Report each program individually.

NAME OF PROGRAM	TYPE OF PROGRAM	2012-2013 NUMBER ENROLLED	2012-2013 NUMBER of COMPLETERS	2011-2012 NUMBER ENROLLED	2011-2012 NUMBER of COMPLETERS	2010-2011 NUMBER ENROLLED	2010-2011 NUMBER of COMPLETERS
Hawaiian Language Immersion (P-12)	Alternative	6	2	9	5	10	5
Hawaiian Language Immersion (K-6)	Alternative	4	1	2	1	1	0
Hawaiian Language Immersion (P-3)	Alternative	1	0	0	0	0	0
Hawaiian Language	Alternative	6	3	9	5	10	5
Hawaiian Studies	Alternative	6	3	9	5	10	5
Elementary Education	Alternative	6	2	7	5	6	1

B. **Teachers Prepared by Area of License.** For each initial teacher preparation program, provide the number of teachers prepared by area of license in 2012-13. Include both traditional programs and alternative routes to teacher licensure.

Area of license	Number prepared
Hawaiian Language Immersion (P-12)	6
Hawaiian Language Immersion (K-6)	4
Hawaiian Language Immersion (P-3)	1
Hawaiian Language	6
Hawaiian Studies	6
Elementary K - 6	6

C. **Educator Preparation Program Approval.** Indicate the evidence the EPP has that ensures they are following the requirements stated in NBI 13-24, Adoption of the Council for Accreditation of Educator Preparation Standards.

Provide evidence that candidates meet the Hawai'i teacher performance standards.

> Teacher performance standards are embedded throughout program activities, assignments and measured in formative and summative performance based assessments. Work is ongoing in integrating InTASC standards into program.

Provide evidence that candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.

> Dispositions are included in formative and summative performance-based assessments.

Provide evidence that candidates are prepared to incorporate the following areas into their practice:
a. Hawaiian language, history and culture;

> As a Hawaiian culture-based teacher education program, the Hawaiian language is the primary language of all instruction and communication; all programming is provided through a Hawaiian cultural foundation as provided by Nā Honua Mauli Ola.

b. Student standards adopted by the Department;

> In addition to the program's Hawaiian cultural standards and goals, HCPS III and Common Core are incorporated into lesson and unit planning, instruction and assessment.

Teaching of reading including working with students of reading difficulties;

> The teaching of reading is addressed in the KED 621 Language Arts Methods class held during the summer. It is a 2-credit class that focuses on the importance of oral language development and its implication on reading skills. During the course, students are given an overview of the five areas of reading instruction identified by the National Reading Panel Report: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Students also learn about the Common Core Language Arts standards for grades K-12. In addition to the KED 621 course held during the summer, at least four 3-hour seminar classes held in the Fall and Spring are devoted to language arts teaching strategies and assessments. Dyslexia is addressed in a 3-hour class. Students are required to read, research, and record findings regarding reading difficulties: definitions, the warning signs, research facts, the multisensory structured language approach, classroom accommodations, and ideas for parental support.

Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;

> Each year a special education teacher from Hilo High School, gives a 3-hour presentation to the

student teachers: signs, criteria, and strategies for emotional impairments, ADD/ADHD, physical impairments, what to do and how to seed help when you have concerns about a student.

Working effectively with students who are limited English proficient;

All subjects in grades K-4 are taught through the medium of Hawaiian, therefore in some respects, all of the immersion students are limited English proficient until the 5th grade. Research in the United States, Canada, and elsewhere all show that students catch up to their peers in English proficiency by the end of 6th grade. Spelling continues to be somewhat problematic until the 8th grade. Students learn about the various approaches of immersion and various strategies to develop language proficiency. These language strategies can be used both in teaching Hawaiian and English. The book that we use with our students is, "Languages and Children: Making the Match" by Helena Curtain and Carol Ann Dahlberg.

Working with gifted and talented students;

The Kahuawaiola Indigenous Teacher Education Program uses the Moenahā Culture-based Instructional Method, which focuses on the various learning styles of students. It is a systematic and cultural cycle that organizes meaningful and purposeful learning experiences through a conceptual understanding of big ideas and essential questions. Moenahā was created to assist student teachers in the Kahuawaiola program with an instructional methodology that addresses multiple learning styles and a framework that drives learning with intent and purpose, while remaining true to a traditional Hawaiian pedagogy.

Integrating technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Educational technology is integrated throughout the program to achieve these primary goals: 1) learning about the technology that is needed to be successful in the pre-service program; 2) increasing P-12 student achievement; and 3) communicating and sharing information beyond the confines of the classroom, i.e., as a distance learning program. Throughout all the courses and the practicum, student teachers apply their technology knowledge and skills as they develop curriculum units and electronic portfolios using Hōkeo Moenahā, an electronic instructional database.

Provide evidence that candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.

n/a

Provide evidence that candidates clinical experience is met by one of the
following requirements:

> (A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency;
>
> or
>
> (B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP;
>
> or
>
> (C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

(A) Candidates are required to complete a minimum of 1,000 supervised clinical experience hours in two semesters of full-time student teaching.

Graduation rates. Report information on enrollment and program completion for programs leading to initial teacher licensure.

Programs leading to initial teacher licensure

Academic year a candidate was first enrolled	Number of candidates enrolled for the first time in a program leading to licensure	Number of candidates or completers who were recommended for licensure ~~in~~ by? AY 2012-2013	Number of candidates who did not get recommended for licensure (at the time this report is submitted).		
			Continued in an program	Been counseled out of a program	Withdrawn from a program
AY 2012-2013	6	0	5 continued in program/0 Counseled Out / 1Withdrawn from program		

Summarize activities the EPP has engaged in and report on the outcomes of those activities as they relate to correcting areas of improvement or conditions cited in the current SATEP approval report.

Hawaiian Language Immersion, Hawaiian Studies and Hawaiian Language Programs:

1) Activities that provide evidence that beginning **reading** and **math** strategies are taught and assessed for all teacher candidates:

READING: The teaching of reading is addressed in the KED 621 Language Arts Methods class held during the summer. It is a 2-credit class that focuses on the importance of oral language development and its implication on reading skills.

- Students are given an overview of the five areas of reading instruction identified by the National Reading Panel Report: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

- Students learn about the Common Core Language Arts standards for grades K-12.

- In addition to the KED 621 course held during the summer, at least four 3-hour seminar classes held in the Fall and Spring are devoted to language arts teaching strategies and assessments.

- Teacher candidates are required to develop at least one unit in the Fall semester and one unit in Spring semester in the area of language arts instruction.

- Dyslexia is addressed in a 3-hour class. Students are required to read, research, and record findings regarding reading difficulties: definitions, the warning signs, research facts, the multisensory structured language approach, classroom accommodations, and ideas for parental support.

MATH:

-Teacher candidates are taught various strategies that have been successful in teaching math to Hawaiian medium students such as concrete-pictorial-abstract instruction, model-drawing, student think-alouds, mental math strategies, and systematic and explicit instruction.

-Candidates are required to create lesson plans using at least two of these strategies and demonstrate application by teaching a classroom of summer school students.

-Teacher candidates are assessed by mentor through observation of teaching and evaluation of lesson plans.

-Teacher candidates are also required to complete various exercises in order to practice math strategies taught.

2) Activities that provide evidence that teacher candidates understand and can demonstrate differentiation of instruction to meet the needs of diverse learners:

- The Kahuawaiola Indigenous Teacher Education Program uses the Moenahā Culture-based Instructional Method, which focuses on the various learning styles of students. It is a systematic and cultural cycle that

organizes meaningful and purposeful learning experiences through a conceptual understanding of big ideas and essential questions. Moenahā was created to assist student teachers in the Kahuawaiola program with an instructional methodology that addresses multiple learning styles and a framework that drives learning with intent and purpose, while remaining true to a traditional Hawaiian pedagogy.

- Student teachers develop at least one moenahā unit during the summer, 3 units during the Fall semester, and 3 units during the Spring semester. All of these units address the four different learning styles of students.

Section V. Accreditation Pathway
State the pathway your EPP has chosen and explain what steps have been taken towards national accreditation.

Currently in discussion whether we will apply for national accreditation with TEAC and/or possibly WINHEC (international).

Section VI. Substantive Changes
Have any of the following substantive changes occurred during the 2012-2013 academic year?

Has the EPP made changes in the published mission or objectives of the EPP?
No Change/ Not Applicable

Has the EPP added programs of study different from those that were offered when most recently approved?
No Change/ Not Applicable

Has the EPP added courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently approved?
Explanation

Effective with 2013-14 teacher candidate cohort, revision to pedagogy content courses: Language Arts (KEd 621 reduced from 3 cr. to 2 cr., however an increase of additional 30 hours (2 cr. equivalent) of literacy instruction during practicuum seminars (KEd 642 and 644), KEd # Science (increase from 1 to 2 cr.), KEd # Math (increase from 1 to 2 cr.), Technology (eliminated as separate course, knowledge and skills are currently integrated throughout all courses)

Does the EPP have a contract with other providers for direct instructional services, including any teach-out agreements (A teach-out agreement is a written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program)?
No Change/ Not Applicable

Are there any changes that mean the EPP no longer satisfies approval standards or requirements?
No Change/ Not Applicable

Are there any changes in regional or higher education accreditation status?
No Change/ Not Applicable

Section VI.

Student loan default rates and other consumer information.

Consumer information	No Access to Data	Access to data	Publicly displayed data (insert link)
3-year student loan default rate		2011- 9.7% 2010-8.3% 2009-9.3%	

OPE/ID (Office of Post-Secondary Education) number	x	

Leeward Community College

UNIT NAME AND ADDRESS	Leeward Community College 96-045 Ala `Ike Pearl City, HI 96782
CONTACT(s) including name, positions, phone#, fax#, and email address	Roberta ("Bobbie") Martel,\Coordinator /Assistant Professor 808-455-0632 rmartel@hawaii.edu
CURRENT TRADITIONAL PROGRAMS Enter each teacher education program including approved licensure fields	N/A
CURRENT ALTERNATIVE PROGRAMS Enter each teacher education program including licensure fields	Alternative Post-baccalaureate Program with Provisional State Approval through December 2015 • CTE Arts and Communications (6-12) • CTE Business (6-12) • CTE Health Services (6-12) • CTE Industrial and Engineering Technology (6-12) • CTE Natural Resources (6-12) • CTE Public and Human Services (6-12)
PROGRESS MADE TOWARDS INCORPORATING A PRE-SERVICE PERFORMANCE ASSESSMENT APPROVED BY THE HTSB	In the process of researching the assessment that will be best for our program.

Section II. Additional Information

A. **Program Information.** Please complete the program enrollment and completer table below. Report each program individually.

NAME OF PROGRAM	TYPE OF PROGRAM	2012-2013	2012-2013	2011-2012	2011-2012	2010-2011	2010-2011
		NUMBER ENROLLED	NUMBER of COMPLETERS	NUMBER ENROLLED	NUMBER of COMPLETERS	NUMBER ENROLLED	NUMBER of COMPLETERS
Alternative Certification for CTE Licensure Program	Alternative	3	2	N/A	N/A	N/A	N/A
Special Education (K-12)	Alternative	N/A					

B. **Teachers Prepared by Area of License.** For each initial teacher preparation program, provide the number of teachers prepared by area of license in 2012-13. Include both traditional programs and alternative routes to teacher licensure.

Area of license	Number prepared
CTE IET License	2

C. **Educator Preparation Program Approval.** Indicate the evidence the EPP has that ensures they are following the requirements stated in NBI 13-24, Adoption of the Council for Accreditation of Educator Preparation Standards.

1. Provide evidence that candidates meet the Hawai'i teacher performance standards.

   Candidates are responsible for meeting proficiency for the progressions that represent the knowledge, skills, and dispositions of the ten Hawaii Teacher Standards Board (HTSB) standards. These progressions frame what a beginning teacher is responsible for demonstrating in order to gain teacher licensure in the CTE Alternative Certification program. Each of these standards has central concepts and language that candidates will become familiar with in their coursework and practicum experiences. Course assessments are aligned with the ten progressions demonstrating evidence of meeting the standards. Candidates complete a culminating portfolio assembling artifacts of student work along with rationales as to how the artifact meets each of the 10 HTSB standards. In addition the 5 formal evaluations completed during student teaching demonstrate that the candidate has met the standards. The evaluation form is aligned with the ten progressions.

2. Provide evidence that candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.

   The Cooperating Teacher and the College Supervisor complete the Professional Dispositions Evaluation form mid semester and end semester in both Practicum courses (O&P first semester, student teaching second semester). In addition, candidates complete the Professional Disposition Evaluation form as a self-assessment. Candidates must demonstrate proficiency by scoring a summary rating of (3) Meets Proficiency, or (4) Meets with Excellence for HTSB standards 1-10. The College Supervisor formally evaluates the candidates 5 times during the student teaching semester for Knowledge, skills and dispositions.

3. Provide evidence that candidates are prepared to incorporate the following areas into their practice:
   a. Hawaiian language, history and culture;

   Candidates following Track II of the program of study, entering with an Associate degree and a minimum of 3 years of industry experience, will complete a full semester course, ED 294 Intro.to Multicultural Education, where they will learn content and strategies for creating an inclusive classroom learning environment and incorporating Hawaiian language, history and culture into their practice. All candidates in both tracks of study

will complete a module entitled, Culturally Responsive Teaching the CTE Classroom in the first semester of practicum, ED 295A. Candidates learn to apply the culturally responsive approach to teaching specific to Hawaii. Na Honua Mauli Ola (NHMO) is a compilation of nine cultural pathways. The nine cultural pathways of NHMO was developed by a thirty-two member committee with support from the Native Hawaiian Education Council (NHEC), Kamehameha Schools, Office of Hawaiian Affairs and Ka Haka `Ula O Ke`elikolani College UH-Hilo. As the candidates learn the pathways, they consider ways to incorporate culture, culture-based education and Na Honua Mauli Ola in their teaching. Candidates complete a Practicum Analysis demonstrating how one of more of the cultural pathways will be included in their teaching.

b. Student standards adopted by the Department;

Candidates in the Alternative Certification for CTE Licensure Program incorporate CTE standards, Common Core standards and HCPS III (where applicable) in their lesson plans and unit plans. These plans are approved by the Cooperating Teacher, College Supervisor and education instructor prior to delivery during the practicum experience.

c. Teaching of reading including working with students of reading difficulties;

Candidates following the Track II program of study, entering with an Associate degree and a minimum of three years of industry experience, will complete a full semester course, ED 291 Language and Literacy I, where they will learn content and strategies to scaffold the literacy development of their students in the middle/secondary CTE classroom. All Candidates in tracks I (bachelor's degree and higher) and II in the first semester of practicum, ED 295A, complete a module in Content Area Literacy where they learn to apply strategies to scaffold learners in the literacy process of reading and writing in the CTE content classroom. Through online lecture, videos to demonstrate methods of higher level questioning, articles supporting authentic literacy instruction in the CTE classroom and a resource handbook for Common Core Standards & Career and Technical Education, candidates learn how to support the literacy development of their students. Candidates complete a Practicum Analysis demonstrating how they infuse strategies into their classroom to support the reading/writing/comprehension connection for their content specific students.

d. Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;

All Alternative Certification candidates are enrolled in the required semester long course, ED 284: Foundations of Inclusion in Teaching inclusively where they receive instruction on the IDEA 2004 policy, including in-depth look at RTI and the special education process. A key assignment in the course is the IDEA Analysis and Plan which requires students to create a sample communication to parents detailing the special education process from the referral, through the IEP and reevaluation requirements in family friendly language. Candidates also complete a Professional Learning Network

assignment which requires an outreach to a community disability serving agency. Students in ED 284 complete 15 modules related to working with the range of diverse learners. Students become familiar with the Comprehensive Student Support System- a Hawaii Department Of Education initiative to support the early warning identification of students at risk for school failure. Students also complete a module specific to working with students who are culturally and linguistically diverse and may be at risk for being disproportionality represented in special education. Additional assignments in the course focus on correctly demonstrating the implementation of accommodations within the general classroom and using the RTI problem-solving approach to select appropriate research bases strategies and interventions to address learner needs.

e.   Working effectively with students who are limited English proficient;

All candidates complete modules in the required course, ED 284, specific to working with students who are culturally and linguistically diverse.

f.   Working with gifted and talented students;

All candidates complete modules in the required course, ED 284, specific to working with students who are gifted and talented.

g.   Integrating technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

The core courses in the CTE Licensure program integrate project based learning with a final case study that is prepared to link theory of content with the practical application in the CTE content classroom. One example of integrating technology is the case study that candidates complete in the required core Educational Psychology course which includes instruction on how to use technology to communicate results of assessment to parents/guardians; how to record and track data when a lesson is complete; and how to use the data to direct instruction. In addition all candidates complete a module in their first semester Practicum course, ED 295A, entitled, Technology in the CTE Classroom. Within the module, candidates learn how technology can be leveraged to support their growth as professional educators; Candidates explore ways in which technology can be integrated to support diverse learning styles; they identify and evaluate web based software/hardware for the classroom and apply principles of technology in the analysis of practicum experiences. Candidates complete a Practicum Analysis reflection focusing on how they integrate technology effectively into their instruction within the CTE classroom.

4. Provide evidence that candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.

At this time there are no national standards for CTE

5. Provide evidence that candidates clinical experience is met by one of the following requirements:
   (A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency;
      or
   (B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation
         by the EPP;
         or
   (C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

Candidates in the Alternative Certification program complete 450 hours of supervised clinical experience. The Practicum that is required for the program includes 150 hours for O&P first semester with the College Supervisor acting as a mentor visiting the classroom to observe a minimum of 5 times during the semester. Second semester of Practicum is a full-time student teaching experience with 450 hours which includes 3 weeks of solo teaching.

Graduation rates. Report information on enrollment and program completion for programs leading to initial teacher licensure.

Programs leading to initial teacher licensure

Academic year a candidate was first enrolled 2012-2013	Number of candidates enrolled for the first time in a program leading to licensure	Number of candidates or completers who were recommended for licensure in AY 2012-2013 2	Number of candidates who did not get recommended for licensure (at the time this report is submitted).		
			Continued in an program	Been counseled out of a program	Withdrawn from a program
AY 2012-2013	3	2	1	0	0

Section IV. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize activities the EPP has engaged in and report on the outcomes of those activities as they relate to correcting areas of improvement or conditions cited in the current SATEP approval report.

The faculty for the Alternative Certification for CTE Licensure program have been working to address the following conditions:

1. Condition: The rubrics/scoring guides must be standards based and clearly organized by standard. A Student Assessment Map has been created to provide a detailed guide for the CTE candidates. This document clearly describes the progressions that represent the knowledge, skills and dispositions of the 10 HTSB teacher standards. These progressions frame what a beginning teacher is responsible for demonstrating in order to gain teacher licensure in the CTE Alternative Certification program. Each of the standards has central concepts and language that candidates will become familiar with in their coursework and practicum. The document includes essential questions to guide the candidate in understanding the progressions. In addition the assessments and rubrics are now clearly organized by standard.
2. Condition: Course syllabi and assignments that show evidence that the program is preparing candidates to incorporate Native Hawaiian culture, history and language into their instruction. The syllabi and assignments for ED 294, Intro to Multicultural Education and ED 295A Practicum, both demonstrate evidence.
3. Condition: A detailed description of how P-12 student understanding of Native Hawaiian culture, history and language will be enhanced by teacher candidates. Currently working on the narrative for this condition.
4. Condition: A clear and detailed description on how the program's school partners participate in the design, delivery and evaluation of field and clinical experiences. This narrative is complete
5. Condition: 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. The exit survey has been completed by one of the two candidates, the employer survey and follow-up surveys are due May 30, 2015.

The response with documentation of the five conditions will be submitted to HTSB July, 2015.

Section V. Accreditation Pathway

State the pathway your EPP has chosen and explain what steps have been taken towards national accreditation.

Leeward Community College has chosen to complete an Inquiry Brief Proposal via TEAC/CAEP. Leeward CC is now a member with an initial application submitted. The accreditation team visit is scheduled for May 12-15, 2015. Program faculty are currently working on the internal audit and following the accreditation check list as documented in the TEAC accreditation guide. Aaron Popham, the Assessment & Accreditation Director for BYU is working as a consultant with our team. Submission of our first draft is scheduled for September, 2014.

Section VI. Substantive Changes
Have any of the following substantive changes occurred during the 2012-2013 academic year?

Has the EPP made changes in the published mission or objectives of the EPP?
No Change/ Not Applicable

Has the EPP added programs of study different from those that were offered when most recently approved?
 Explanation

The Health Services license field has been added to the license fields for the Alternative Certification for CTE Licensure program

Has the EPP added courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently approved?
No Change/ Not Applicable

Does the EPP have a contract with other providers for direct instructional services, including any teach-out agreements (A teach-out agreement is a written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program)?
No Change/ Not Applicable

Are there any changes that mean the EPP no longer satisfies approval standards or requirements?
No Change/ Not Applicable

Are there any changes in regional or higher education accreditation status?
No Change/ Not Applicable

Section VI. Student Loan Default Rate

Consumer information	No Access to Data	Access to data	Publicly displayed data (insert link)
3-year student loan default rate	N/A		

OPE/ID (Office of Post-Secondary Education) number	N/A

Teach for America - Hawaii

UNIT NAME AND ADDRESS	Teach for America-Hawai'i 500 Ala Moana Boulevard Suite 3-400 Honolulu, HI 96813
CONTACT(s) including name, positions, phone#, fax#, and email address	William Scott, Managing Director P:(808) 521-1371 William.scott@teachforamerica.org
CURRENT TRADITIONAL PROGRAMS **Enter each teacher education program including approved licensure fields**	N/A
CURRENT ALTERNATIVE PROGRAMS **Enter each teacher education program including licensure fields**	<u>Alternative Post-baccalaureate Program with Provisional State Approval through June 2016</u> • Elementary Education (K-6) • Science (6-12) • Social Studies (6-12) • Mathematics (6-12) • English (6-12) • World Languages (6-12)
PROGRESS MADE TOWARDS INCORPORATING A PRE-SERVICE PERFORMANCE ASSESSMENT APPROVED BY THE HTSB	Attended edTPA workshop for EPPs.

Section II. Additional Information

A. **Program Information.** Please complete the program enrollment and completer table below. Report each program individually.

NAME OF PROGRAM	TYPE OF PROGRAM	2012-2013 NUMBER ENROLLED	2012-2013 NUMBER of COMPLETERS	2011-2012 NUMBER ENROLLED	2011-2012 NUMBER of COMPLETERS	2010-2011 NUMBER ENROLLED	2010-2011 NUMBER of COMPLETERS
Elementary Education (K-6)	Alternative	38	35	0	0	0	0
English (6-12)	Alternative	12	12	0	0	0	0
Mathematics (6-12)	Alternative	17	17	0	0	0	0
Science (6-12)	Alternative	10	6	0	0	0	0
Social Studies (6-12)	Alternative	7	6	0	0	0	0

B. **Teachers Prepared by Area of License.** For each initial teacher preparation program, provide the number of teachers prepared by area of license in 2012-13. Include both traditional programs and alternative routes to teacher licensure.

Area of license	Number prepared
Elementary Education (K-6)	35
English (6-12)	12
Mathematics (6-12)	17
Science (6-12)	6
Social Studies (6-12)	6

C. **Educator Preparation Program Approval.** Indicate the evidence the EPP has that ensures they are following the requirements stated in NBI 13-24, Adoption of the Council for Accreditation of Educator Preparation Standards.

1. Provide evidence that candidates meet the Hawai'i teacher performance standards.

Overall, our program's assessments address and serve as multiple ways of addressing Hawai'i's teacher performance standards in order to support teachers and students. There are examples of assessments alignment to performance standards below but is not limited to the examples provided below. Candidates demonstrate content knowledge through university coursework taken before entering the program and/or through Praxis I and Praxis II exams. Evidence of appropriate content application is also seen through Institute, Planning Portfolio, Clinical Observations, and Student Learning assessments. Instructional practice is assessed through the Institute assessment and Clinical Observations assessments which demonstrate candidates' pedagogical and professional knowledge and assessment of student teaching, respectively. Professional responsibility of candidates is assessed as part of the Student Learning Assessment and the Dispositions Assessment. All assessments, with the exception of the Praxis exams, require candidates to consider how to personalize learning for diverse learners.

2. Provide evidence that candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.

Candidates are scored and assessed throughout the school year, and formally midway through the supported teaching time (first year in the classroom) and at the end of the school year. Candidates' Manager of Teacher Leadership Development (in consultation with other program faculty and school staff) provide an evaluation of Unacceptable, Weak, or Acceptable to each candidate. If a candidate receives a rating of "Unacceptable" in any area— or a rating of "Weak" in three or more areas— an improvement plan is developed and reviewed with the candidate and candidates do not complete the program until improvement is demonstrated.

3. Provide evidence that candidates are prepared to incorporate the following areas into their practice:
   a. Hawaiian language, history and culture;

   Regional Induction and Orientation programs introduce corps members to the communities and cultures of Hawaii, with a special emphasis upon Native Hawaiian culture and history. Additionally, there are ongoing professional development sessions with community members and organizations that are based in Hawaiian language, history, and culture.

   b. Student standards adopted by the Department;

   The program is committed to aligning itself with the student standards adopted by the Department. Teach For America requires that teacher candidates develop standards-

aligned plans for their classroom. This implementation of standards is most clearly measured in the Institute Assessment and the Planning Portfolio, which require corps members to develop plans tied to state and national standards. The assessment rubrics for the Planning Portfolio illustrate the importance placed on teaching to content-based state and national standards. Each rubric measures the degree to which corps members plan courses, units, and lessons aligned with the standards. Clinical Observations and the Student Learning Assessment evaluate the degree to which corps members implement the standards in their classrooms. Corps members are required to implement standards aligned pre- and post- assessments to measure student improvement. Corps members are introduced to national standards at the institute. Regional orientation builds upon national standards and region-specific standards during Orientation. University coursework in the content areas also builds upon the introduction and continued expansion on national standards.

c. Teaching of reading including working with students of reading difficulties;

All corps members receive extensive instruction in literacy at the summer institute, taught by content specialists at both the secondary and the elementary level. The topics covered in the literacy curriculum is outlined below:

Core Literacy Curriculum:

- The importance of literacy instruction: literacy as a gateway, literacy and the achievement gap
- Identifying the source of reading difficulties
- Determining a text's difficulty
- Improving word recognition
- Building vocabulary
- Fluency: from bridge to decoding to comprehension
- Comprehension strategies
- Characteristic of independent readers and characteristics of struggling readers
- Teaching text structures and patterns
- Pre-reading strategies, during-reading strategies, post-reading strategies
- Informal writing, writing across content areas, formal writing: the five step process
- Developing oral language skills
- Word learning instruction
- A balanced literacy block: read aloud, shared reading, guided reading, independent reading, word study

In Hawai`i, this curriculum is supplemented by coursework at a partner university in Language Arts methods by regional experts in literacy education.

Elementary corps members are explicitly assessed on their beginning reading plans (Planning Portfolio), their implementation (Clinical Observations), and their effect on student learning (Student Learning Assessment). All elementary corps members are

> required to assess student reading ability through the DRA, track student skill development, and develop a plan to address areas of weakness.

d. Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;

> During teacher candidates' first year in the classroom they complete courses in content area pedagogy as well as in special education and differentiation strategies. Our general education teachers and special education teachers alike complete course work in special education so that all candidates are prepared to provide instruction to students with disabilities and to be contributing members of individualized education program teams at their school sites. During our summer institute training, which is pre-student teaching clinical experience, teacher candidates participate in pedagogy classes about instruction for limited English proficient students. During the year, training on differentiation for special populations including limited English proficient students is provided ongoing. We also have full time staff members trained in special education to provide support to all teachers.

e. Working effectively with students who are limited English proficient;

> Differentiation according to students' needs is seen in teacher candidates' assessments and in ongoing conversations with staff members who offer teacher candidates direct support throughout the Summer and the first year of teaching. The Institute assessment, Planning Portfolio, Clinical Observations, Student Learning Assessment, and University Coursework are formal ways of gauging candidates effectiveness of working with students who are limited English proficient.

f. Working with gifted and talented students;

> Differentiation according to students' needs is seen in teacher candidates' assessments and in ongoing conversations with staff members who offer teacher candidates direct support throughout the Summer and the first year of teaching. Similar to the evidence as seen in assessments mentioned that differentiates for students who are limited English proficient, evidence in seen in these assessments to differentiate for students at all academic levels and capabilities.

g. Integrating technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

> Teach For America's program requires teacher candidates to successfully integrate technology into their course, unit and lesson plans. Additionally, teacher candidates are evaluated on their ability to appropriately and successfully use technology as a teaching tool in their Clinical Observations. Teach For America is a very technologically

sophisticated organization: teacher candidates and student achievement data are tracked, managed, and analyzed electronically; curriculum support is offered through our online community, TFANet; professional development sessions model the successful use of technological tools. Teacher candidates are acculturated into an ethos of using technology to improve one's professional practice and are expected to use technological tools to the benefit of their students.

4. Provide evidence that candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.

Teach for America-Hawai'i has started the national accreditation process with TEAC. Specifically regarding standards used in each licensure field, teacher candidates use national standards such as Common Core Standards, HCPS, NCTE, NCTM, NCSS, NSES, where applicable.

5. Provide evidence that candidates clinical experience is met by one of the following requirements:
   (A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency;
      or
   (B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP;
      or
   (C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

   Teach for America-Hawai'i meets requirement B with the average number of clock hours of student teaching being 810 hours per candidate (work experience) with mentoring support averaging 360 hours per candidate (observation).

Graduation rates. Report information on enrollment and program completion for programs leading to initial teacher licensure.

Programs leading to initial teacher licensure

Academic year a candidate was first enrolled	Number of candidates enrolled for the first time in a program leading to licensure	Number of candidates or completers who were recommended for licensure in AY 2012-2013	Number of candidates who did not get recommended for licensure (at the time this report is submitted).		
			Continued in an program	Been counseled out of a program	Withdrawn from a program
AY 2012-2013	84	76	5	1	0

Section IV. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize activities the EPP has engaged in and report on the outcomes of those activities as they relate to correcting areas of improvement or conditions cited in the current SATEP approval report.

none

Section V. Accreditation Pathway

State the pathway your EPP has chosen and explain what steps have been taken towards national accreditation.

TEAC Inquiry Brief Proposal-Currently in the process of verifying dates for the review and visitation.

Section VI. Substantive Changes

Have any of the following substantive changes occurred during the 2012-2013 academic year?

Has the EPP made changes in the published mission or objectives of the EPP?
No Change/ Not Applicable

Has the EPP added programs of study different from those that were offered when most recently approved?
No Change/ Not Applicable

Has the EPP added courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently approved?
No Change/ Not Applicable

Does the EPP have a contract with other providers for direct instructional services, including any teach-out agreements (A teach-out agreement is a written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program)?
No Change/ Not Applicable

Are there any changes that mean the EPP no longer satisfies approval standards or requirements?
No Change/ Not Applicable

Are there any changes in regional or higher education accreditation status?
No Change/ Not Applicable

Section VI. Student Loan Default Rate

Consumer information	No Access to Data	Access to data	Publicly displayed data (insert link)
3-year student loan default rate	N/A		

OPE/ID (Office of Post-Secondary Education) number	X

University of Hawaii at Hilo

UNIT NAME AND ADDRESS	University of Hawaii at Hilo 200 W. Kawili Street Hilo, HI 96720-4091
CONTACT(s) including name, positions, phone#, fax#, and email address	Jan Zulich, Chair Tel. (808) 932-7106 Email: jzulich@hawaii.edu
CURRENT TRADITIONAL PROGRAMS **Enter each teacher education program including approved licensure fields**	None
CURRENT ALTERNATIVE PROGRAMS **Enter each teacher education program including licensure fields**	Alternative Post-Baccalaureate Program with Full State Approval through December 2016 - Elementary Education (K-6) - Art (6-12) - CTE-Business (6-12) - English (6-12) - Japanese (6-12) - Mathematics (6-12) - Music (6-12) - Physical Education (6-12) - Science (6-12) - Social Studies (includes Hawaiian Studies) (6-12) - Spanish (6-12) - Hawaiian Language Immersion (K-12)
PROGRESS MADE TOWARDS INCORPORATING A PRE-SERVICE PERFORMANCE ASSESSMENT APPROVED	Four (4) faculty have become edTPA scorers. All faculty are determining how best to align our course assessments to edTPA.

A. **Program Information.** Please complete the program enrollment and completer table below. Report each program individually.

NAME OF PROGRAM	TYPE OF PROGRAM	2012-2013	2012-2013	2011-2012	2011-2012	2010-2011	2010-2011
		NUMBER ENROLLED	NUMBER of COMPLETERS	NUMBER ENROLLED	NUMBER of COMPLETERS	NUMBER ENROLLED	NUMBER of COMPLETERS
Elementary Education	Traditional	4	2	4	2	3	3
Special Education (K-12)	Alternative	5	3	7	4	5	4

NAME OF PROGRAM	TYPE OF PROGRAM	2012-2013	2012-2013	2011-2012	2011-2012	2010-2011	2010-2011
		NUMBER ENROLLED	NUMBER of COMPLETERS	NUMBER ENROLLED	NUMBER of COMPLETERS	NUMBER ENROLLED	NUMBER of COMPLETERS
Elementary Education	Alternative	13	12	19	18	11* (1 TC returned from Fall	12* (1 TC stopped out in Fall 2010)
Secondary Education 6-12)	Alternative	14	14	16	15	18	16

B. **Teachers Prepared by Area of License.** For each initial teacher preparation program, provide the number of teachers prepared by area of license in 2012-13. Include both traditional programs and alternative routes to teacher licensure.

Area of license	Number prepared
Elementary	12
Science 7-12	3
Social Studies 7-12	7
Math 7-12	1
English 7-12	2
HPE 7-12	1

B. **Educator Preparation Program Approval.** Indicate the evidence the EPP has that ensures they are following the requirements stated in NBI 13-24, Adoption of the Council for Accreditation of Educator Preparation Standards.

1. Provide evidence that candidates meet the Hawai'i teacher performance standards.

Exit portfolios through 2012-13. Currently designing new assessments.

2. Provide evidence that candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.

There are several administrations of Professional Attributes Scale (PAS).

3. Provide evidence that candidates are prepared to incorporate the following areas into their practice:
   a. Hawaiian language, history and culture;

Integrated into ED 652 and ED 656 coursework; Lesson & Unit Plans

   b. Student standards adopted by the Department;

Unit and lesson planning.

   c. Teaching of reading including working with students of reading difficulties;

Completed during elementary pre-requisite courses and secondary content literacy course.

   d. Working effectively with students with disabilities, including training related participation as a member of individualized education program teams;

Case study.

   e. Working effectively with students who are limited English proficient;

ED 641 & ED 642; Lesson and Unit Plans

f. Working with gifted and talented students;

ED 641 & 642; Lesson and Unit Plans

h. Integrating technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Assessment samplers completed during Technology, Instruction and Assessment course.

4. Provide evidence that candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.

We use the InTASC Standards (we do not use SPA's) in coursework and assignments.

5. Provide evidence that candidates clinical experience is met by one of the following requirements:
   (A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency;
      or
   (B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP;
      or
   (C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

A. Summary of Field Experiences form provides evidence of hours.

Graduation rates. Report information on enrollment and program completion for programs leading to initial teacher licensure.

Programs leading to initial teacher licensure

Academic year a candidate was first enrolled	Number of candidates enrolled for the first time in a program leading to licensure	Number of candidates or completers who were recommended for licensure in AY 2012-2013	Number of candidates who did not get recommended for licensure (at the time this report is submitted).		
			Continued in an program	Been counseled out of a program	Withdrawn from a program
2012- 2013	27	26	1		

Section IV. Areas for Improvement, Weaknesses, and/or Stipulations
Summarize activities the EPP has engaged in and report on the outcomes of those activities as they relate to correcting areas of improvement or conditions cited in the current SATEP approval report.

> Developed a new program replacing the post-bac program with a graduate program.

Section V. Accreditation Pathway
State the pathway your EPP has chosen and explain what steps have been taken towards national accreditation.

> Currently working on TEAC legacy application.

Section VI. Substantive Changes
Have any of the following substantive changes occurred during the 2012-2013 academic year?

Has the EPP made changes in the published mission or objectives of the EPP?
No Change/ Not Applicable

Has the EPP added programs of study different from those that were offered when most recently approved?
Explanation

> TEP (Teacher Education Program) replaced by MAT (Master of Arts in Teaching)

Has the EPP added courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently approved?
No Change/ Not Applicable

Does the EPP have a contract with other providers for direct instructional services, including any teach-out agreements (A teach-out agreement is a written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program)?
No Change/ Not Applicable

Are there any changes that mean the EPP no longer satisfies approval standards or requirements?
No Change/ Not Applicable

Are there any changes in regional or higher education accreditation status?
No Change/ Not Applicable

Section VI. Student Loan Default Rate

Consumer information	No Access to	Access to data	Publicly displayed data (insert link)
3-year student loan default rate		2011- 9.7% 2010-8.3% 2009-9.3%	

OPE/ID (Office of Post-Secondary Education) number	

University of Hawaii at Manoa

UNIT NAME AND ADDRESS	College of Education University of Hawaii at Manoa 1776 University Avenue, Everly 128 Honolulu, HI 96822
CONTACT(s) including name, positions, phone#, fax#, and email address	Dr. Donald B. Young, Dean 808-956-7703 young@hawaii.edu
CURRENT TRADITIONAL PROGRAMS Enter each teacher education program including approved licensure fields	Traditional Undergraduate Program with Full State Approval through June 2015 • Elementary Education (K-6)* • Elementary Education (K-6) and Early Childhood Education (PK-3) (Dual Preparation) • Elementary Education (K-6) and Special Education (PK-3, K-6) (Dual Preparation) • English (6-12) • Mathematics (6-12) • Physical Education (K-6) • Physical Education (6-12) • Physical Education (K-12) • Science (6-12) • Social Studies (6-12) • World Language (6-12)
CURRENT ALTERNATIVE PROGRAMS Enter each teacher education program including licensure fields	Alternative Post-baccalaureate Program with Full State Approval through June 2015 • English (6-12) • TESOL (6-12) • Mathematics (6-12) • Art (6-12) • Physical Education (K-6) • Physical Education (6-12) • Physical Education (K-12) • Science (6-12) • Social Studies (6-12) • Special Education, Mild/Moderate Disabilities (PK-3) • Special Education, Mild/Moderate Disabilities (K-6) • Special Education, Mild/Moderate Disabilities (6-12) • Special Education, Severe/Autism (PK-3) • Special Education, Severe/Autism (K-6)

	• Special Education, Severe/Autism (6-12) • Special Education, Deaf/Hard of Hearing (PK-3) • Special Education, Deaf/Hard of Hearing (K-12) • World Language (6-12) Alternative Master of Education in Teaching (MEdT) with Full State Approval through June 2015 • Elementary Education (K-6) • English (6-12) • Mathematics (6-12) • Science (6-12) • Social Studies (6-12) • Hawaiian Immersion (K-12) • Hawaiian Language (6-12)
PROGRESS MADE TOWARDS INCORPORATING A PRE-SERVICE PERFORMANCE ASSESSMENT APPROVED BY THE HTSB	All COE teacher education programs are currently in the process of piloting and backward mapping requirements for the edTPA into the required curriculum and experiences of teacher candidates. In the Spring 2014 semester, an edTPA Implementation Committee was formed with representation of one or two faculty members from each program (depending on the size of the program). The committee met monthly throughout the Spring 2014 and will be continued in Fall 2014.

Section II. Additional Information

A. **Program Information.** Please complete the program enrollment and completer table below. Report each program individually.

NAME OF PROGRAM	TYPE OF PROGRAM	2012-2013 NUMBER ENROLLED	2012-2013 NUMBER of COMPLETERS	2011-2012 NUMBER ENROLLED	2011-2012 NUMBER of COMPLETERS	2010-2011 NUMBER ENROLLED	2010-2011 NUMBER of COMPLETERS
BEd							
Elementary Education (K-6)	Traditional	173	75	169	66	149	67
Elementary Education (K-6) and Early Childhood Education (PK-3) (Dual Preparation)	Traditional	45	15	32	15	29	9
Elementary Education (K-6) and Special Education (PK-3, K-6) (Dual Preparation)	Traditional	82	30	59	27	60	27
Mathematics (7-12)	Traditional	14	6	8	2	6	3
Physical Education (K-6)	Traditional						
Physical Education (7-12)	Traditional						
Physical Education (K-12)	Traditional	11	5	8	1	9	4
Science (7-12)	Traditional	9	3	5	2	11	7
Social Studies (7-12)	Traditional	21	3	6	3	15	10
World Language (7-12)	Traditional	8	3	8	2	6	1
English (7-12)	Traditional	18	5	22	15	19	7
Music (K-12)	Traditional	15	5	9	6	11	8
Industrial Arts (7-12)	Traditional					2	2

90

PBCSE							
English (7-12)	Alternative	13	5	18	11	22	11
ESL (7-12)	Alternative	1	1	1	1	1	
Mathematics (7-12)	Alternative	6	1	15	10	25	15
Art (7-12)	Alternative	5	1	2	4	6	4
Physical Education (K-6)	Alternative						
Physical Education (7-12)	Alternative						
Physical Education (K-12)	Alternative	2		2	2	3	3
Science (7-12)	Alternative	15	7	15	6	22	11
Social Studies (7-12)	Alternative	15	6	18	13	18	9
World Language (7-12)	Alternative	9	2	6		6	5
Music (K-12)	Alternative	2		1	1	1	1
Drama & Theatre (7-12)	Alternative					2	2
PBSPED							
Special Education, Mild/Moderate Disabilities (PK-3)	Alternative		4		2		3
Special Education, Mild/Moderate Disabilities (K-6)	Alternative		13		24		20
Special Education, Mild/Moderate Disabilities (7-12)	Alternative	61	12	88	15	79	16
Special Education, Mild/Moderate Disabilities (K-12)	Alternative		6		6		7
Special Education, Severe/Autism (PK-3)	Alternative				4		3
Special Education, Severe/Autism (K-6)	Alternative	16	5	25	4	26	5
Special Education, Severe/Autism (7-12)	Alternative		4		4		8

Special Education, Severe/Autism (K-12)	Alternative				1		
Special Education, Deaf/Hard of Hearing (PK-3)	Alternative	3					
Special Education, Deaf/Hard of Hearing (K-12)	Alternative						
MEdT							
Elementary Education (K-6)	Alternative	45	25	60	34	71	29
English (7-12)	Alternative	19	14	20	7	16	7
Mathematics (7-12)	Alternative	14	8	16	7	25	17
Science (7-12)	Alternative	9	3	7	4	9	7
Social Studies (7-12)	Alternative	9	4	7	1	16	12
Art (7-12)	Alternative				2	1	
Hawaiian Language Immersion (K-12)	Alternative	2	2	2		3	2
Hawaiian Language (7-12)	Alternative	2		3		4	3

B. Teachers Prepared by Area of License. For each initial teacher preparation program, provide the number of teachers prepared by area of license in 2012-13. Include both traditional programs and alternative routes to teacher licensure.

C.

Area of license	Number prepared
Art (7-12)	5
Elementary Education (K-6)	100
Elementary Education (K-6) and Early Childhood Education (PK-3) (Dual Preparation)	15
Elementary Education (K-6) and Special Education (PK-3, K-6) (Dual Preparation)	30
English (7-12)	24
ESL (7-12)	1
Hawaiian Language (7-12)	
Hawaiian Language Immersion (K-12)	2
Mathematics (7-12)	15
Music (K-12)	5
Physical Education (7-12)	
Physical Education (K-12)	5
Physical Education (K-6)	
Science (7-12)	13
Social Studies (7-12)	13
Special Education, Deaf/Hard of Hearing (K-12)	
Special Education, Deaf/Hard of Hearing (PK-3)	

Special Education, Mild/Moderate Disabilities (7-12)	12
Special Education, Mild/Moderate Disabilities (K-12)	6
Special Education, Mild/Moderate Disabilities (K-6)	13
Special Education, Mild/Moderate Disabilities (PK-3)	4
Special Education, Severe/Autism (7-12)	4
Special Education, Severe/Autism (K-12)	
Special Education, Severe/Autism (K-6)	5
Special Education, Severe/Autism (PK-3)	
World Language (7-12)	5

D. **Educator Preparation Program Approval.** Indicate the evidence the EPP has that ensures they are following the requirements stated in NBI 13-24, Adoption of the Council for Accreditation of Educator Preparation Standards.

1. Provide evidence that candidates meet the Hawai'i teacher performance standards.

> Candidates' proficiencies in all programs are aligned with the Hawai'i teacher performance standards, institutional standards, and professional standards. The alignment of these standards was demonstrated in the NCATE Institutional Report submitted in August 2013. Evidence of candidates' ability is provided in the SPA and HTSB program reports.
>
> In addition, aggregate data on key assessments and candidate performance were provided in our NCATE Institutional Report and also in our NCATE Institutional Report Addendum submitted in Spring 2014. Aggregate candidate performance data on key assessments is available on the COE public website, "Measuring Our Success" at: https://coe.hawaii.edu/student-performance-assessments-within-programs

2. Provide evidence that candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.

> Key assessments, scoring guides, and aggregate data of professional and ethical dispositions were provided in the SPA and HTSB program reports in the AIMS Program Review System (PRS) or the NCATE Institutional Report exhibits in Fall 2013. Initial programs assess fairness and the belief that all student can learn, as demonstrated through

candidates' words and actions in all program-related activities (i.e., classes, field experiences, advising, and meetings).

Faculty and instructors, university field supervisors and mentor teachers use the professional dispositions forms to assess candidates regularly throughout the teacher education programs. We describe the importance of professional dispositions in online and print materials and address them frequently with regard to professionalism during courses and field seminars. Candidates use the forms to self-assess their professional dispositions in preparation for midterm and final conferences during early field experiences, student teaching, and internship. Initial programs communicate clearly to candidates that failure to meet professional dispositions results in program action: conferences, a Plan of Assistance for Improvement (format attached), and/or dismissal from the program at any time. Our data indicate that candidates who experience difficulty more often demonstrate problems with meeting professional dispositions than with academic requirements.

Initial program dispositions assessments are similar, with programs adapting the format to address their needs based on program experiences. The professional dispositions assessed in our initial programs include professional and ethical conduct/character (including fairness and the belief that all students can learn), effective work habits/work ethic, emotional management, effective communication, collaboration, self-reflection, professional development participation, respect, and individual and cultural sensitivity.

3. Provide evidence that candidates are prepared to incorporate the following areas into their practice:
   a. Hawaiian language, history and culture;

BEd Elementary Education
- **HWST 107 Hawai'i: Center of the Pacific (3 credits)** An introduction to the unique aspects of the native point of view in Hawai'i and in the larger Pacific with regards to origins, language, religion, land, art, history, and modern issues. This course provides candidates with a foundation in Hawaiian language, history, and culture as they prepare to enter a teacher education program. This course qualifies for the "H" (Hawaiian, Asian, & Pacific Issues) Focus Requirement at UH Manoa. To fulfill the Hawaiian, Asian, and Pacific Issues Focus requirement, at least two-thirds of a class must satisfy the following Hallmarks:
  - o H1. The content should reflect the intersection of Asian and/or Pacific Island cultures with Native Hawaiian culture.
  - o H2. A course can use any disciplinary or multi-disciplinary approach provided that a component of the course uses assignments or practica that encourage learning that comes from the cultural perspectives, values, and world views rooted in the experience of peoples indigenous to Hawai'i, the Pacific, and Asia.
  - o H3. A course should include at least one topic that is crucial to an understanding of the histories, or cultures, or beliefs, or the arts, or the societal, or political, or economic, or technological processes of these regions; for example, the relationships of societal structures to the natural environment.
  - o H4. A course should involve an in-depth analysis or understanding of the issues

being studied in the hope of fostering multi-cultural respect and understanding.
Explanatory Notes

- o The concept of intersection of Native Hawaiian culture with either or both of the other two regions is key. A course exclusively about Hawai'i, the Pacific Islands, or Asia is not eligible for an H designation. A course that does not include relationships with Native Hawaiian Culture is not eligible for an H designation.
- o The course design must include both the Native Hawaiian voice and the native voice from the indigenous people of the area of intersection. These could be represented through publications, videos, guest speakers, or field trips, for example.
- ITE 360: **Introduction to Multicultural Education (3 credits)** Concepts and methods to develop sensitivity and awareness of cultural influences on behavior as these relate to the schooling process. Undergraduate elementary candidates complete this course, which requires students to learn about and develop sensitivity to the various cultural backgrounds of the populations they will serve, i.e., Native Hawaiian and other. This course qualifies for the "H" (Hawaiian, Asian, & Pacific Issues) Focus Requirement at UH Manoa (see HWST 107 above).
- ITE 322: Social Studies, Elementary (3 credits): Purposes, methods, curriculum, and assessment in teaching social studies. Focus on enriching children's understanding of the communities of which they are a part, i.e., Native Hawaiian and other, through inquiry, investigation, collaboration, and expository skills.
- ITE 343 Personal and Social K-6 Health Skills (3 credits): Standards-based planning, teaching, and assessment in health education. Developing interactive learning opportunities to teach personal and social responsibility for health through curriculum integration. Students learn about the use of culturally relevant health frameworks, including the Native Hawaiian Lokahi Wheel.

BEd and PBCSE Secondary Education

- ITE 440: **Curriculum Implications of Multicultural Education (3 credits)** Examination of trends, issues, school practices, and program in multicultural education and its related area of study, bilingual-bicultural education. Undergraduate and post-baccalaureate candidates in secondary education complete this course, which requires them to candidates to learn about and develop sensitivity to the various cultural backgrounds of the populations they will serve, i.e., Native Hawaiian and other. This course qualifies for the "H" (Hawaiian, Asian, & Pacific Issues) Focus Requirement at UH Manoa (see HWST 107 above).

Master of Education in Teaching (MEdT)
- **EDCS 630 Cultural Diversity and Education (3)** Examines issues, theories, perspectives and practices in multicultural education and promotes awareness, encourages knowledgeable reflection and develops skills necessary for multicultural practitioners. Candidates learn about and develop sensitivity to the various cultural backgrounds of the populations they will serve, i.e., Native Hawaiian and other.
- ITE 601/603 **Professional Studies Seminar I & II (6)** Development of theoretical and practical knowledge base and skills for understanding, analyzing, and responding to teaching issues and problems. These seminars are designed to allow faculty to address a wide variety of issues related to social justice pedagogies that address

culturally responsive teaching with multilingual, special needs, and other diverse groups of students. In addition to regular course discussions and assignments for all candidates, those majoring in Hawaiian Language or who intend to teach in Immersion are expected to complete discussions and written assignments in the Hawaiian Language. At least on faculty member fluent in Hawaiian works with each cohort.

- ITE 602/604 Field Experience & Seminar I & II (6) Candidates must demonstrate their understanding of the relationship between theory and practice in culturally responsive teaching practices in their lesson and unit planning and in the implementation of the lessons and units. Candidates complete assignments that indicate continued growth in areas of content specialization, assessment practices, adapting to special needs of students, communicating and cooperating with parents, school aids, etc. in creating the best possible learning environment for their students. Teacher candidates are expected to developing strong professional collaborative relationships with mentors and other school personnel in reflective practice and growth that is specifically connected to the learning needs of the community.

PBSPED Special Education
- PB-Mild/Moderate candidates in the Race to the Top cohort participated in seminars through the Center for Research on Education, Diversity, and Excellence (CREDE) to promote educators' use of research-based strategies of effective practice for culturally and linguistically diverse children and students. Candidates must demonstrate culturally responsive teaching practices in field settings.
- CREDE Seminars began for all PB Mild/Moderate and Severe/Autism candidates in Spring 2014
- PB-Severe/Autism Program: SPED 614: Assessment & Instruction Severe Disabilities/Autism – Assessment & Instruction Severe Disabilities/Autism – Basic principles of assessment, instruction, and curriculum development, application of formal and informal assessment procedures for goal selection, formulating instructional plans, and adapting instructional materials to accommodate learner needs of students with severe disabilities. Candidates complete a culture paper that requires research the culture of a student they are teaching (often Hawaiian or part Hawaiian), generate a list of beliefs/values/styles that may impact student learning and interaction with the family and develop suggestions for addressing the beliefs/values/styles in their teaching.

b. Student standards adopted by the Department;

Candidates in all programs complete required courses in teaching methods specific to their content area, including the incorporation of the Common Core State Standards and HCPS III. Candidates must demonstrate standards-based planning, teaching, assessment, and effect on P-12 learning. Evidence of candidates' ability is provided in the SPA and HTSB program reports.

In addition, aggregate data on key assessments related to student standards and candidate performance were provided in our NCATE Institutional Report submitted in August 2013 and also in our NCATE Institutional Report Addendum submitted in Spring 2014. Aggregate candidate performance data on key assessments is available on the COE public

c. Teaching of reading including working with students of reading difficulties;

BEd Elementary Education

- Candidates in the Elementary BEd complete coursework in scientifically-based reading instruction, with emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension, as documented in syllabi for BEd elementary language arts courses. The BEd program thoroughly addresses the Common Core State Standards and the NCTE/IRA Standards.
- BEd candidates take SPED 444, which provides a strong focus on working with struggling readers, assessing their reading skills, and developing appropriate strategies to produce strong readers.
- In addition, candidates take two literacy and literature courses (ITE 313 and 314), which provide instruction in scientifically-based reading instruction, with emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension strategies, as documented in the syllabi for required language arts courses. Also documented in the ITE 313 and 314 syllabi is the emphasis on assessing the strengths and weaknesses of individual K-6 students, and using assessment data for instructional decision-making to enable all readers to reach their potential. The syllabi also address the Common Core State Standards and the NCTE/IRA Standards.

BEd and PBCSE Secondary Education
- The ITE 401 Engaging the Adolescent Learner course prepares teacher candidates to explore how reading, writing, talking, listening, viewing and technology are tools for thinking and learning across the curriculum. Another critical focus of this course is on approaches for improving reading, literacy and learning for adolescent students in all the content areas/disciplines. One of the required texts in this course is: *Developing Readers in the Academic Disciplines* by Doug Buehl. This text specifically addresses how all content/discipline areas can work with students who have reading difficulties at the secondary level (6th-12th grade). Additionally, through practice, class readings and activities teacher candidates are expected to be able to answer the following questions:
  o How might students use reading, writing, talking, listening, viewing, and technology as tools for learning content knowledge in my classroom?
  o How can I help students become better readers, writers, speakers, listeners, and viewers without neglecting content?
  o How can I help promote higher level thinking opportunities within my content area?
  o How can I support my students in the new literacies needed within my content area?
  o Why is there a significant need for disciplinary instruction?
  o What does it mean to read, write, and think through a disciplinary lens?
  o How do academic knowledge gaps affect the reading of disciplinary texts?
  o What instructional practices should precede the reading of complex disciplinary texts?
  o How can teachers mentor students as disciplinary readers, writers, and thinkers?
  o How can generic literacy practices be modified to meet the demands of readers

and writers in disciplinary contexts?

Master of Education in Teaching (MEdT)

- EDCS 600 **Language, Learning and Teaching (3)** MEdT elementary candidates complete this graduate level professional specialization course in scientifically-based reading instruction. Candidates must show evidence of the use of the instructional strategies in unit and lesson plans and in field experiences.
- MEdT secondary candidates will take a new course EDCS 608 Literacy Across the Disciplines. This course brings together teachers of various academic disciplines, grade levels, and backgrounds to explore literacy and the teaching of reading in kindergarten through 12th grade. Given the current focus on teacher accountability and student achievement, teachers play a critical role in the reading engagements for and literacy development of students in all content areas.   In this course candidates will learn about the role of language, specifically the literate practices of reading, writing, speaking, visualizing, and representing across disciplines to better understand ourselves and others (colleagues, students and parents) and to better relate that understanding to curricular content. *Specifically*, this course focuses on reading to learn not learning to read, and introduces principles of literacy, reading as a transactional process, multiple modalities of text, and comprehension, as well as K-12 comprehension and discussion strategy instruction, metacognition, the writing process and composition within the instruction of subject content (e.g., science, the arts, English, foreign language, social studies, and mathematics) and across grade levels. Principles are both theoretical and practical, and are especially useful for teachers whose students represent different cultures, abilities, interests, backgrounds, and/or languages. Students will construct lesson and unit plans that acknowledge and account for student diversity, the processes of literacy development, learning, meaning making, and content objectives. Finally, we will explore our personal beliefs about reading and literacy that will guide future content area instruction, and the role teachers play in facilitating the literacy instruction in specific content areas with and for students.

PBSPED Special Education

- PB Mild/Moderate Program – SPED 621: Language Arts Strategies – Students with Mild/Moderate Disabilities – Basic concepts related to language, language development, and recognition of language-related learning problems of students with mild/moderate disabilities; strategies for teaching language arts curricula (listening, speaking, reading, writing) to students of all ages with learning problems.
- SPED 601 – Technology for Diverse Learners: Access, Accommodations, and Universal Design – Strategies for assistive technologies, multimedia technology, and telecommunications to design engaging learning environments that promote inclusion and give voice to diverse learners. Emerging technologies for access, accommodations, and universal design are explored. Candidates learn to use technology to teach reading.
- SPED 611 – Methods & Strategies for Students with Mild/Moderate Disabilities – Techniques for providing effective instruction including: best practice, lesson planning, teacher-directed and student-mediated instructional strategies, and

curricular approaches for working with students with MM disabilities. Includes methods and strategies for teaching language, reading, spelling, written expression, and mathematics.

- SPED 620: Strategies Across the Content Areas – strategies for teaching math, science, and social studies to students of all ages with mild/moderate disabilities; selection of appropriate materials, teaching techniques, curriculum development. Includes teaching students who have reading difficulties for accessing and comprehending text in the content areas.
- PB Severe/Autism Program – SPED 614: Assessment & Instruction Severe Disabilities/Autism – Basic principles of assessment, instruction, and curriculum development, application of formal and informal assessment procedures for goal selection, formulating instructional plans, and adapting instructional materials to accommodate learner needs of students with severe disabilities. Candidates assess, develop, and implement and intervention for a student with severe disabilities/autism that is related to an academic skill (generally emergent reading or reading environmental print)

d. Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;

BEd Elementary Education

- SPED 304 Foundations of Inclusive Schooling (3) Foundations of "special education" exploring philosophies, diverse and historical viewpoints, laws, and service delivery. Students reflect upon texts, films and interviews with persons with disabilities, their families and professionals to understand the culture of disability.
- SPED 444 Educating Exceptional Students in Regular Classrooms—Elementary (3) Teaching elementary students with disabilities and those who are gifted/talented. Meeting academic/social needs, classroom management, motivation, peer interaction, collaboration between special and regular educators.
- SPED 480 Technology for Children with Disabilities (V) Overview of technologies for children with disabilities, highlighting battery operated toys, low and high tech augmentative communication systems, software, computers and alternative input devices (keyboards, switches, trackballs, touch windows), and multimedia technologies to promote discovery and independence for children with disabilities and their families.

BEd and PBCSE Secondary Education
- ITE 406 Seminar in Teaching Residency (3) Analysis and resolution of current ethical issues and practices in classrooms; teaching skills and strategies, including working with English Language Learners, special needs students, and gifted/talented students; curriculum planning, professional growth and development; and integration of teaching experiences with professional standards.
- SPED 445 Educating Exceptional Students in Regular Classrooms—Secondary (3) Teaching secondary students with disabilities and those who are gifted/talented. Meeting academic/social needs, classroom management, motivation, peer interaction. Collaboration between special and regular educators.

Master of Education in Teaching (MEdT)
- **EDCS 630 Cultural Diversity and Education (3)** Examines issues, theories, perspectives and practices in multicultural education and promotes awareness, encourages knowledgeable reflection and develops skills necessary for multicultural practitioners. This course is designed to address the needs of diverse learners (i.e., English Language Learners and candidates with disabilities and other special needs).

PBSPED Special Education
- PB Mild/Moderate Program – SPED 304: Foundations of Inclusive Schooling – Foundations of special education exploring philosophies, diverse and historical viewpoints, laws, and service delivery. Candidates learn the legal aspects of the IEP and the responsibilities of the IEP team.
- SPED 611: Advanced Methods and Strategies for Students with Mild/Moderate Disabilities – Techniques for providing effective instruction including best instructional practice, lesson planning, teacher-directed and student mediated instructional strategies and curricular approaches for working with students with mild/moderate disabilities – Candidates learn to develop an IEP and the responsibilities of IEP team participants; candidates observe an IEP meeting in field placement, if possible.
- SPED 613: Advanced Assessment and Curriculum Development - Assessment methods and techniques that emphasize the bond between curriculum-based assessment and curriculum-based programming. Planning and cyclical instruction across content areas based on ongoing diagnostic assessment. Candidates learn to use assessment information to develop the IEP and to report assessment results to the IEP team.
- PB Severe/Autism Program – SPED 412: Individuals with Severe Disabilities/Autism – Etiology, characteristics, and development of individuals with severe disabilities and autism; historical, theoretical, and legal issues affecting individuals with severe disabilities and autism; multicultural, family, and consumer issues; professional and ethical issues in providing services. Candidates learn the historical and legal background of the IEP. They also learn the roles of different team members.
- SPED 462: Assessment, Planning, and Instruction for Students with Severe Disabilities/Autism – Techniques in the assessment, planning, and instructional process appropriate for students with severe disabilities. Focus on program development to facilitate the inclusion of students with disabilities into general education settings. Candidates develop and IEP.
- Both Mild/Moderate and Severe Program – SPED 635: Procedures for Early Childhood Special Education – assessment and intervention strategies to promote behavior change with young children with disabilities. Promoting child skill gains and integrated programming options. Includes learning to work on a team to develop an IFSP.
- SPED 652: Transition/Supported Employment – transition planning for youth with disabilities in preparation for employment as adults in private and public sector businesses. Includes learning to work on a team to develop a transition plan for IEP.

e. Working effectively with students who are limited English proficient;

BEd Elementary Education

- In all lesson plans, elementary and early childhood candidates are required to address specifically how they are differentiating instruction for struggling readers, 504 students, accelerated learners, special education students, and English language learners. This is also a component for which we collect and analyze data, and report upon in our NCATE Assessment 3: Planning for Instruction.
- To strengthen preparation in this area, the Institute for Teacher Education is creating new coursework and resources available to all candidates in working with English Language Learners. In Fall 2013, we began offering a 2 course endorsement in K-12 ELL for our pre-service and in-service teachers. We also held a series of faculty professional development workshops in meeting the needs of English Language Learners in spring and fall, 2013. Additionally, we are developing an ELL course that will be required for all elementary and early childhood candidates (EECE) in 2015, and are working on a UHM approved 15 credit certificate in this area to be offered in 2015.

BEd and PBCSE Secondary Education

- ITE 406 Seminar in Teaching Residency (3) Analysis and resolution of current ethical issues and practices in classrooms; teaching skills and strategies, including working with English Language Learners, special needs students, and gifted/talented students; curriculum planning, professional growth and development; and integration of teaching experiences with professional standards.
- ITE 440: **Curriculum Implications of Multicultural Education (3 credits)** Examination of trends, issues, school practices, and program in multicultural education and its related area of study, bilingual-bicultural education. Undergraduate and post-baccalaureate candidates in secondary education complete this course, which requires them to candidates to learn about and develop sensitivity to the various cultural backgrounds of the populations they will serve, i.e., Hawaiian and other.

Master of Education in Teaching (MEdT)

- **EDCS 630 Cultural Diversity and Education (3)** Examines issues, theories, perspectives and practices in multicultural education and promotes awareness, encourages knowledgeable reflection and develops skills necessary for multicultural practitioners. This course is designed to address the needs of diverse learners (i.e., English Language Learners and candidates with disabilities and other special needs).
- ITE 601/603 **Professional Studies Seminar I & II (6)** Development of theoretical and practical knowledge base and skills for understanding, analyzing, and responding to teaching issues and problems. These seminars are designed to allow faculty to address a wide variety of issues related to teaching students with special needs. Faculty teaching these courses have participated in staff training to incorporate researched-based strategies for effectively addressing the needs of second language learners. Candidates are expected to incorporate learned strategies in lesson and unit plans and demonstrate evidence of implementing the strategies in field assignments. These courses provide the opportunity for teacher candidates to develop independent and reflective thinking, effective communication, professional collaboration, professional ethics and a knowledge base of pedagogical principles and practices.

Becoming familiar with key curriculum documents (Common Cores Standards, Hawaii Content and Performance Standards), strategies for reading comprehension, and instructional strategies frame key learning outcomes, with a focus on effective use of differentiation strategies aimed at multilingual learners.

PBSPED Special Education

- PB Mild Moderate Program: SPED 621: Language Arts Strategies – Students with Mild/Moderate Disabilities – Basic concepts related to language, language development, and recognition of language-related learning problems of students with mild/moderate disabilities; strategies for teaching language arts curricula (listening, speaking, reading, writing) to students of all ages with learning problems. Candidates learn strategies to teach literacy to students who are limited English proficient.
- SPED 620: Strategies Across the Content Area – Strategies for teaching math, science, and social sciences to students of all ages with mild/moderate disabilities; selection of appropriate materials, teaching techniques, curriculum development. Candidates learn strategies for teaching different content areas to students who are limited English proficient.
- SPED 601 – Technology for Diverse Learners: Access, Accommodations, and Universal Design – Strategies for assistive technologies, multimedia technology, and telecommunications to design engaging learning environments that promote inclusion and give voice to diverse learners. Emerging technologies for access, accommodations, and universal design are explored. Candidates learn to use technology to teach reading.
- PB Severe/Autism Program: SPED 462: Assessment, Planning, and Instruction for Students with Severe Disabilities/Autism – Techniques in the assessment, planning, and instructional process appropriate for students with severe disabilities. Focus on program development to facilitate the inclusion of students with disabilities into general education settings. Candidates learn strategies for assessing and instructing students who are limited English proficient.
- SPED 614: Assessment & Instruction Severe Disabilities/Autism – Basic principles of assessment, instruction, and curriculum development, application of formal and informal assessment procedures for goal selection, formulating instructional plans, and adapting instructional materials to accommodate learner needs of students with severe disabilities. Candidates assess and develop interventions for students who are limited English proficient.
- SPED 632: Language/Communication Intervention-Communication Disorders/Autism – Current research in normal language learning, assessment, planning, implementation, evaluation of language delayed/disordered children, including children with autism. Procedures for attaining language/functional communication objectives using ongoing routines/activities. Candidates learn about language development and the impact a second language has on the child. Candidates learn strategies for teaching language to students who are limited English proficient.

f. Working with gifted and talented students;

BEd Elementary Education

- In all lesson plans, EECE candidates are required to address specifically how they are differentiating instruction for struggling readers, 504 students, accelerated learners, special education students, and English language learners. This is also a component for which we collect and analyze data, and report upon in our NCATE Assessment 3: Planning for Instruction.
- SPED 444 Educating Exceptional Students in Regular Classrooms—Elementary (3) Teaching elementary students with disabilities and those who are gifted/talented. Meeting academic/social needs, classroom management, motivation, peer interaction, collaboration between special and regular educators.

BEd and PBCSE Secondary Education
- ITE 406 Seminar in Teaching Residency (3) Analysis and resolution of current ethical issues and practices in classrooms; teaching skills and strategies, including working with English Language Learners, special needs students, and gifted/talented students; curriculum planning, professional growth and development; and integration of teaching experiences with professional standards.
- SPED 445 Educating Exceptional Students in Regular Classrooms—Secondary (3) Teaching secondary students with disabilities and those who are gifted/talented. Meeting academic/social needs, classroom management, motivation, peer interaction. Collaboration between special and regular educators.

Master of Education in Teaching (MEdT)
- **EDCS 630 Cultural Diversity and Education (3)** Examines issues, theories, perspectives and practices in multicultural education and promotes awareness, encourages knowledgeable reflection and develops skills necessary for multicultural practitioners. This course is designed to address the needs of diverse learners (i.e., English Language Learners and candidates with disabilities and other special needs).
- ITE 601/603 **Professional Studies Seminar I & II (6)** Development of theoretical and practical knowledge base and skills for understanding, analyzing, and responding to teaching issues and problems. These seminars are designed to allow faculty to address a wide variety of issues related to teaching students with special needs. Candidates are expected to incorporate learned strategies in lesson and unit plans and demonstrate evidence of implementing the strategies in field assignments.

PBSPED Special Education
- PB Mild/Moderate Program - SPED 304: Foundations of Inclusive Schooling – Foundations of "special education" exploring philosophies, diverse and historical viewpoints, laws, and service delivery. Candidates learn the characteristics and service delivery methods including strategies for working with students who are gifted and talented.
- PB Severe/Autism Program – not addressed

g. Integrating technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Elementary BEd

- SPED 480 Technology for Children with Disabilities (V) Overview of technologies for children with disabilities, highlighting battery operated toys, low and high tech augmentative communication systems, software, computers and alternative input devices (keyboards, switches, trackballs, touch windows), and multimedia technologies to promote discovery and independence for children with disabilities and their families.
- All lesson plans developed by candidates address the following:
  Candidates design learning activities that—
  • Use a variety of instructional strategies
  • Integrate knowledge of students, subject matter and curricular goals
  • Make connections across the curriculum
  • Incorporate a variety of resources
  • *Use technology where possible*

Secondary BEd and PBCSE

- SPED 445 Educating Exceptional Students in Regular Classrooms—Secondary (3) Teaching secondary students with disabilities and those who are gifted/talented. Meeting academic/social needs, classroom management, motivation, peer interaction. Collaboration between special and regular educators. Includes principles of universal design.
- Candidates design learning activities that—
  • Use a variety of instructional strategies
  • Integrate knowledge of students, subject matter and curricular goals
  • Make connections across the curriculum
  • Incorporate a variety of resources
  • *Use technology where possible*

Master of Education in Teaching (MEdT)

- ITE 601/603 **Professional Studies Seminar I & II (6)** Development of theoretical and practical knowledge base and skills for understanding, analyzing, and responding to teaching issues and problems. Candidates learn and demonstrate their knowledge of technology in class assignments and presentations through Web 2.0 applications such as collaborative blogs, wikis, podcasting, and other distributed learning practices that support the use of multiliteracy pedagogy.
- ITE 602/604 Field Experience & Seminar I & II (6) Candidates must demonstrate appropriate use of technology in their lesson and unit planning and in the implementation of the lessons and units.
- ITE 610/612 Student Teaching and Internship (12) Candidates must demonstrate the use of data in designing and implementing lessons and must provide evidence of effect on student learning. This later evidence is part of the MEdT NCATE assessment used for accreditation.

PBSPED Special Education

- PB Mild/Moderate Program – SPED 621: Language Arts Strategies – Students with Mild/Moderate Disabilities – Basic concepts related to language, language

development, and recognition of language-related learning problems of students with mild/moderate disabilities; strategies for teaching language arts curricula (listening, speaking, reading, writing) to students of all ages with learning problems. Candidates learn to use technology as an instructional tool for teaching reading. Candidates use technology to manage and analyze data to increase student achievement.

- SPED 601 – Technology for Diverse Learners: Access, Accommodations, and Universal Design – Strategies for assistive technologies, multimedia technology, and telecommunications to design engaging learning environments that promote inclusion and give voice to diverse learners. Emerging technologies for access, accommodations, and universal design are explored.
- PB Severe/Autism Program: SPED 462: Assessment, Planning, and Instruction for Students with Severe Disabilities/Autism – Techniques in the assessment, planning, and instructional process appropriate for students with severe disabilities. Focus on program development to facilitate the inclusion of students with disabilities into general education settings. Candidates learn strategies for using technology as an instructional strategy and as an element of UDL. Candidates use technology to manage and analyze data to increase student achievement.
- SPED 614: Assessment & Instruction Severe Disabilities/Autism – Basic principles of assessment, instruction, and curriculum development, application of formal and informal assessment procedures for goal selection, formulating instructional plans, and adapting instructional materials to accommodate learner needs of students with severe disabilities. Candidates assess and develop interventions for students who are limited English proficient. Candidates develop an intervention for a student that uses technology. Candidates use technology to manage and analyze data to increase student achievement.
- SPED 632: Language/Communication Intervention-Communication Disorders/Autism – Current research in normal language learning, assessment, planning, implementation, evaluation of language delayed/disordered children, including children with autism. Procedures for attaining language/functional communication objectives using ongoing routines/activities. Candidates learn about language development and the impact a second language has on the child. Candidates learn to use technology to address language/communication needs of students with severe disabilities/autism. Candidates use technology to manage and analyze data to increase student achievement.

4. Provide evidence that candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.

Initial Preparation Programs	Format	AIMS ID Manage Programs	Status
1. BEd Elementary Education	T[1], D[2]	6177	Nationally Recognized ACEI 2022
2. BEd Elementary and Early Childhood Education	T	6162	Nationally Recognized NAEYC 2022

(Dual Preparation)			
3. BEd Elementary and Special Education (Dual Preparation)	T	10987	Nationally Recognized CEC 2022
4. BEd Secondary English Language Arts (linked)	T	6196	Nationally Recognized NCTE 2022
5. PBCSE Secondary English Language Arts (linked)	A, D	10962	Nationally Recognized NCTE 2022
6. BEd Secondary World Languages (linked)	T	6207	Nationally Recognized ACTFL 2022
7. PBCSE Secondary World Languages (linked)	A	6195	Nationally Recognized ACTFL 2022
8. BEd Secondary Mathematics (linked)	T	6161	Nationally Recognized with Conditions NCTM Fall 2012; Response to Conditions report submitted Spring 2014 by new faculty member
9. PBCSE Secondary Mathematics (linked)	A, D	10963	Nationally Recognized with Conditions NCTM Fall 2012; Response to Conditions report submitted Spring 2014 by new faculty member
10. BEd Secondary Music (With College of Arts & Humanities/Music Department)	T	14414	Nationally Accredited NASM 2022
11. BEd Secondary Physical Education (linked)	T	6201	Nationally Recognized with Conditions NASPE Fall 2012; Response to Conditions report submitted Spring 2014
12. PBCSE Secondary Physical Education (linked)	A	13409	Nationally Recognized with Conditions NASPE Fall 2012; Response to Conditions report submitted Spring 2014
13. BEd Secondary Science (linked)	T	6222	Nationally Recognized NSTA 2022
14. PBCSE Secondary Science (linked)	A, D	10960	Nationally Recognized NSTA 2022
15. BEd Secondary Social Studies (linked)	T	6178	Nationally Recognized with Probation NCSS Spring 2013; Response to Probation report due

			Fall 2014
16. PBCSE Secondary Social Studies (linked)	A, D	10961	Nationally Recognized with Conditions NCSS Spring 2012; Response to Conditions report due Fall 2014
17. PBCSE[3] Secondary Fine Arts	A[4]	10994	Approved by HTSB (state)
18. PBCSE Secondary English as a Second Language	A	6235	Deferred as small program, NCATE
19. PBSPED[6] Mild/Moderate Disabilities	A, D	6192	Nationally Recognized CEC 2022
20. PBSPED Severe Disabilities/Autism	A, D	11797	Nationally Recognized CEC 2022
21. PBSPED Deaf/Hard of Hearing	A	12435	New program, scheduled to begin Fall 2013
22. MEdT[7] Elementary Education	A	6173	Nationally Recognized ACEI 2022
23. MEdT Secondary Education (IL/PB: ELA, Mathematics, Science, Social Studies)	A	10959	Nationally Recognized NCATE 2022
24. MEdT Hawaiian Immersion	A	10995	Approved by HTSB (state)
25. MEdT Hawaiian Language	A	10996	Approved by HTSB (state)
26. MLISc (Master of Library and Information Science) (Through Library and Information Science Program, Department of Information and Computer Sciences)	A, D	14415	Accredited ALA through 2015

1. T = Traditional

2. D = Distance

3. PBCSE = Post-baccalaureate Certificate in Secondary Education

4. A = Alternative

5. HTSB = Hawaii Teacher Standards Board

6. PBSPED = Post-baccalaureate Certificate in Special Education

7. MEdT = Master of Education in Teaching

Provide evidence that candidates clinical experience is met by one of the following requirements:

  A. A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency; or
  B. Demonstration of teaching proficiency through a combination of documented satisfactory work

experience and observation by the EPP;

>Or

C. Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

> All teacher education candidates complete one full semester of student teaching for a minimum of 15 weeks and a minimum of 40 hours per week, for a minimum of 600 hours.

Graduation rates. Report information on enrollment and program completion for programs leading to initial teacher licensure.

Programs leading to initial teacher licensure

Academic year a candidate was first enrolled	Number of candidates enrolled for the first time in a program leading to licensure	Number of candidates or completers who were recommended for licensure in AY 2012-2013	Number of candidates who did not get recommended for licensure (at the time this report is submitted).		
			Continued in an program	Been counseled out of a program	Withdrawn from a program
AY 2012-2013	341	15	309	2	15

Section IV. Areas for Improvement, Weaknesses, and/or Stipulations
Summarize activities the EPP has engaged in and report on the outcomes of those activities as they relate to correcting areas of improvement or conditions cited in the current SATEP approval report.

> none

Section V. Accreditation Pathway
State the pathway your EPP has chosen and explain what steps have been taken towards national accreditation.

> NCATE Moving toward on site visit

Section VI. Substantive Changes
Have any of the following substantive changes occurred during the 2012-2013 academic year?

Has the EPP made changes in the published mission or objectives of the EPP?
No Change/ Not Applicable

Has the EPP added programs of study different from those that were offered when most recently approved?
No Change/ Not Applicable

Has the EPP added courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently approved?
No Change/ Not Applicable

Does the EPP have a contract with other providers for direct instructional services, including any teach-out agreements (A teach-out agreement is a written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program)?

No Change/ Not Applicable

Are there any changes that mean the EPP no longer satisfies approval standards or requirements?
No Change/ Not Applicable

Are there any changes in regional or higher education accreditation status?
No Change/ Not Applicable

Section VI. Student Loan Default Rate

Consumer information	No Access to Data	Access to data	Publicly displayed data (insert link)
3-year student loan default rate		2011- 5.1% 2010-4.4% 2009-4.4%	

OPE/ID (Office of Post-Secondary Education) number	

University of Hawaii – West Oahu

UNIT NAME AND ADDRESS	University of Hawai'i—West O'ahu 91-1001 Farrington Highway Kapolei, HI 96707
CONTACT(s) including name, positions, phone#, fax#, and email address	Dr. Mary Heller, Professor and Chair Office: (808) 689-2339 E-mail: mfheller@hawaii.edu
CURRENT TRADITIONAL PROGRAMS Enter each teacher education program including approved licensure fields	<u>Traditional Baccalaureate Program with Full State Approval through Fall, 2019</u> • Elementary Education for (K-6) <u>Traditional Baccalaureate Program with Provisional State Approval through December 2015</u> • Social Studies (6-12) • Social Studies (6-8) • English (6-12) • English (6-8)
CURRENT ALTERNATIVE PROGRAMS Enter each teacher education program including licensure fields	N/A
PROGRESS MADE TOWARDS INCORPORATING A PRE-SERVICE PERFORMANCE ASSESSMENT APPROVED BY THE HTSB	Attending workshops on both.

Section II. Additional Information

A. **Program Information.** Please complete the program enrollment and completer table below. Report each program individually.

NAME OF PROGRAM	TYPE OF PROGRAM	2012-2013 NUMBER ENROLLED	2012-2013 NUMBER of COMPLETERS	2011-2012 NUMBER ENROLLED	2011-2012 NUMBER of COMPLETERS	2010-2011 NUMBER ENROLLED	2010-2011 NUMBER of COMPLETERS
Elementary Education	Traditional	166	14	150	30	147	31

B. **Teachers Prepared by Area of License.** For each initial teacher preparation program, provide the number of teachers prepared by area of license in 2012-13. Include both traditional programs and alternative routes to teacher licensure.

Area of license	Number prepared
Elementary Education	16

C. **Educator Preparation Program Approval.** Indicate the evidence the EPP has that ensures they are following the requirements stated in NBI 13-24, Adoption of the Council for Accreditation of Educator Preparation Standards.

1. Provide evidence that candidates meet the Hawai'i teacher performance standards.

   All signature assignment and field experience assessments are aligned with the HTSB/InTASC standards. Data reflects candidate performance on all standards throughout their program of study.

2. Provide evidence that candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.

   Standards-based field experience evaluations are aligned with professional and ethical dispositions; the unit has in place a "Professionalism Alert" process whereby candidates' unacceptable dispositions are recorded and action taken to remediate.

3. Provide evidence that candidates are prepared to incorporate the following areas into their practice:
   a. Hawaiian language, history and culture;

      Signature Assignment data; Lesson Plans; other standards-based, course level activities; field and clinical teaching experiences.

   b. Student standards adopted by the Department;

      CCSS and HCPS III HIDOE standards are central to lesson planning and implementation throughout the early field experience, three practicums, and student teaching.

   c. Teaching of reading including working with students of reading difficulties;

      Methods Block I: English Language arts (Reading & Writing) with Practicum: 9 credits; Student Teaching, 12 credits

   d. Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;

      Standards-based assessments associated with the following course and field work: SPED

> 405, Methods Block 2, all practicums, and student teaching: Candidates learn about the development and process for implementing an IEP. Participation in an actual IEP meeting, although strongly encouraged, is at the discretion of the mentor teacher, principal, and parents of the students with disabilities.

e. Working effectively with students who are limited English proficient;

> Methods Block 2 with Practicum: Teaching Culturally & Linguistically Diverse Learners. Standards-based Signature Assignment/Case Study of a Struggling English Language Learner.

f. Working with gifted and talented students;

> No data available at this time.

g. Integrating technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

> Standards-based signature assignment in ETEC 297, Educational Media and Technology; standards-based evaluations of all practicums and student teaching experience.

4. Provide evidence that candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.

> The UHWO Elementary Teacher Education Program is nationally recognized by the Association for Childhood Education International (ACEI).

5. Provide evidence that candidates clinical experience is met by one of the following requirements:
    (A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency;
       or
    (B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation
           by the EPP;
           or
    (C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

    > Initial Teacher Preparation: minimum of 450 hours of supervised clinical teaching/student teaching.

Graduation rates. Report information on enrollment and program completion for programs leading to initial teacher licensure.

Programs leading to initial teacher licensure

Academic year a candidate was first enrolled	Number of candidates enrolled for the first time in a program leading to licensure	Number of candidates or completers who were recommended for licensure in AY 2012-2013	Number of candidates who did not get recommended for licensure (at the time this report is submitted). 2		
			Continued in an program	Been counseled out of a program	Withdrawn from a program
AY 2012-2013	94	0	94	0	0

Section IV. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize activities the EPP has engaged in and report on the outcomes of those activities as they relate to correcting areas of improvement or conditions cited in the current SATEP approval report.

Improved assessment of candidate impact on student learning to include focused attention on the following: Candidate reflections on teaching and learning during early field experience, practicum, and student teaching.

Section V. Accreditation Pathway

State the pathway your EPP has chosen and explain what steps have been taken towards national accreditation.

Continuous Improvement

Section VI. Substantive Changes

Have any of the following substantive changes occurred during the 2012-2013 academic year?

Has the EPP made changes in the published mission or objectives of the EPP?
No Change/ Not Applicable

Has the EPP added programs of study different from those that were offered when most recently approved?
No Change/ Not Applicable

Has the EPP added courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently approved?
No Change/ Not Applicable

Does the EPP have a contract with other providers for direct instructional services, including any teach-out agreements (A teach-out agreement is a written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program)?

No Change/ Not Applicable

Are there any changes that mean the EPP no longer satisfies approval standards or requirements?
No Change/ Not Applicable

Are there any changes in regional or higher education accreditation status?
No Change/ Not Applicable

Section VI. Student Loan Default Rate

Consumer information	No Access to Data	Access to data	Publicly displayed data (insert link)
3-year student loan default rate		2011- 6.6% 2010-4.7% 2009-5.7%	http://www.nslds.ed.gov/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=0&ope_id=021078

OPE/ID (Office of Post-Secondary Education) number	02107800

University of Phoenix

UNIT NAME AND ADDRESS	University of Phoenix Hawai'i Campus 745 Fort Street Suite 2000 Honolulu, HI 96813
CONTACT(s) including name, positions, phone#, fax#, and email address	George Carroll III, Campus College Chair 808-524-9806 George.carroll@phoenix.edu
CURRENT TRADITIONAL PROGRAMS **Enter each teacher education program including approved licensure fields**	<u>Traditional Undergraduate Program with Provisional State Approval through December 2015</u> • Elementary Education (K-6) <u>Traditional Master's Program with Full State Approval through December 2015</u> • Elementary Education (K-6) • Mathematics (6-12) • English (6-12) • Science (6-12) • Social Studies (6-12) • Special Education (K-12) • Special Education (K-6) • Special Education (6-12)
CURRENT ALTERNATIVE PROGRAMS **Enter each teacher education program including licensure fields**	N/A
PROGRESS MADE TOWARDS INCORPORATING A PRE-SERVICE PERFORMANCE ASSESSMENT APPROVED BY THE HTSB	University of Phoenix Hawaii Campus will incorporate EdTPA by July, 2015.

Section II. Additional Information

A. **Program Information.** Please complete the program enrollment and completer table below. Report each program individually.

NAME OF PROGRAM	TYPE OF PROGRAM	2012-2013	2012-2013	2011-2012	2011-2012	2010-2011	2010-2011
		NUMBER ENROLLED	NUMBER of COMPLETERS	NUMBER ENROLLED	NUMBER of COMPLETERS	NUMBER ENROLLED	NUMBER of COMPLETERS
MAED Elementary K-6	TRADITIONAL	49	29	25	20	25	20
MAED SPED K-6	TRADITIONAL	10	4	4		7	7
MAED SPED 6-12	TRADITIONAL	7	4	5		11	6
MAED SPED K-12	TRADITIONAL	0	2	4		1	1
MAED English 6 – 12	TRADITIONAL	14	6	10		16	13
MAED Science 6 – 12	TRADITIONAL	12	6	4		5	3
MAED Social Studies 6 – 12	TRADITIONAL	9	4	5		12	9
MAED Mathematics 6 – 12	TRADITIONAL	11	5	4		7	6

B. **Teachers Prepared by Area of License.** For each initial teacher preparation program, provide the number of teachers prepared by area of license in 2012-13. Include both traditional programs and alternative routes to teacher licensure.

Area of license	Number prepared
Elementary K – 6	29
English 6 – 12	6
Science 6 – 12	6
Social Studies 6 – 12	4
Mathematics 6 – 12	5
Special Education	10

C. **Educator Preparation Program Approval.** Indicate the evidence the EPP has that ensures they are following the requirements stated in NBI 13-24, Adoption of the Council for Accreditation of Educator Preparation Standards.

1. Provide evidence that candidates meet the Hawai'i teacher performance standards.

   -Student teaching evaluation (Student Teaching Seminars A & B) – Candidate evaluation domains include planning and preparation; learning environment; instruction; and professionalism

2. Provide evidence that candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.

   -Field Experience Evaluations (conducted four times in candidate's program): evaluation will provide valuable feedback and information to the student and University faculty on the student's professionalism and general demeanor during classroom observation.

   -Student teaching evaluation (Student Teaching Seminars A & B) – Candidate evaluation domains include planning and preparation; learning environment, instruction, and professionalism

3. Provide evidence that candidates are prepared to incorporate the following areas into their practice:
   a. Hawaiian language, history and culture;

      -MTE/508: Models, Theories & Instructional Strategies: (required course included in all MAED programs) Candidates create standards-based lessons

   b. Student standards adopted by the Department;

      -MTE/508: Models, Theories & Instructional Strategies: (required course included in all MAED programs) - Candidates create standards-based lessons

      -Student Teaching Seminars A & B: (required courses included in all MAED programs) - Candidates create and teach a standards-based unit plan during student teaching practicum

   c. Teaching of reading including working with students of reading difficulties;

      -RDG/530 (Elementary & SPED programs) RDG/542 (Secondary): Curriculum Constructs & Assessment Reading Methods- students create a unit plan that includes five literacy lesson plans

   d. Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;

      -SPE/514 (Survey of Special Populations): (required course included in Elementary & Secondary programs) - Instructional & Management Plan that requires strategies for

inclusion and instruction of special needs students

e. Working effectively with students who are limited English proficient;

-MTE/553 (Instruction and Assessment of English Language Learners): (required course included in Elementary & Secondary programs) – students create interdisciplinary Instructional Unit Plan based on needs of English language learners

f. Working with gifted and talented students;

-SPE/514 (Survey of Special Populations): (required course included in Elementary & Secondary programs) - Instructional & Management Plan that requires strategies for instruction of gifted/talented students

g. Integrating technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

--MTE/508: Models, Theories & Instructional Strategies: (required course included in all MAED programs) - Candidates create standards-based lessons that require integration of technology

-Student Teaching Seminars A & B: (required courses included in all MAED programs) - Candidates create and teach a standards-based unit plan during student teaching practicum that requires integration of technology

4. Provide evidence that candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.

Went through SPAs

5. Provide evidence that candidates clinical experience is met by one of the following requirements:
   (A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency;
       or
   (B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation
           by the EPP;
           or
   (C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.
       -Students are required to complete 100 hours of Field Experience hours prior to

beginning their student teaching practicum -Student Teaching practicum is required 65 days in length / 390 clinical hours -Students complete total minimum 490 supervised clinical experience hours

Graduation rates. Report information on enrollment and program completion for programs leading to initial teacher licensure.

Programs leading to initial teacher licensure

Academic year a candidate was first enrolled	Number of candidates enrolled for the first time in a program leading to licensure	Number of candidates or completers who were recommended for licensure in AY 2012-2013	Number of candidates who did not get recommended for licensure (at the time this report is submitted).		
			Continued in an program	Been counseled out of a program	Withdrawn from a program
AY 2012-2013	44	15	22	1	0

Section IV. Areas for Improvement, Weaknesses, and/or Stipulations
Summarize activities the EPP has engaged in and report on the outcomes of those activities as they relate to correcting areas of improvement or conditions cited in the current SATEP approval report.

none

Section V. Accreditation Pathway
State the pathway your EPP has chosen and explain what steps have been taken towards national accreditation.

NCATE Site Visit dates are set.

Section VI. Substantive Changes
Have any of the following substantive changes occurred during the 2012-2013 academic year?

Has the EPP made changes in the published mission or objectives of the EPP?
No Change/ Not Applicable

Has the EPP added programs of study different from those that were offered when most recently approved?
No Change/ Not Applicable

Has the EPP added courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently approved?
No Change/ Not Applicable

Does the EPP have a contract with other providers for direct instructional services, including any teach-out agreements (A teach-out agreement is a written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program)?
No Change/ Not Applicable

Are there any changes that mean the EPP no longer satisfies approval standards or requirements?
No Change/ Not Applicable

Are there any changes in regional or higher education accreditation status?
No Change/ Not Applicable

Section VI. Student Loan Default Rate

Consumer information	No Access to Data	Access to data	Publicly displayed data (insert link)
3-year student loan default rate	X		

OPE/ID (Office of Post-Secondary Education) number	