

**New Business Item 16-40**

Introduced 6/2/2017

Approved 6/2/2017

**TITLE: Consideration of Provisional State Approval of Leeward Community College's Special Education Educator Preparation Program to Add a Field to an Existing Hawaii License**

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The Hawaii Teacher Standards Board grants provisional state approval to Leeward Community College's Special Education Educator Preparation Program effective June 2, 2017, through June 30, 2020.

**This approval is based on a review by a state review team composed of the following reviewers:**

- Cheryl Reding, Ph.D., Assistant Professor and Director of the Graduate Programs in Education, Benedictine College, Atchison, Kansas
- Laurella Pang, Special Education teacher, Palolo Elementary
- Carolyn Gyuran, CAEP Reviewer, Council for Exceptional Children Reviewer

**The HTSB accepts the team's commendation of the program in the following areas:**

Criteria for Admission, Student Teaching, and Exit: Acceptable

Program of Study: The coursework is appropriate for adding the field of Special Education (PK-3, K-6, 6-12, K-12). All assignments and assessments must be specific to the grade levels of their license area.

Faculty: Faculty are appropriate for this program.

**The HTSB adopts the following Area for Improvement recommended by the review team:**

Submit a report to the Hawaii Teacher Standards Board (HTSB) no later than July 1, 2018, providing evidence that the following rubrics clearly describe the differences between the levels of performance. This includes a detailed description of what an evaluator would expect to see at each performance level.

- Advanced Professional Certificate in Special Education (APC in Sped) Candidate Assessment Form

- Assignment #1 Assessment Bias
- Assignment #4: Quality Learning & Performance
- Discussion Forum #1: Assessments that Minimize Bias
- Discussion Forum #2: Behavior Assessment
- Discussion Forum #3: A Culture of Collaboration
- Professional Learning & Ethical Practice
- Increasing Influence Calendar and Rationale SCORING RUBRIC
- Learning Environments: Inquiry-Based Learning Task (IBL) Task SCORING RUBRIC

Rationale: The assessments submitted by the program have the potential to provide strong evidence for meeting all pertinent standards. However, distinctions for performance are not clear and objective in the above rubrics. These rubrics, which use subjective qualifiers such as, "always", "mostly", and "sometimes" will not produce valid and reliable data necessary for program improvement.

**The unit may recommend candidates for the following license fields:**

- Special Education PK-3
- Special Education K-6
- Special Education 6-12
- Special Education K-12

The unit must include this program in its annual report to HTSB and in its next unit state approval review.

A memorandum will be sent to the unit informing them of the Board's state approval.

**Submitted by:** Terry Lynn Holck

**Referred to:** Teacher Education Committee

**HAWAI'I TEACHER STANDARDS BOARD**  
**EDUCATOR PREPARATION - ADD A NEW FIELD**  
**LEEWARD COMMUNITY COLLEGE**  
**POST BACCALAUREATE IN SPECIAL EDUCATION**

**Reviewer Recommendations**

The State Approved Teacher Education (SATE) Review Team recommends provisional approval for the Post Baccalaureate in Special Education added field program with the following area for improvement:

Submit a report to the Hawaii Teacher Standards Board (HTSB) no later than July 1, 2018 providing evidence that the following rubrics clearly describe the differences between the levels of performance. This includes a detailed description of what an evaluator would expect to see at each performance level.

- Advanced Professional Certificate in Special Education (APC in Sped) Candidate Assessment Form
- Assignment #1 Assessment Bias
- Assignment #4: Quality Learning & Performance
- Discussion Forum #1: Assessments that Minimize Bias
- Discussion Forum #2: Behavior Assessment
- Discussion Forum #3: A Culture of Collaboration
- Professional Learning & Ethical Practice
- Increasing Influence Calendar and Rationale SCORING RUBRIC
- Learning Environments: Inquiry-Based Learning Task (IBL) Task SCORING RUBRIC

**Rationale:** The assessments submitted by the program have the potential to provide strong evidence for meeting all pertinent standards. However, distinctions for performance are not clear and objective in the above rubrics. These rubrics, which use subjective qualifiers such as, "always", "mostly", and "sometimes" will not produce valid and reliable data necessary for program improvement.

**Criteria for Admission, Student Teaching, and Exit:** Acceptable  
**Program of Study:** The coursework is appropriate for adding the field of Special Education (PK-3, K-6, 6-12, K-12). All assignments and assessments must be specific to the grade levels of their license area.

**Faculty:** Faculty are appropriate for this program.

**Review Team**

Cheryl Reding, Ph.D., Assistant Professor and Director of the Graduate Programs in Education, Benedictine College, Atchison, Kansas

Laurella Pang, Special Education teacher, Palolo Elementary

Carolyn Gyuran, Education Consultant

**PROGRAM REVIEW REPORT – ADD A FIELD**  
**LEEWARD COMMUNITY COLLEGE**  
**POST BACCALAUREATE IN SPECIAL EDUCATION**

**Date Submitted:** 3.15.17

**EPP:** Leeward Community College  
**Address:** 96-045 Ala Ike Pearl City, HI 96782

**Name of Program:** Advanced Professional Certificate in SPED PK-12

**Contact Information:**

**Name** Bobbie Martel

**Title** Coordinator

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**Phone** 808-455-0632

**Hawai'i Teacher Standards Board License Field(s) and Grade Level(s) for which candidates are being prepared**

SPED PK-3

SPED K-6

SPED 6-12

SPED K-12

**Program Level**

- Undergraduate
- Post Baccalaureate
- Master's
- Other

**Is this program offered at site(s) other than EPP address listed above?**

- Yes (If yes, indicate the names and addresses of sites)
- No

### Section I. Program of Study

List the program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles.

Course Title/Number	Description
ED 297D/330: SPED Law and IEP Development	This course will give students the opportunity to review special education law, with an emphasis upon Hawaii Administrative Rules, Chapter 60 and the 2004 Reauthorization of IDEA. Heavy emphasis will be on Individual Education Program development through examination of required elements of Individualized Education Program (IEPs) and simulated IEP team scenarios. Students will be introduced to state and federal special education rules and regulations, practical application of the law, ethical codes and related professional standards. The course will also discuss Section 504 and the impact of key laws upon students with disabilities.
ED 297F/331: SPED Assessment	This course focuses on assessing the exceptional child, including an examination of evaluation procedures, from pre-referral intervention, eligibility/placement/ program decision-making to progress monitoring of scientifically-based instructional interventions based on Response to Intervention (RTI). Emphasis will be on using assessment information to determine strengths and needs to design instruction related to Individualized Education Program (IEP) goals and state standards, and to evaluate the effectiveness of that instruction using progress-monitoring techniques. This course will introduce students to commonly used tests and evaluation systems used in public school special education programs.
ED 297H/335: Educational Technology for Students with Exceptionalities	This course presents an overview of the variety of instructional technology options and considers how these are effective across the curriculum. Educational technology includes the many tools and methods in which technology is used within an educational setting. Students will learn about current trends in education that are directly related to technology. Emphasis is placed on reaching different types of learners, considerations of integration, and assessing effectiveness of technology use for students with special needs.
ED 297G/332: ELA Instruction & Interventions	This course introduces the developmental continuum for literacy. Prepares students to assess students' abilities; to select appropriate instructional strategies and to design effective instructional programs leading to increased

	listening, speaking, reading and writing competencies for all children; and assessment strategies to evaluate student progress.
ED 297I/334 Participating in a Professional Community	This course explores the organizational, personal, and interpersonal aspects of working as a teacher in schools. Preparation for membership and leadership in a professional learning community and for continuing professional growth.
Pre-Student Teaching PK-3, K-6, or 6-12 Field Experience	Candidates will complete 110 hours of Observation and Participation (O&P) embedded in each of their five methods-based courses (22 hours per course). Each course includes 1 video portfolio piece aligned with a CEC/HTSB teacher performance standard and is evaluated by the course instructor using a rubric to measure proficiency in the key elements for the 7 CEC standards and 10 performance standards for HTSB/InTASC.
ED 314B-Supervised Demonstration in Teaching	Candidates will prepare for five formal observations and will be evaluated on this student teaching experience including the design and delivery of standards based lesson plans and a unit plan that will measure the success of instruction in their placement.
ED 336- Professional Portfolio	Students will finalize a portfolio that documents achievement of specific skill competencies aligned with Hawaii State Teacher Performance and Licensing Standards through documentation and reflection on student teaching experiences.

## Section II. Criteria for Admission, Student Teaching, and Exit

### Description of the criteria for admission and exit from the program.

Transition Point	Criteria/Requirements
Admission	Bachelor's Degree or higher
	Acceptance into Leeward Community College
	Personal Statement (300 word minimum-500 maximum)
	Two letters of recommendation (at least one professional or academic reference) submitted via Google Form survey
	Advanced Professional Certificate on-line Application
Entry to clinical practice	Minimum grade of C in all coursework
	Passing score on the Praxis CORE Academic Skills Exams for Educators or qualifying ACT or SAT scores

Exit from clinical practice	TOTAL: 420 hours of internship (equates to one year of teaching)  O&P: 110 hours of field experience  Full-time student teaching: 310 hours of field experience (15 weeks)
	5 successful formal evaluations completed during the student teaching experience
	Recommendation by the faculty evaluator and site principal
Program completion	Passing grades with a C or better in education courses.
	5 successful formal evaluations in internship or student teaching placement.
	Successful completion of practicum course portfolio

### Section III. Standards & Assessments

In this section, briefly describe what, how, and when the assessments will demonstrate candidate's mastery of the *Council for Exceptional Children Special Educator Preparation* and *Hawaii's Teacher Performance Standards* including:

- a) A brief description of the assessment and its use in the program (one sentence is sufficient);
- b) A brief description of how this assessment specifically aligns with the standards,
- c) A summary of how data will provide evidence for meeting standards
- d) The assessment instrument and scoring guide (e.g., attached rubrics as appendices).

<a href="#">CEC Initial Level Special Educator Preparation Standards</a>	Type / Form of Assessment	Summarize (anticipated) evidence from the assessments that measure standard(s).	When is Assessment Given
<b>Standard 1: Learner Development and Individual Learning Differences</b> Beginning special education professionals understand how exceptionalities	<i>Response to Intervention Mock Meeting Assignment</i>  <a href="#">Five formal observations by</a>	a. Candidates films a mock RTI meeting with parent(s)/guardian(s) discussing: strategies used during each of the 3 tiers of intervention; 2 of student's strengths and/or interest; 2 of student's primary needs; personal, family, community experiences, and cultural norms, including Native Hawaiian history and culture (if relevant) to obtain perspective on how to plan and deliver instruction;	ED 297D/ ED 330: SPED Law and IEP Development  ED 314B: Student Teaching



<p>may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>	<p><a href="#"><u>college supervisor</u></a></p>	<p>2 additional resources, supports, specialized assistance, or services for parents to expand the support network for their child.</p> <p>b. This assessment requires candidates to identify a variety of instructional strategies that are developmentally appropriate using understanding of individual differences and diverse cultures and communities (HTSB 1, 2, 8a-c)</p> <p>c. The RTI Mock Meeting Assignment rubric directly measures proficiency in HTSB Performances 1,2 &amp; 8 a-c through quantitative and qualitative criteria.</p> <p>d. <a href="#"><u>Learner Development &amp; Differences: RTI Mock Meeting SCORING RUBRIC</u></a></p>	
<p><b>Standard 2: Learning Environments</b> Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and</p>	<p><i>Learning Environment: Inquiry Based Learning Assignment</i></p> <p><i>Five formal observation evaluations by college supervisor</i></p>	<p>a. Candidates use the inquiry based learning framework to develop a presentation on 1. HOW <del>to create a safe, responsive</del> engage individuals with exceptionalities in meaningful learning activities and social interactions and 2. WHICH interventions can be used to teach individuals with exceptionalities how to adapt to different environments, with special consideration of those in crisis.</p> <p>b. This assessment requires candidates to select a topic of interest related to how special education professionals can learning environments so students with exceptionalities can become effective learners, develop emotional well-being, positive</p>	<p>ED 297D/ED 330: SPED Law and IEP Development ED 314B: Student Teaching</p>

<p>self--determination.</p>		<p>social interactions, and self-determination (CEC 2.0).</p> <p>c. The Learning Environments IBL Assignment rubric directly measures proficiency in elements CEC 2.1, 2.2, and 2.; and HTSB Teacher Prep Standard 3 through quantitative and qualitative criteria.</p> <p>d. <u>Learning Environment: Inquiry Based Learning Assignment</u></p> <p><u>Learning Environment: IBL Assignment SCORING RUBRIC</u></p> <p><a href="#">a-d: Five Formal Observations and Portfolio descriptions and rubrics</a></p>	
<p><b>Standard 3: Curricular Content Knowledge</b> Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<p><i>Content Knowledge &amp; Application of Content: Inquiry Based Learning Assignment</i></p> <p><i>Five formal observation evaluations by college supervisor</i></p>	<p>a. Candidates select a hypothetical individual with a particular disability and use the inquiry based learning framework to 1. develop two meaningful IFSP or IEP goals in two different content areas from <u>CDC Developmental Milestones (IFSP) or Common Core or HCPS III standards (IEP) (CEC 3.1)</u>; 2. Identify two strategies to individualize learning across curricular content areas based on the child's language, family, culture, and exceptionality (CEC 3.2); 3. Identify two evidence-based practices to modify instruction for two standards from <u>CDC Developmental Milestones (IFSP) or Common Core or HCPS III standards (IEP) (CEC 3.3)</u></p> <p>b. This assessment requires candidates to select any hypothetical individual with a particular disability that interests them specialized curricula to individualize learning for this child (CEC 3.0).</p>	<p>ED 297D/ED 330:SPED Law and IEP Development</p> <p>ED 314B: Student Teaching</p>

		<p>c. The Content Knowledge: IBL Assignment rubric directly measures proficiency in elements 3.1, 3.2, and 3.3; HTSB Teacher Performance Standard 4 through quantitative and qualitative criteria.</p> <p>d. <u>Content Knowledge: Inquiry Based Learning Assignment</u></p> <p><u>Content Knowledge: IBL Assignment SCORING RUBRIC</u></p>	
<p><b>Standard 4: Assessment</b> Beginning special education professionals use multiple methods of assessment and data--sources in making educational decisions.</p>	<p><i>Multiple assignments and Discussion Forums in ED 297F/ED 331: SPED Assessment</i></p> <p><i>Five formal observation evaluations by college supervisor</i></p>	<p><i>CEC 4.1: Assessment Bias Assignment, Discussion Forum: Assessments that Minimize Bias</i></p> <p><i>CEC 4.2: RTI &amp; CBM Assignment, Discussion Forum: Behavior Assessment</i></p> <p><i>CEC 4.3: Evidence Based Practices &amp; Functional Behavior Assessments Assignment, Discussion Forum: Culture of Collaboration</i></p> <p><i>CEC 4.4: Quality Learning &amp; Performance Assignment</i></p> <p>HTSB 6 &amp;7:Post-Assessment Debrief Meeting</p> <p>a. <i>Assessment Bias Assignment (ED 297F:SPED Assessment):</i> Candidates interpret a case study to determine if the student's skills were/were not assessed adequately for LD identification and explain how the teachers' knowledge of students CLD background impacted her teaching</p> <p><i>Forum: Assessments that Minimize Bias:</i> Students research, share, and discuss an ineffective and</p>	<p>ED 297F/ED 331: SPED Assessment</p> <p>ED 314B: Student Teaching</p>

		<p>effective informal/formal assessment.</p> <p><i>RTI &amp; CBM Assignment:</i> Candidates describe 3 advantages of progress monitoring over annual achievement tests, 2 key differences between mastery measurement and CBM, 3 ways CBM can be used to help at-risk students, 4 components of RTI, and the purpose of universal screening and progress monitoring.</p> <p><i>Forum: Behavior Assessment:</i> Candidates interpret a classroom video to identify the antecedents, consequences, and function of the behavior for the disruptive behavior in the child in the video as well as share and discuss the antecedents, consequences, and function of the behavior for their own scenario of a problematic behavior.</p> <p><i>EBP &amp; FBA Assignment:</i> Candidates describe 3 benefits of implementing an evidence-based practices, considerations for each of the 3 areas that an education professional needs to think about when selecting an EBP, school-based examples of 2 of the following: positive reinforcement, negative reinforcement, punishment, or extinction And 2 benefits of conducting an FBA to address problem behaviors.</p> <p><i>Forum: Culture of Collaboration:</i> Candidates interpret videos on community, school, and family collaboration and share a key</p>	
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		<p>message regarding collaboration with colleagues and families, and share/discuss 2 parent-school interactions that they experienced that were effective or ineffective and why.</p> <p><i>Quality Learning &amp; Performance Assignment:</i> Candidates describe 3 ways that learning strategies can help students in the classroom, compare characteristics of strategic learners with those of non-strategic learners, describe how a particular disability would affect one's performance in the areas of education, socialization, and post-secondary career goals, and describe the kinds of accommodations an individual with a particular disability would require to acquire specific career goals.</p> <p><i>Post-Assessment Debrief Meeting:</i> Candidates designs a formative/summative digital assessment aligned with a specific learning objective (HELDS, Common Core, or HCPS III) and record a debrief meeting in collaboration with a school colleague and/or student offering 2 pieces of specific constructive feedback, 2 alternative ways of demonstrating the learning objective and 2 accommodations that can be made to develop differentiated learning experience.</p> <p>b. These series of individual assignments and collaborative forum discussion require candidates to interpret how and why they should use multiple methods of assessment and data-sources in making educational</p>	
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		<p>decisions.</p> <p>c. The assignments and forum discussion rubrics directly measure proficiency in elements CEC 4.1, 4.2, and 4.3 and 4.4; HTSB 6, 7 through quantitative and qualitative criteria. Specific measurable items on the assignment/discussion rubrics that correlate with the CEC key elements are labeled with the corresponding CEC preparation standard/element number; assignment/discussion rubrics that correlate with the HTSB Teacher Preparation Standards are labeled with the corresponding HTSB TP alpha numeral.</p> <p>d.</p> <p><u>CEC 4.1: Assessment Bias Assignment SCORING RUBRIC</u></p> <p><u>Discussion Forum: Assessments that Minimize Bias SCORING RUBRIC</u></p> <p><u>CEC 4.2: RTI &amp; CBM Assignment SCORING RUBRIC</u></p> <p><u>Discussion Forum: Behavior Assessment SCORING RUBRIC</u></p> <p><u>CEC 4.3: EBP &amp; FBA Assignment SCORING RUBRIC</u></p> <p><u>Discussion Forum: Culture of Collaboration SCORING RUBRIC</u></p> <p><u>CEC 4.4: Quality Learning &amp; Performance Assignment SCORING RUBRIC</u></p> <p><u>HTSB 6 &amp; 7: Post-Assessment Debrief Meeting SCORING RUBRIC</u></p>	
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<p><b>Standard 5: Instructional Planning and Strategies</b>  Beginning special education professionals select, adapt, and use a repertoire of evidence-- based instructional strategies to advance learning of individuals with exceptionalities.</p>	<p><i>Scenario Based Learning Assignments</i></p> <p><i>Five formal observation evaluations by college supervisor</i></p>	<p><i>Scenario Based Learning Assignments</i>  CEC 5.1, 5.2, 5.4, 5.6, 5.7 [HTSB: 8f,g,h]: <i>Deliverable Debrief(s) Assignment</i></p> <p>a. Upon completion of a course milestone students will complete a deliverable debrief activity in which they read and respond to a case study related to the module.</p> <p>b. Students are reading a related case study, evaluate the details of the unique learning setting and developing an assistive technology lesson plan that incorporates the specific needs of the individual.</p> <p>c. At the completion of this Deliverable Debrief students will capture their reflections in a Google Doc. Students will share with their peers by posting an abbreviated summary and link to the Google doc in Google+ Course Community.</p> <p>d. <a href="#">CEC 5.1, 5.2, 5.4, 5.6, 5.7 [HTSB: 8f,g,h]: Deliverable Debrief(s) Assignment SCORING RUBRIC</a></p> <p>CEC 5.3 [HTSB: 8e]: <i>Learners' Choice Assignment</i></p> <p>a. Upon completion of a course task students will complete a Learners' Choice activity in which they self select to complete either an (audible, visual or written) artifact of learning demonstrating their learning.</p> <p>b. Students will use technology to reflect on their learning in various formats as they become familiar with communication systems and assistive technologies to support communication.</p> <p>c. At the completion of the course task students will use technology</p>	<p>ED 297H/335: Educational Technology for Students with Exceptionalities</p> <p>ED 314B: Student Teaching</p>
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		<p>to capture their reflections in either audio, video or textual format. Students will share with their peers by posting an abbreviated summary and link to their artifact in the Google+ Course Community.</p> <p>d. <a href="#">CEC 5.3 [HTSB: 8e]: Learners' Choice Assignment SCORING RUBRIC</a></p> <p>CEC 5.5 [HTSB: 8d,i]: <i>Weekly Scrum Assignment</i></p> <p>a. Upon completion of a course topic students will participate in a small group Google+ forum discussion activity in which they will discuss related scenarios from diverse perspectives through role play.</p> <p>b. Students will work collaboratively to develop and implement a variety of education and transition plans for individuals with exceptionalities. Over the semester students will rotate through roles ( individuals, families, team and teacher) taking turns reflecting and contributing to their small groups discussion from various points of view.</p> <p>c. At the completion of the course topic the small groups will have had a balanced discussion on Google+ course community forum. Students from outside of small group will be able to view the discussion that took place in the Google+ Course Community.</p> <p>d. <a href="#">CEC 5.5 [HTSB: 8d,i]: Weekly Scrum Assignment SCORING RUBRIC</a></p>	
<p><b>Standard 6: Professional Learning and Ethical Practice</b> Beginning special</p>	<p><i>Increasing Influence Calendar and Rationale Assignment</i></p>	<p>a. The candidate will design a MOCK 2 month calendar including scheduled times/dates for 3 activities pertaining to the CEC professional practice standards;</p>	<p>ED 2971/334: Participating in a Professional Community</p>



<p>education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p>	<p><i>Five formal observation evaluations by college supervisor</i></p>	<p>describe why each activity was chosen and how it will influence instruction; and reflect on one personal bias that may influence instruction and how that perception will be addressed.</p> <p>b. This assessment requires candidates plan how they will develop relationships with families; increase understanding of cultural, ethnic, gender, and learning differences; and plan collegially with others. The task also requires self-analysis of personal bias and reflection on how to improve one's instruction through specific professional activities. (CEC 6.1, 6.2, and 6.3, HTSB 9, HTSB 10a-d).</p> <p>c. The assignment rubric directly measures proficiency in elements CEC 6.1, 6.2, and 6.3; HTSB 9, HTSB 10a-d) through quantitative and qualitative criteria. Specific measurable items on the rubric that correlates with the CEC key elements are labeled with the corresponding CEC preparation standard/element number and/or HTSB TP alpha numeral.</p> <p>d. <a href="#">Increasing Influence Calendar and Rationale ASSIGNMENT CRITERIA</a></p> <p><a href="#">Increasing Influence Calendar and Rationale SCORING RUBRIC</a></p> <p>a. <i>Choose Me Essay</i> (Participating in a Professional Community)</p> <p>The candidate will compose a</p>	<p>ED 314B: Student Teaching</p>
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		<p>"Choose ME" essay outlining he/she would be the best candidate for a fictitious \$1M teaching position with an emphasis on professional activities and advocacy/mentorship.</p> <p>b. This assessment requires candidates <i>to describe how they engage in lifelong learning to advance the profession; assume leadership roles; and collaborate with learners, families, colleagues, other school professionals, and community members.</i> (CEC 6.4, 6.5, and 6.6, HTSB 10).</p> <p>c. The assignment rubric directly measures proficiency in elements CEC 6.4, 6.5, and 6.6; HTSB a,b,c,f,g,h,i,j,k) through quantitative and qualitative criteria. Specific measurable items on the rubric that correlates with the CEC key elements are labeled with the corresponding CEC preparation standard/element number and/or HTSB TP alpha numeral.</p>	
<p><b>Standard 7: Collaboration</b> Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities and personnel from community agencies in</p>	<p><i>Collaboration Meeting Assignment</i></p> <p><i>Five formal observation evaluations by college supervisor</i></p>	<p>a. <i>Collaboration Meeting</i> The candidate will conduct and record a MOCK collaborative meeting with at least TWO family members, educators, related service providers, individuals with exceptionalities, and/or personnel from a community agency to discuss how they will utilize a specific intervention for an individual with special needs across 2 or more settings (i.e. general education setting, recreational/sports setting, home</p>	<p>ED 297I/334 Participating in a Professional Community</p> <p>ED 314B: Student Teaching</p>

<p>culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning environments.</p>		<p>setting etc.)</p> <p>b. This assignment requires candidates to apply principle of effective collaboration in problem-solving with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. (CEC 7.0, HTSB 10d,e,g,i)</p> <p>c. The assignment rubrics directly measures proficiency in elements CEC 7.1, 7.2, and 7.3; HTSB 10 d,e.g, i) through quantitative and qualitative criteria. Specific measurable items on the assignment/discussion rubrics that correlate with the CEC key elements are labeled with the corresponding CEC preparation standard/element number and HTSB TP alpha numeral.</p> <p>d. <a href="#">Collaboration Assignment SCORING RUBRIC</a></p>	
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<b>HI Teacher Performance Standard</b>	<b>Type / Form of Assessment</b>	<b>Summarize (anticipated) evidence from the assessments that measure standard(s).</b>	<b>When is Assessment Given</b>
<p>Standard 1: <a href="#">Learner Development</a></p>	<p><i>Response to Intervention Mock Meeting Assignment</i></p>	<p>a. Candidates films a mock RTI meeting with parent(s)/guardian(s) discussing: strategies used during each of the 3 tiers of intervention; 2 of student's strengths and/or interest; 2 of student's primary needs; personal, family,</p>	<p>ED 297D/ ED 330: SPED Law and IEP Development</p>

	<p><i>Five formal observation evaluations by college supervisor</i></p>	<p>community experiences, and cultural norms, including Native Hawaiian history and culture (if relevant) to obtain perspective on how to plan and deliver instruction; 2 additional resources, supports, specialized assistance, or services for parents to expand the support network for their child.</p> <p>b. This assessment requires candidates to identify a variety of instructional strategies that are developmentally appropriate using understanding of individual differences and diverse cultures and communities (HTSB 1, 2, 8a-c)</p> <p>c. The RTI Mock Meeting Assignment rubric directly measures proficiency in HTSB Performances 1,2 &amp; 8 a-c through quantitative and qualitative criteria.</p> <p>d. <a href="#">Learner Development &amp; Differences: RTI Mock Meeting SCORING RUBRIC</a></p>	<p>ED 314B: Student Teaching</p>
<p>Standard 2: <a href="#">Learning Differences</a></p>	<p><i>Response to Intervention Mock Meeting Assignment</i></p> <p><i>Five formal observation evaluations by college supervisor</i></p>	<p>a. Candidates films a mock RTI meeting with parent(s)/guardian(s ) discussing: strategies used during each of the 3 tiers of intervention; 2 of student’s strengths and/or interest; 2 of student’s primary needs; personal, family, community experiences, and cultural norms, including Native Hawaiian history and culture (if relevant) to obtain perspective on how to plan and deliver instruction; 2 additional resources, supports, specialized assistance, or services for parents to expand the support network for their child.</p> <p>b. This assessment requires</p>	<p>ED 297D/ED330: SPED Law and IEP Development</p> <p>ED 314B: Student Teaching</p>

		<p>candidates to identify a variety of instructional strategies that are developmentally appropriate using understanding of individual differences and diverse cultures and communities (HTSB 1, 2, 8a-c)</p> <p>c. The RTI Mock Meeting Assignment rubric directly measures proficiency in HTSB Performances 1,2 &amp; 8 a-c through quantitative and qualitative criteria.</p> <p>d. <a href="#">Learner Development &amp; Differences: RTI Mock Meeting SCORING RUBRIC</a></p>	
<p>Standard 3: <a href="#">Learning Environment</a></p>	<p><i>Learning Environment: Inquiry Based Learning Assignment</i></p> <p><i>Five formal observation evaluations by college supervisor</i></p>	<p>a. Candidates use the inquiry based learning framework to develop a presentation on 1. HOW to create a safe, inclusive, culturally responsive learning environment to engage individuals with exceptionalities in meaningful learning activities and social interactions and 2. WHICH interventions can be used to teach individuals with exceptionalities how to adapt to different environments, with special consideration of those in crisis.</p> <p>b. This assessment requires candidates to select a topic of interest related to how special education professionals can create safe, inclusive, culturally responsive learning environments so students with exceptionalities can become effective learners, develop emotional well-being, positive social interactions, and self-determination (CEC 2.0).</p> <p>c. The Learning Environments IBL Assignment rubric directly</p>	<p>ED 297D: SPED Law and IEP Development</p> <p>ED 314B: Student Teaching</p>

		<p>measures proficiency in elements CEC 2.1, 2.2, and 2.; and HTSB Teacher Prep Standard 3 through quantitative and qualitative criteria.  d. <u>Learning Environment: Inquiry Based Learning Assignment</u></p> <p><u>Learning Environment: IBL Assignment SCORING RUBRIC</u></p>	
<p>Standard 4:  <a href="#">Content Knowledge</a></p>	<p><i>Content Knowledge &amp; Application of Content: Inquiry Based Learning Assignment</i></p> <p><i>ACT, SAT, Praxis II</i></p> <p><i>Five formal observation evaluations by college supervisor</i></p>	<p>a. Candidates select a hypothetical individual with a particular disability and use the inquiry based learning framework to 1. develop two meaningful IFSP or IEP goals in two different content areas from <u>CDC Developmental Milestones (IFSP) or Common Core or HCPS III standards (IEP) (CEC 3.1)</u>; 2. Identify two strategies to individualize learning across curricular content areas based on the child’s language, family, culture, and exceptionality (CEC 3.2); 3. Identify two evidence-based practices to modify instruction for two standards from <u>CDC Developmental Milestones (IFSP) or Common Core or HCPS III standards (IEP) (CEC 3.3)</u></p> <p>b. This assessment requires candidates to select any hypothetical individual with a particular disability that interests them and use knowledge of general and specialized curricula to individualize learning for this child (CEC 3.0).</p> <p>c. The Content Knowledge: IBL Assignment rubric directly measures proficiency in elements 3.1, 3.2, and 3.3; HTSB Teacher Performance Standard 4 through quantitative and qualitative criteria.</p>	<p>ED 297D/ED 330:SPED Law and IEP Development</p> <p>Prior to enrollment in ED 314B: Student Teaching</p> <p>ED 314B: Student Teaching</p>

		<p>d. <u>Content Knowledge: Inquiry Based Learning Assignment</u></p> <p><u>Content Knowledge: IBL Assignment SCORING RUBRIC</u></p>	
<p>Standard 5: <a href="#">Application of Content</a></p>	<p><i>Application of Content: Project Based Learning Assignment</i></p> <p><i>Five formal observation evaluations by college supervisor</i></p>	<p>a. Candidates will design a class project incorporating technology and utilizing staff/community resources effectively that will require students to work in groups with consideration for diverse learner needs. Candidates will provide examples of problems/issues specifically affecting the Hawaiian Islands and descriptions of the historical context of each problem and describe 3 options for final products such as visual, auditory, kinesthetic, etc.. Candidates will also create a rubric for the project aligned with Hawaii's CCS or HCPS III standards (<a href="http://standardstoolkit.k12.hi.us/">http://standardstoolkit.k12.hi.us/</a>) from at least TWO different content areas that measures students' proficiency in applying content knowledge develop inventive solutions to real world problems. Finally candidates must identify accommodations or modifications to support learner literacy development for this particular task.</p> <p>b. This assessment requires candidates to engage learners in critical thinking, creativity, and collaborative problem solving across more than one content area by addressing authentic local and global issues. The assessment also measures proficiency in determining appropriate interventions to support learner literacy (HTSB</p>	<p>ED 332: ELA Instruction &amp; Interventions</p> <p>ED 314B: Student Teaching</p>

		<p>Teacher Performance Standard 5)</p> <p>c. The Application of Content: PBL Assignment rubric directly measures proficiency in the HTSB Teacher Performance Standard 5a-h through quantitative and qualitative criteria.</p> <p>d. <a href="#">Application of Content: Project Based Learning Assignment SCORING RUBRIC</a></p>	
<p>Standard 6: <a href="#">Assessment</a></p>	<p><i>Assignments and Discussion Forums from ED 297F/ED 331: SPED Assessment</i></p> <p><i>Five formal observation evaluations by college supervisor</i></p>	<p><i>CEC 4.1: Assessment Bias Assignment, Discussion Forum: Assessments that Minimize Bias</i></p> <p><i>CEC 4.2: RTI &amp; CBM Assignment, Discussion Forum: Behavior Assessment</i></p> <p><i>CEC 4.3: Evidence Based Practices &amp; Functional Behavior Assessments Assignment, Discussion Forum: Culture of Collaboration</i></p> <p><i>CEC 4.4: Quality Learning &amp; Performance Assignment</i></p> <p>HTSB 6 &amp;7:Post-Assessment Debrief Meeting</p> <p>a. <i>Assessment Bias Assignment (ED 297F:SPED Assessment):</i> Candidates interpret a case study to determine if the student's skills were/were not assessed adequately for LD identification and explain how the teachers' knowledge of students CLD background impacted her teaching</p> <p><i>Forum: Assessments that Minimize Bias: Students research, share,</i></p>	<p>ED 297F/ED 331: SPED Assessment</p> <p>ED 314B: Student Teaching</p>



		<p>and discuss an ineffective and effective informal/formal assessment.</p> <p><i>RTI &amp; CBM Assignment:</i> Candidates describe 3 advantages of progress monitoring over annual achievement tests, 2 key differences between mastery measurement and CBM, 3 ways CBM can be used to help at-risk students, 4 components of RTI, and the purpose of universal screening and progress monitoring.</p> <p><i>Forum: Behavior Assessment:</i> Candidates interpret a classroom video to identify the antecedents, consequences, and function of the behavior for the disruptive behavior in the child in the video as well as share and discuss the antecedents, consequences, and function of the behavior for their own scenario of a problematic behavior.</p> <p><i>EBP &amp; FBA Assignment:</i> Candidates describe 3 benefits of implementing an evidence-based practices, considerations for each of the 3 areas that an education professional needs to think about when selecting an EBP, school-based examples of 2 of the following: positive reinforcement, negative reinforcement, punishment, or extinction And 2 benefits of conducting an FBA to address problem behaviors.</p> <p><i>Forum: Culture of Collaboration:</i> Candidates interpret videos on community, school, and family</p>	
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		<p>collaboration and share a key message regarding collaboration with colleagues and families, and share/discuss 2 parent-school interactions that they experienced that were effective or ineffective and why.</p> <p><i>Quality Learning &amp; Performance Assignment:</i> Candidates describe 3 ways that learning strategies can help students in the classroom, compare characteristics of strategic learners with those of non-strategic learners, describe how a particular disability would affect one's performance in the areas of education, socialization, and post-secondary career goals, and describe the kinds of accommodations an individual with a particular disability would require to acquire specific career goals.</p> <p><i>Post-Assessment Debrief Meeting:</i> Candidates designs a formative/summative digital assessment aligned with a specific learning objective (HELDS, Common Core, or HCPS III) and record a debrief meeting in collaboration with a school colleague and/or student offering 2 pieces of specific constructive feedback, 2 alternative ways of demonstrating the learning objective and 2 accommodations that can be made to develop differentiated learning experience.</p> <p>b. These series of individual assignments and collaborative forum discussion require candidates to interpret how and why they should use multiple methods of assessment and data-</p>	
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		<p>sources in making educational decisions.</p> <p>c. The assignments and forum discussion rubrics directly measure proficiency in elements CEC 4.1, 4.2, and 4.3 and 4.4; HTSB 6, 7 through quantitative and qualitative criteria. Specific measurable items on the assignment/discussion rubrics that correlate with the CEC key elements are labeled with the corresponding CEC preparation standard/element number; assignment/discussion rubrics that correlate with the HTSB Teacher Preparation Standards are labeled with the corresponding HTSB TP alpha numeral.</p> <p>d. CEC 4.1: <u>Assessment Bias Assignment SCORING RUBRIC</u></p> <p><u>Discussion Forum: Assessments that Minimize Bias SCORING RUBRIC</u></p> <p>CEC 4.2: <u>RTI &amp; CBM Assignment SCORING RUBRIC</u>  <u>Discussion Forum: Behavior Assessment SCORING RUBRIC</u></p> <p>CEC 4.3: <u>EBP &amp; FBA Assignment SCORING RUBRIC</u></p> <p><u>Discussion Forum: Culture of Collaboration SCORING RUBRIC</u></p> <p>CEC 4.4: <u>Quality Learning &amp; Performance Assignment SCORING RUBRIC</u></p> <p>HTSB 6 &amp; 7: <u>Post-Assessment Debrief Meeting SCORING RUBRIC</u></p>	
Standard 7:	<i>Assignments</i>	<i>CEC 4.1: Assessment Bias</i>	ED 297F/ED

<p><a href="#"><u>Planning for Instruction</u></a></p>	<p><i>and Discussion Forums from ED 297F/ED 331: SPED Assessment</i></p> <p><i>Five formal observation evaluations by college supervisor</i></p>	<p><i>Assignment, Discussion Forum: Assessments that Minimize Bias</i></p> <p><i>CEC 4.2: RTI &amp; CBM Assignment, Discussion Forum: Behavior Assessment</i></p> <p><i>CEC 4.3: Evidence Based Practices &amp; Functional Behavior Assessments Assignment, Discussion Forum: Culture of Collaboration</i></p> <p><i>CEC 4.4: Quality Learning &amp; Performance Assignment</i></p> <p>HTSB 6 &amp;7:Post-Assessment Debrief Meeting</p> <p>a. <i>Assessment Bias Assignment</i> (ED 297F:SPED Assessment): Candidates interpret a case study to determine if the student's skills were/were not assessed adequately for LD identification and explain how the teachers' knowledge of students CLD background impacted her teaching</p> <p><i>Forum: Assessments that Minimize Bias:</i> Students research, share, and discuss an ineffective and effective informal/formal assessment.</p> <p><i>RTI &amp; CBM Assignment:</i> Candidates describe 3 advantages of progress monitoring over annual achievement tests, 2 key differences between mastery measurement and CBM, 3 ways CBM can be used to help at-risk students, 4 components of RTI, and the purpose of universal screening and progress monitoring.</p>	<p>33:SPED Assessment</p> <p>ED 314B: Student Teaching</p>
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		<p><i>Forum: Behavior Assessment:</i> Candidates interpret a classroom video to identify the antecedents, consequences, and function of the behavior for the disruptive behavior in the child in the video as well as share and discuss the antecedents, consequences, and function of the behavior for their own scenario of a problematic behavior.</p> <p><i>EBP &amp; FBA Assignment:</i> Candidates describe 3 benefits of implementing an evidence-based practices, considerations for each of the 3 areas that an education professional needs to think about when selecting an EBP, school-based examples of 2 of the following: positive reinforcement, negative reinforcement, punishment, or extinction And 2 benefits of conducting an FBA to address problem behaviors.</p> <p><i>Forum: Culture of Collaboration:</i> Candidates interpret videos on community, school, and family collaboration and share a key message regarding collaboration with colleagues and families, and share/discuss 2 parent-school interactions that they experienced that were effective or ineffective and why.</p> <p><i>Quality Learning &amp; Performance Assignment:</i> Candidates describe 3 ways that learning strategies can help students in the classroom, compare characteristics of strategic learners with those of non-strategic learners, describe</p>	
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		<p>how a particular disability would affect one's performance in the areas of education, socialization, and post-secondary career goals, and describe the kinds of accommodations an individual with a particular disability would require to acquire specific career goals.</p> <p><i>Post-Assessment Debrief Meeting:</i> Candidates designs a formative/summative digital assessment aligned with a specific learning objective (HELDS, Common Core, or HCPS III) and record a debrief meeting in collaboration with a school colleague and/or student offering 2 pieces of specific constructive feedback, 2 alternative ways of demonstrating the learning objective and 2 accommodations that can be made to develop differentiated learning experience.</p> <p>b. These series of individual assignments and collaborative forum discussion require candidates to interpret how and why they should use multiple methods of assessment and data-sources in making educational decisions.</p> <p>c. The assignments and forum discussion rubrics directly measure proficiency in elements CEC 4.1, 4.2, and 4.3 and 4.4; HTSB 6, 7 through quantitative and qualitative criteria. Specific measurable items on the assignment/discussion rubrics that correlate with the CEC key elements are labeled with the corresponding CEC preparation standard/element number; assignment/discussion rubrics that</p>	
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		<p>correlate with the HTSB Teacher Preparation Standards are labeled with the corresponding HTSB TP alpha numeral.</p> <p>d. CEC 4.1: <u>Assessment Bias Assignment SCORING RUBRIC</u></p> <p><u>Discussion Forum: Assessments that Minimize Bias SCORING RUBRIC</u></p> <p>CEC 4.2: <u>RTI &amp; CBM Assignment SCORING RUBRIC</u></p> <p><u>Discussion Forum: Behavior Assessment SCORING RUBRIC</u></p> <p>CEC 4.3: <u>EBP &amp; FBA Assignment SCORING RUBRIC</u> <u>Discussion Forum: Culture of Collaboration SCORING RUBRIC</u></p> <p>CEC 4.4: <u>Quality Learning &amp; Performance Assignment SCORING RUBRIC</u></p> <p>HTSB 6 &amp; 7: <u>Post-Assessment Debrief Meeting SCORING RUBRIC</u></p>	
<p>Standard 8: <a href="#">Instructional Strategies</a></p>	<p><i>Response to Intervention Mock Meeting Assignment</i></p> <p><i>Scenario Based Learning Assignments</i></p> <p><i>Five formal observation evaluations by college supervisor</i></p>	<p><i>Response to Intervention Mock Meeting Assignment</i></p> <p>a. Candidates films a mock RTI meeting with parent(s)/guardian(s) discussing: strategies used during each of the 3 tiers of intervention; 2 of student's strengths and/or interest; 2 of student's primary needs; personal, family, community experiences, and cultural norms, including Native Hawaiian history and culture (if relevant) to obtain perspective on how to plan and deliver instruction; 2 additional resources, supports, specialized assistance, or services</p>	<p>ED 297D/ ED 330: SPED Law and IEP Development</p> <p>ED 297H/335: Educational Technology for Students with Exceptionalities</p> <p>ED 314B: Student Teaching</p>

		<p>for parents to expand the support network for their child.</p> <p>b. This assessment requires candidates to identify a variety of instructional strategies that are developmentally appropriate using understanding of individual differences and diverse cultures and communities (HTSB 1, 2, 8a-c)</p> <p>c. The RTI Mock Meeting Assignment rubric directly measures proficiency in HTSB Performances 1,2 &amp; 8 a-c through quantitative and qualitative criteria.</p> <p>d. <a href="#">Learner Development &amp; Differences: RTI Mock Meeting SCORING RUBRIC</a>  <i>Scenario Based Learning Assignments</i>  CEC 5.1, 5.2, 5.4, 5.6, 5.7 [HTSB: 8f,g,h]: <i>Deliverable Debrief(s) Assignment</i></p> <p>a. Upon completion of a course milestone students will complete a deliverable debrief activity in which they read and respond to a case study related to the module.</p> <p>b. Students are reading a related case study, evaluate the details of the unique learning setting and developing an assistive technology lesson plan that incorporates the specific needs of the individual.</p> <p>c. At the completion of this Deliverable Debrief students will capture their reflections in a Google Doc. Students will share with their peers by posting an abbreviated summary and link to the Google doc in Google+ Course Community.</p> <p>d. <a href="#">CEC 5.1, 5.2, 5.4, 5.6, 5.7</a></p>	
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[\[HTSB: 8f,g,h\]: Deliverable Debrief\(s\) Assignment SCORING RUBRIC](#)

CEC 5.3 [HTSB: 8e]: *Learners' Choice Assignment*

- a. Upon completion of a course task students will complete a Learners' Choice activity in which they self select to complete either an (audible, visual or written) artifact of learning demonstrating their learning.
- b. Students will use technology to reflect on their learning in various formats as they become familiar with communication systems and assistive technologies to support communication.
- c. At the completion of the course task students will use technology to capture their reflections in either audio, video or textual format. Students will share with their peers by posting an abbreviated summary and link to their artifact in the Google+ Course Community.

d. [CEC 5.3 \[HTSB: 8e\]: Learners' Choice Assignment SCORING RUBRIC](#)

CEC 5.5 [HTSB: 8d,i]: *Weekly Scrum Assignment*

- a. Upon completion of a course topic students will participate in a small group Google+ forum discussion activity in which they will discuss related scenarios from diverse perspectives through role play.
- b. Students will work collaboratively to develop and implement a variety of education and transition plans for individuals with exceptionalities. Over the semester students will rotate

		<p>through roles ( individuals, families, team and teacher) taking turns reflecting and contributing to their small groups discussion from various points of view.</p> <p>c. At the completion of the course topic the small groups will have had a balanced discussion on Google+ course community forum. Students from outside of small group will be able to view the discussion that took place in the Google+ Course Community.</p> <p>d. <a href="#">CEC 5.5 [HTSB: 8d,i]: Weekly Scrum Assignment SCORING RUBRIC</a></p>	
<p>Standard 9: <a href="#">Professional Learning and Ethical Practice</a></p>	<p><i>Increasing Influence Calendar and Rationale Assignment</i></p> <p><i>Five formal observation evaluations by college supervisor</i></p>	<p>a. The candidate will design a MOCK 2 month calendar including scheduled times/dates for 3 activities pertaining to the CEC professional practice standards; describe why each activity was chosen and how it will influence instruction; and reflect on one personal bias that may influence instruction and how that perception will be addressed.</p> <p>b. This assessment requires candidates plan how they will develop relationships with families; increase understanding of cultural, ethnic, gender, and learning differences; and plan collegially with others. The task also requires self-analysis of personal bias and reflection on how to improve one’s instruction through specific professional activities. (CEC 6.1, 6.2, and 6.3, HTSB 9, HTSB 10a-d).</p> <p>c. The assignment rubric directly measures proficiency in elements CEC 6.1, 6.2, and 6.3; HTSB 9, HTSB 10a-d) through</p>	<p>ED 297I/334 Participating in a Professional Community</p> <p>ED 314B: Student Teaching</p>

quantitative and qualitative criteria. Specific measurable items on the rubric that correlates with the CEC key elements are labeled with the corresponding CEC preparation standard/element number and/or HTSB TP alpha numeral.

d. [Increasing Influence Calendar and Rationale ASSIGNMENT CRITERIA](#)

[Increasing Influence Calendar and Rationale SCORING RUBRIC](#)

a. *Choose Me Essay*  
(Participating in a Professional Community)

The candidate will compose a "Choose ME" essay outlining he/she would be the best candidate for a fictitious \$1M teaching position with an emphasis on professional activities and advocacy/mentorship.

b. This assessment requires candidates *to describe how they engage in lifelong learning to advance the profession; assume leadership roles; and collaborate with learners, families, colleagues, other school professionals, and community members.* (CEC 6.4, 6.5, and 6.6, HTSB 10).

c. The assignment rubric directly measures proficiency in elements CEC 6.4, 6.5, and 6.6; HTSB a,b,c,f,g,h,i,j,k) through quantitative and qualitative criteria. Specific measurable items on the rubric that

		<p>correlates with the CEC key elements are labeled with the corresponding CEC preparation standard/element number and/or HTSB TP alpha numeral.</p>	
<p>Standard 10: <a href="#">Leadership and Collaboration</a></p>	<p><i>Collaboration Meeting Assignment</i></p> <p><i>Five formal observation evaluations by college supervisor</i></p>	<p>a.The candidate will conduct and record a MOCK collaborative meeting with at least TWO family members, educators, related service providers, individuals with exceptionalities, and/or personnel from a community agency to discuss how they will utilize a specific intervention for an individual with special needs across 2 or more settings (i.e. general education setting, recreational/sports setting, home setting etc.)</p> <p>b.This assignments requires candidates to apply principle of effective collaboration in problem-solving with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. (CEC 7.0, HTSB 10d,e,g,i)</p> <p>c. The assignment rubrics directly measures proficiency in elements CEC 7.1, 7.2, and 7.3; HTSB 10 d,e.g, i) through quantitative and qualitative criteria. Specific measurable items on the assignment/discussion rubrics that correlate with the CEC key elements are labeled with the</p>	<p>ED 297I/334 Participating in a Professional Community</p> <p>ED 314B: Student Teaching</p>

		corresponding CEC preparation standard/element number and HTSB TP alpha numeral. d. <a href="#">Collaboration Assignment</a> <b>SCORING RUBRIC</b>	
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**Section IV. Faculty Specific to New Program**

<b>Faculty Member Name</b>	<b>Degree and Area of Concentration</b>	<b>Role in Program</b>	<b>Professional Experience Relevant to Program</b>
<b>Christina Keaulana</b>	<b>Ph.D. Education, Exceptionalities (SPED)</b>  <b>M.Ed.T. Special Education K-12</b>  <b>B.A. English Language and Literature</b>	<b>Instructor/College Supervisor</b>	2001-2012 SPED & General Education teacher PK-12  2013-present Teacher Education Program Instructor  Field supervisor for Chaminade University of Honolulu  Hawaii Field Program Coordinator for Liberty University  Member of Workforce Development Task Force to support professionals and staff working with problematic behaviors in people with intellectual and developmental disabilities
<b>Roberta Martel</b>	<b>M.S. School Counseling</b>  <b>Pupil Personnel Credential</b>	<b>Program Coordinator</b>	<b>2006-present</b> Teacher Education Program Coordinator  Assistant Professor Teacher Education Program  <b>Field practicum placement</b>  29 years teacher at the K-6 level 12 years Reading Recovery Teacher 22 years Literacy Leader supporting teachers in K-12  7 years BTSA (Beginning Teacher Support Advisor) for elementary and secondary teachers  Field supervisor for student teachers

			<p>Chaminade University of Honolulu</p> <p>Representative for the University of Hawai'i System as a member of the State task force for Dyslexia.</p> <p>Board member for Chaminade University of Honolulu College of Education</p> <p>Board member for University of Phoenix College of Education</p> <p>Board member for University of Hawai'i West Oahu</p> <p>Board member for Kukulua'o / Ka Lama Education Academy</p> <p>Member of the Non-Traditional Task Force, UH System for CTE</p>
<b>Jeff Judd</b>	<b>Ph.D. Educational Psychology</b>	<b>Assistant Professor and College Supervisor</b>	<p>2007- present Teacher Education Program Instructor</p> <p>College Supervisor / Instructor for Field Practicum</p> <p>23 years teaching at the K-12 level</p> <p>13 years teaching Secondary Science, Advanced Placement Psychology and Multimedia and Physical Education</p> <p>Field supervisor for student teachers Chaminade University of Honolulu</p> <p>Assessment Social Science Division Representative</p> <p>Member of Leeward Community College Faculty Senate</p>
<b>Kale'a Silva</b>	<b>Ph.D. Education – Curriculum and Instruction</b>	<b>Associate Professor/College Supervisor</b>	<p>2010-present Teacher Education Program instructor</p>

			<p>College Supervisor for field practicum</p> <p>12 years teaching experience at the P-8 level; Hawaiian immersion programs and middle level Hawaiian language</p> <p>2 years Complex Area Mentor Resource Teacher for beginning P-12 teachers; Leeward District Office Campbell/Kapolei Complex Area</p> <p>Co-designed the mentoring program for Chaminade University of Honolulu's Teach for America candidates</p> <p>Supervisor for student teachers; Chaminade University of Honolulu Liaison and cultural advisor for the AAT peer mentors working with the Native Hawaiian students</p> <p>Committee member Ku i ka Ni`o – focused on Native Hawaiian student success in Science, Technology, Engineering and Math (STEM)</p> <p>Facilitator for CTE mentoring and coaching workshop for CTE faculty</p> <p>Advisory Board member for Waipahu High School Teacher Academy Program</p>
<p><b>Michael Cawdery</b></p>	<p>M.A. Education, Leadership and Policy</p> <p>Currently Completing a Ph.D. in Educational Foundations</p>	<p><b>Assistant Professor/College Supervisor</b></p>	<p>2008-present Teacher Education Program Instructor</p> <p>ELA and Social Studies teacher; grades 6,7 and 8, Special Education and Inclusion setting</p> <p>Substitute teacher K-12; University Laboratory School/Voyager Charter School</p> <p>Field Supervision Chaminade</p>

			<p>University of Honolulu</p> <p>Project Manager; Language and Literacy PD series of K-3 teachers</p> <p>10+ years of coaching high school and middle school, J.O. volleyball and baseball</p> <p>Project Coordinator, Highlighting Effective Teaching Strategies; TAACCCT Federal Workforce Development grant – Developed research and multimedia project capturing models of effective teaching aligned to Danielson’s Framework.</p> <p>Facilitator, Real World PD series; University of Hawai’i – coached professors in developing highly contextualized instruction in-year- long PD.</p> <p>Project Coordinator, Online Instructional Design; Carl Perkins Federal Grant - Designed and developed distance education platform for the AAT and Alternative Certification program, Leeward CC</p> <p>Project Consultant; CREDE PD for K-12 teachers – worked with 40+ K-12 teachers in developing engaging instruction for Native Hawaiian communities and students</p> <p>Committee member; Hawaii State Assessments for Content and Bias</p>
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			review; American Institute for Research
<b>Erin Thompson</b>	M.Ed. Educational Admin  Currently working on Ph.D. in Educational Administration	<b>Program Counselor</b>	15 years post-secondary counseling  Faculty Senate Member, Chair (Elections)  Chair, Counselor Evaluation Committee  Wo Learning Champion  Community College Leadership Champion
<b>Gabe Garduque</b>	B.S.A. Marketing	<b>College Supervisor</b>	College Supervisor / Instructor for Field Practicum  Special Education Teacher / DOE, Hawai'i
<b>Helen Hasegawa</b>	Ph.D Educational Administration	<b>College Supervisor</b>	College Supervisor / Instructor for Practicum  13 years Business Teacher Secondary Education  <ul style="list-style-type: none"> <li>□ 3 years SPED Educational Assistant Secondary Education</li> <li>□ University of Hawaii - Manoa College of Education Student Association, Co-Advisor. 2001 – 2008</li> <li>□ Pi Lambda Theta, Beta Zeta Chapter Advisor 2000 – 2008</li> </ul>