Chaminade University
OF HONOLULU

August 15, 2012

Ms. Terry Holck, Chairperson
Ms. Lynn Hammonds, Executive Director
Ms. Carolyn Gyuran, Education Specialist
Hawaii Teacher Standards Board
650 Iwilei Rd, #201
Honolulu, Hi 96817

Dear Ms. Holck, Ms. Hammonds, and Ms. Gyuran,

Please find attached the requested report from Chaminade University per NBI 11-18:

> By August 31, 2012, for programs still in operation, Chaminade will submit data, including disaggregated data, which is analyzed and summarized for the purpose of program improvement.

If there are any questions or concerns, please do not hesitate to contact me at the 808-735-4844 phone number or joseph.peters@chaminade.edu email. Thank you for your support of Chaminade University's SATE programs.

Respectfully submitted,

Joseph Peters

Dr. Joseph Peters, Ph.D.
Dean of Education

Report to the Hawaii Teacher's Standards Board
Chaminade University

Hawaii Teacher Standards Board New Business Item 11-18 requested the following as related to Chaminade's Teacher Education licensure programs.

> **By August 31, 2012, for programs still in operation, Chaminade will submit data, including disaggregated data, which is analyzed and summarized for the purpose of program improvement.**

Note: In order to provide a context for the data, it is important to look at our change from a National Council for the Accreditation of Teacher Education (NCATE) focus to a Teacher Education Accreditation Council focal point. Appendix A provides this alignment matrix. The disaggregated data analysis and programmatic decisions that follow are based on this new alignment.

DISAGGREGATED DATA

Praxis Information

Disaggregated Data for the Pre-Professional Skills Test – Elementary Education			
	Mean	Standard Deviation	ANOVA
Bachelors	261.7	268.6	F = 6.6 P = 0.002
Post-Baccalaureate	427.7	242.7	
Masters	459.4	195.4	

Analysis of Data
An analysis of variance showed a significant difference between the groups. The Tukey HSD test for post hoc analysis indicates a significant difference between the bachelors and masters students (no significant differences were found between bachelors and post-baccalaureate or post-baccalaureate and masters groups).

Program Improvement Decision
There were no changes to the program based on this finding. It was expected that the master's-level students would score significantly higher than the bachelors-level students on the basic skills including reading, writing and mathematics.

Disaggregated Data for the Pre-Professional Skills Test – Secondary Education			
	Mean	Standard Deviation	ANOVA
Bachelors	315.9	272.5	F = 1.45 P = 0.245
Post-Baccalaureate	427.5	227.6	
Masters	269.2	311.0	

Analysis of Data
An analysis of variance was performed and showed no significant differences between the secondary education groups.

Program Improvement Decision
There were no changes to the program based on this finding. It was expected that the secondary students would score similarly on the basic skills of reading, writing and mathematics.

Disaggregated Data for the Pre-Professional Skills Test – Special Education*			
	Mean	Standard Deviation	ANOVA
Bachelors	No Data	No Data	F = 0.23 P = 0.634
Post-Baccalaureate	454.0	207.6	
Masters	481.4	165.0	

*Currently, there are no undergraduate special education majors.

Analysis of Data
An analysis of variance showed no significant differences between the two groups of Special Education candidates.

Program Improvement Decision
There were no changes to the program based on this finding. It was expected that the SPED students would score similarly on the basic skills of reading, writing and mathematics.

Disaggregated Data for the Content Area Test – Elementary Education			
	Mean	Standard Deviation	ANOVA
Bachelors	66.9	83.3	F = 0.47 P = 0.627
Post-Baccalaureate	114.3	99.1	
Masters	64.0	82.9	

Analysis of Data
An analysis of variance showed no significant differences among the Praxis content area scores for the three elementary education groups.

Program Improvement Decision
This analysis indicates that the content information for students throughout the three programs is equivalent since they are not scoring significantly different in any of the three groupings of bachelors, post-baccalaureate or masters. There is no need for a programmatic change.

Disaggregated Data for the Content Area Test – Secondary Education			
	Mean	Standard Deviation	ANOVA
Bachelors	73.25	86.4	F = 0.06 P = 0.808
Post-Baccalaureate	81.5	85.5	
Masters	No Data*	No Data*	

*No current Masters of Education students in secondary education.

Analysis of Data
An analysis of variance showed no significant differences between the Praxis content area scores for the two secondary education groups of undergraduate and post-baccalaureate groups.

Program Improvement Decision
This analysis indicates that there is equivalent instruction in the two programs. There is no need for a programmatic change.

Disaggregated Data for the Content Area Test – Special Education*			
	Mean	Standard Deviation	ANOVA
Bachelors	No Data	No Data	F = 1.32 P = 0.294
Post-Baccalaureate	178.8	12.8	
Masters	169.8	9.0	

*Currently there are no undergraduate special education majors.

Analysis of Data
An analysis of variance showed no significant differences between the Praxis content area scores for the two special education groups.

Program Improvement Decision
This analysis indicates that there is equivalent instruction in the two programs. There is no need for a programmatic change.

Disaggregated Data for the Content Area Test – Undergraduate Elementary Education – Day Undergraduate Face-to-Face & Evening/Online			
	Mean	Standard Deviation	ANOVA
Bachelors (Day)	66.9	83.3	F = 0.47 P = 0.627
Bachelors (Evening/Online)	114.3	99.1	

Analysis of Data
An analysis of variance showed no significant differences between the Praxis content area scores for the day undergraduate elementary education taught in the face-to-face mode and online/evening elementary education sections taught online or evenings (off-campus). Note that the elementary education program is the only program taught as part of the traditional classroom-based day undergraduate program at Chaminade. Secondary education is taught in the evening online and masters programs and special education is taught in the masters program.

Program Improvement Decision
A concern was raised by faculty that the face-to-face and online/evening programs may have some differences in the development of content knowledge. It was felt that the content area Praxis would be a good measure to check for differences in content knowledge. To ensure that there would be no differences, we took steps to create a "one program–multiple delivery options" approach to all of our programs. Each course is

assigned a "course lead" who is a regular faculty member in the Education Division. That person is responsible for the course syllabus, the selection of the textbook(s), the approval of adjuncts to teach the course, developing course assignments, and for monitoring all sections of the course. That way, all sections are taught in the same way so that there is an assurance of the content being equivalently covered. The ANOVA analysis confirms that this approach is working.

Student Teaching Midterm Evaluation

Disaggregated Data for the Student Teaching Final Evaluations		
	Mean Ranks	Kruskal-Wallis
Bachelors	14.2	H = 0.14 P = 0.932
Post-Baccalaureate	15.8	
Masters	15.1	

Analysis of Data

A Kruskal-Wallis test was completed on the midterm evaluation for student teaching. There were no significant differences among the three groups.

Program Improvement Decision

In order to meet the HTSB New Business Item 11-06 (revised), Chaminade's field services personnel, program advisors, faculty, and the Dean, are revising the student teaching forms to include the Interstate New Teacher Assessment Consortium (InTASC) Model Core Teaching Standards.

Student Teaching Final Evaluation

Disaggregated Data for the Student Teaching Final Evaluations		
	Mean Ranks	Kruskal-Wallis
Bachelors	18.3	H = 2.56 P = 0.278
Post-Baccalaureate	20.3	
Masters	24.7	

Analysis of Data

A Kruskal-Wallis test was completed on the final evaluation for student teaching and there were no significant differences among the three groups (undergraduate, post-baccalaureate, and masters). This instrument includes an observation of all of the InTASC performance standards (see Appendix B). The score used in the Kruskal-Wallis analysis is the single overall summary score. The Kruskal-Wallis is a nonparametric procedure for the significance of the difference among the distributions of *k* independent samples of ordinal data and is equivalent to the one-way ANOVA. Note that scores are converted from letters to numbers as follows:

- Developing (D) Student displays trait or performance indicator less than 79% of the time is a "0" score;

- Meets (M) Student displays trait or performance indicator between 80 - 94% of the time is a "1" score; and

- Exceeds (E) Student displays trait or performance indicator more than 95% of the time is a "2" score.

- Note that students do not pass student teaching if they have a "0"/"Developing" summary score overall or in any subsection.

The student teaching forms are attached as Appendix B.

Program Improvement Decision

A programmatic decision that was made will ensure better follow up after teacher candidates graduate. In order to accomplish this, candidates are now charged a $100.00 deposit for student teaching. After one year, a survey will be sent out to the teachers and the principal of their school. Upon Chaminade's receipt of these follow-up surveys, we will refund the student teaching deposit.

KSD Referrals

In order to ensure students are successful in the program, we developed a monitoring system this year called the KSD referral (Knowledge/Skills/ Dispositions). These data are in the following section.

Disaggregated Data for KSD Referrals					
	Number of Referrals	Number of Ongoing Cases	Number of Successfully Resolved Cases	Number of Candidates Removed from the Program	Chi Square Test
Bachelors	20	14	6	0	$X^2 = 3.4$ P = 0.1827
Post-Baccalaureate	11	10	1	0	
Masters	12	9	2	1	
Total	43	33*	9	1	

Analysis of Data

The Chi Square one-dimensional "goodness of fit" test was performed to compare the bachelors, post-baccalaureate, and masters programs in terms of number of referrals. No significant differences among the groups were found.

Program Improvement Decision

At any time, any faculty member or adjunct in the Education Division, or in another Division, can complete a referral to the Dean of Education if a student is having difficulty with coursework, field experiences, dispositions, or anything else that would prevent him or her from finishing the program and going on to a successful career as a highly-qualified/highly-effective teacher. The referral form template is in Appendix C. To date, there have been 43 referrals. There are 33 ongoing cases where the remediation plan is in progress, 9 have been successfully resolved, and 1 student did not comply and was removed from the program. Successful remediation is determined on an individual basis and requires both the Dean's and referring faculty member's approvals. Note that further registration is blocked if students do not comply with the remediation plan. Ultimately, students are removed from the program if remediation targets are not met within the proposed timeline.

Observation and Participation

Disaggregated Data for the Observation and Participation Final Evaluations		
	Mean Ranks	Kruskal-Wallis
Bachelors	33.8	H = 2.12 P = 0.347
Post-Baccalaureate	37.7	
Masters	30.0	

Analysis of Data

A Kruskal-Wallis test was completed on the final evaluation for Observation and Participation (O&P). There were no significant differences among the three groups (undergraduate, post-baccalaureate, and masters).

Program Improvement Decision

Even though there are no significant differences among the groups, we will continue to update the observation form in order to better match the InTASC Standards and create one form that is used across all programs (see Appendix D for a draft copy of the new information for the form).

Lesson and Unit Planning

Program Improvement Decision

The Education Division is incorporating the Understanding by Design concept into lesson and unit planning (see Appendix E for the templates and rubrics). In order to familiarize faculty with this approach, each faculty member and adjunct received four books that fully explain UbD. We also contracted Gentry Hirohata, formerly with the Hawaii Department of Education, to present to faculty over a two year period and assist them in incorporating this information throughout the programs. Each session is taped and put on DVD for those adjuncts who cannot attend.

Technology

Program Improvement Decision

In order to revise the technology plan to better meet programmatic needs, a new faculty member with background in instructional technology was hired for the 2012-2013 academic year. This individual will create a new plan aligned with International Society for Technology in Education (ISTE) standards for our reporting to TEAC.

Grade Point Averages

Disaggregated Data for Grade Point Averages			
	Mean	Standard Deviation	ANOVA
Bachelors	2.96	1.12	F = 16.53 P = <.0001
Post-Baccalaureate	3.48	0.99	
Masters	3.58	0.91	

Analysis of Data

An analysis of variance showed highly significant differences between the groups. The Tukey HSD test for post hoc analysis indicates a significant difference between the undergraduates and the post-baccalaureate as well as the undergraduates and the masters students. There were no significant differences between the post-baccalaureate and master's groups.

Program Improvement Decision

These results were somewhat expected since the graduate-level students are returning to college and have a greater focus on what they are studying. Additionally, any grade below a "B" is considered failing for the graduate students.

Service Learning

Program Improvement Decision

In order to increase the field experiences for our students, we have incorporated service learning into courses that did not already have an O&P or student teaching component (effective the 2012-2013 academic year). We will collect data on the number of hours by program and report this to TEAC.

Appendix A
Alignment Matrix

	Strand: **Intrapersonal**	Strand: **Interpersonal**	Strand: **Classroom**	Strand: **Community**	Strand: **World**
Marianist Core Academic Values	*1. **Education for Formation in Faith** (Mana): Within the community of learners, reason and personal faith are seen as mutually complementary roads to truth. All Education Division members join the larger community of faith, hope, love and ethical practice.*	*2. **Integral, Quality Education** (Aloha): The community is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. All Education Division members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.*	*3. **Education and the Family Spirit** (Ohana): The community of learners is a second family that encourages the personal development of each of its members. Mutual respect for all members of the Education Division family allows the community to share responsibility for decision making at all levels.*	*4. **Education for Service, Peace and Justice** (Pono): All members of the community strive to serve the University community and the larger community. Education Division community members are committed to scholarly service and to dispense and receive justice to and from each other and to the larger community.*	*5. **Education for Adaptation and Change** (Ho'oma'ama'a): True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and adapts to its time. The Education Division scholarly community of learners regards technology as a critical aid in the quest for understanding in a changing world.*
Hawai'i an 'ōlelo	**Mana**: *A supernatural force or charisma believed to be embodied in an object or person.* This personal embodiment of love, faith, and ethical practice supports the intrapersonal strand. Embodiment also becomes a metaphor for the internal programmatic quality and capacity for the program to sustain the academic and professional needs of the students. *Ho`olike ka mana`o i Wailohia.* (Turn your mind onto the same channel with bright thoughts.)	**Aloha**: *The presence of divine breath or sacredness; love; compassion.* Interpersonal characteristics are supported through quality teaching that is facilitated through a spirit of aloha seen as caring and concern for each child as a learner. Content preparation is an important part of the ability to interpersonally share knowledge and skills. *Aloha is the intelligence with which we meet life.* –Olana Kaipo Ai	**Ohana**: *family; interconnectedness; defining yourself in relation to others.* Both the K-12 and postsecondary classroom atmospheres support the family spirit where respect for the individual and his or her curricular needs are met through careful planning, a positive learning environment, and supportive services. *`Ike aku, `ike mai, kôkua aku kôkua mai; pela iho la ka nohana `ohana.* (Recognize others, be recognized, help others, be helped; such is a family relationship.) -Hawaiian proverb	**Pono**: *being in alignment and balance with all things in the community, life, and with God; righteousness.* The community becomes the vehicle for providing the education and service necessary to support the balance we view as peace and justice. The community includes the many groupings of individuals with diverse perspectives and needs as well as the connectedness which extends beyond the classroom. *Ua mau ke ea o ka `aina i ka pono.* (The life of the land is preserved in righteousness.) -Motto of Hawai`i.	**Ho'oma'ama'a**: *accustom one to work; become adapted to; know thoroughly; teach one to work.* It is through skilled practice that we can prepare ourselves to be educational leaders in the world. The worldview also looks at the community in perspective of the other communities. Also represented in this broader view we find policies, assessments, and resource comparisons in the context of national measures, technology used to connect to the world for 21st Century teaching and learning, and education as a way to adapt to global change. *Pono 'oe e ho'oma'ama'a.* (You have to practice.)

TEAC Quality Principles **I: Evidence of Student Learning**	1.0 **Internal Program Quality**: Programs must provide sufficient evidence that candidates have learned and understood the teacher education curriculum. This evidence is verified through audit and evaluated for its consistency and sufficiency. Each component and cross-cutting theme of Quality Principle I must contribute to the overall goal of producing competent, caring, and qualified teachers.	1.1 **Subject Matter Knowledge**: The program candidates must understand the subject matter they will teach. This supports the intrapersonal strand.	1.3 **Caring and Effective Teaching Skill**: The program candidates must be able to teach effectively in a caring way and to act as knowledgeable professionals. 1.2 **Pedagogical Knowledge**: The program candidates must be able to convert their knowledge of subject matter into compelling lessons that meet the needs of a wide range of pupils and students.		1.5 **Evidence of Valid Assessment**: The program must provide evidence regarding the trustworthiness, reliability, and validity of the evidence produced from the assessment method or methods that it has adopted.
TEAC Quality Principles **1.4: Cross-Cutting Themes**		1.4.1 **Learning How to Learn**: Candidates must demonstrate that they have learned how to learn information on their own, that they can transfer what they have learned to new situations, and that they have acquired the dispositions and skills of critical reflection that will support life-long learning in their field.		1.4.2 **Multicultural Perspectives and Accuracy**: Candidates must demonstrate that they have learned accurate and sound information on matters of race, gender, individual differences, and ethnic and cultural perspectives.	1.4.3 **Technology**: Candidates must be able to use appropriate technology in carrying out their professional responsibilities.
TEAC Quality Principles **II: Valid Assessment of Student Learning**	2.0 **Internal Program Assessment**: There must be a system of inquiry, review, and quality control in place through which the faculty secures evidence and informed opinion needed to improve program quality. Program faculty should be undertaking inquiry directed at the improvement of teaching and learning; they should modify the program and practices to reflect the knowledge gained from its inquiry.	2.1 **Rationale for the Assessments**: There must be a rationale for the program's assessment methods that explains why the faculty selected the assessments they used, why they think their interpretations of the assessment results are valid, and why the criteria and standards the faculty have set as indicating success are appropriate.	2.2 **Program Decisions and Planning Based on Evidence**: Where appropriate, the program must base decisions to modify its assessment systems, pedagogical approaches, and curriculum and program requirements on evidence of candidate learning.		

TEAC Quality Principles **2.3 Influential Quality Control System**	2.3 **Internal Quality Control System**: The program must provide evidence, based on an internal audit conducted by the program faculty, that the quality control system functions as it was designed, that it promotes the faculty's continual improvement of the program, and that it yields the additional and specific outcomes in 2.3.1, 2.3.2, 2.3.3, 2.3.4.	2.3.3 **Candidates**: Admissions and mentoring policies encourage the recruitment and retention of diverse candidates with demonstrated potential as professional educators, and must respond to the nation's needs for qualified individuals to serve in high demand areas and locations.	2.3.1 **Curriculum**: The curriculum meets the state's program or curriculum course requirements for granting a professional license.	2.3.2 **Faculty**: The Inquiry Brief, as endorsed and accepted by the faculty, demonstrates the faculty's accurate and balanced understanding of the disciplines that are connected to the program.	2.3.4 **Resources**: The program faculty must monitor and seek to improve the suitability and appropriateness of program facilities, supplies, and equipment, and to ensure that the program has adequate financial and administrative resources.
TEAC Quality Principles **III: Evidence of Institutional Commitment and Capacity for Program Quality**	3.0 **Internal Program Capacity**: The program faculty must make a case that overall they have the capacity to offer a quality program, and they do this by bringing forth evidence in the ways described in 3.1, 3.2, 3.3, & 3.4.				
TEAC Quality Principles **3.1 Commitment**	3.1 Internal Commitment: In assessing whether a program has demonstrated the existence of adequate and appropriate facilities, equipment, and supplies, the auditors, Accreditation Panel, and Accreditation Committee consider a variety of factors, most notably whether the program's facilities, equipment, and supplies are proportionate to the overall institutional resources and whether the program's financial and administrative resources are proportionate to the overall institutional resources. TEAC requires parity or proportionality in six areas (3.1.1-3.1.6).	3.1.2 **Faculty**: Faculty qualifications must be equal to or better than the statistics for the institution as a whole with regard to the attributes of the members of the faculty (e.g., proportion of terminal degree holders, alignment of degree specialization and program responsibilities, proportions and balance of the academic ranks, and diversity). 3.1.6. **Candidate Complaints**: Complaints about the program's quality must be proportionally no greater or significant than the complaints made by candidates in the institution's other programs.	3.1.1 **Curriculum**: The curriculum does not deviate from, and has parity with, the institution's overall standards and requirements for granting the academic Degree. 3.1.5 **Candidate Support**: Student support services available to candidates in the program must be, at a minimum, equal to the level of support services provided by the institution as a whole.	3.1.3 **Facilities**: The facilities, equipment, and supplies allocated to the program by the institution, at a minimum, must be proportionate to the overall institutional resources. The program candidates, faculty, and staff must have equal and sufficient access to, and benefit from, the institution's facilities, equipment, and supplies. 3.1.4 **Fiscal and Administrative**: The financial and administrative resources allocated to the program must, at a minimum, be proportionate to the overall allocation of financial resources to other programs at the institution.	

TEAC Quality Principles **3.2 Sufficient capacity for quality**	3.2 **Internal Capacity for Quality**: The program must also show that it has adequate and sufficient capacity in the same areas. The curriculum is adequate to support a quality program that meets the candidate learning requirements of Quality Principle I. The program must also demonstrate that the faculty members associated with the program are qualified for their assigned duties in the program consistent with the goal of preparing competent, caring, and qualified educators. The program must demonstrate that the facilities provided by the institution for the program are sufficient and adequate to support a quality program. The program must have adequate and appropriate fiscal and administrative resources that are sufficient to support the mission of the program and to achieve the goal of preparing competent, caring, and qualified educators. The program must make available to candidates regular and sufficient student services such as counseling, career placement, advising, financial aid, health care, and media and technological support. The institution that offers the program must publish in its catalog, or other appropriate documents distributed to candidates,	3.2.2 **Faculty**: Faculty members must be qualified to teach the courses in the program to which they are assigned, as evidenced by advanced degrees held, scholarship, advanced study, contributions to the field, and professional experience. TEAC requires that a majority of the faculty members must hold a graduate or doctoral level degree in subjects appropriate to teach the educational program of study and curricula. The program may, however, demonstrate that faculty not holding such degrees are qualified for their roles based on the other factors than those stated above.	3.2.1 **Curriculum**: The curriculum must reflect an appropriate number of credits and credit hour requirements for the components of Quality Principle I. An academic major, or its equivalent, is necessary for subject matter knowledge (1.1) and no less than an academic minor, or its equivalent, is necessary for pedagogical knowledge and teaching skill (1.2 and 1.3).	3.2.3. **Facilities**: The program must demonstrate that there are appropriate and adequate budgetary and other resource allocations for program space, equipment, and supplies to promote success in candidate learning as required by Quality Principle I. 3.2.5. **Student Support Services**: Student services available to candidates in the program must be sufficient to support successful completion of the program and success in candidate learning. In cases where the program does not directly provide student support services, the program must show that candidates have equal access to, and benefit from, student support services provided by the institution. 3.2.4. **Fiscal and Administrative**: The financial condition of the institution that supports the program must be sound, the institution must be financially viable, and the resources available to the program must be sufficient to support the operations of the program and to promote success in candidate learning as required by Quality Principle I. The program must demonstrate that there is an appropriate level of institutional investment in and	3.2.6. **Policies and Practices**: The program must distribute an academic calendar to candidates. The academic calendar must list the beginning and end dates of terms, holidays, and examination periods. If the program's academic calendar coincides with the institution's academic calendar, it may distribute the institution's academic calendar. Claims made by the program in its published materials must be accurate and supported with evidence. Claims made in the Inquiry Brief regarding the program must be consistent with, and inclusive of, the claims made about the program that appear in the institution's catalog, mission statements, website, and other promotional literature. The program must have a fair and equitable published grading policy, which may be the institution's grading policy. The program must have a published transfer of credit and transfer of student enrollment policy. The institution is required to keep a file of complaints from its candidates about the program's quality and must provide TEAC with access to all complaints

	accurate information that fairly describes the program, policies and procedures directly affecting admitted candidates in the program, charges and refund policies, grading policies, and the academic credentials of faculty members and administrators. The quality of a program depends on its ability to meet the needs of its candidates. One effective way to determine if those needs are met is to encourage candidates to evaluate the program and express their concerns, grievances, and ideas about the program. The faculty is asked to provide evidence that it makes a provision for the free expression of candidate views about the program and responds to candidate feedback and complaints.			commitment to faculty development, research and scholarship, and national and regional service. Faculty workload obligations must be commensurate with the institution's expectations for promotion, tenure, and other program obligations	regarding the program and their resolution.
TEAC Quality Principles **3.3. State Standards** **Hawaii Teacher Standards Board Teacher Performance Standards** **Support for the Common Core Standards in Math & English/ Language Arts**	3.3. **State Standards**: When appropriate, usually because of TEAC's protocol agreement with a state, a third component to the TEAC capacity standards (3.3) is added with subcomponents (3.3.1, etc.), in accordance to the state's particular additional requirements.	HTSB III: **Adapts to Learner Diversity**: The effective teacher consistently provides opportunities that are inclusive and adapted to diverse learners. HTSB V: **Demonstrates Knowledge of Content**: The effective teacher consistently demonstrates competency in content area(s) to develop student knowledge and performance. HTSB IX: **Demonstrates Professionalism**: The	HTSB I: **Focuses on the Learner**: The effective teacher consistently engages students in appropriate experiences that support their development as independent learners. HTSB II: **Creates and Maintains A Safe and Positive Learning Environment**: The effective teacher consistently creates a safe and positive learning environment that encourages social interaction, civic	HTSB X: **Fosters Parent and School Community Relationships**: The effective teacher establishes and maintains strong working relationships with parents and members of the school community to support student learning. **Awareness and Use of Common Core Standards**-Math: http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf **Awareness and Use of**	

		effective teacher continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally.	responsibility, active engagement in learning, and self-motivation. HTSB IV: **Fosters Effective Communication in the Learning Environment**: The effective teacher consistently enriches communication in the learning environment. HTSB VI: **Designs and Provides Meaningful Learning Experiences**: The effective teacher consistently plans and implements, meaningful learning experiences for students. HTSB VII: **Uses Active Student Learning Strategies**: The effective teacher consistently uses a variety of active learning strategies to develop students' thinking, problem-solving and learning skills. HTSB VIII: **Uses Assessment Strategies**: The effective teacher consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.	**Common Core Standards**-English/ Language Arts: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf	

InTASC Standards **Alignment to Marianist Core Academic Values** **The Learner and Learning**		Standard #1 **Learner Development**: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Standard #2 **Learning Differences**: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Standard #3 **Learning Environments**: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.		
InTASC Standards Alignment to Marianist Core Academic Values **Content**		Standard #4 **Content Knowledge**: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	Standard #5 **Application of Content**: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.		
InTASC Standards Alignment to Marianist Core Academic Values **Instructional Practice**		Standard #8 **Instructional Strategies**: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Standard #6 **Assessment**: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.		Standard #7 **Planning for Instruction**: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Standards Alignment to Marianist Core Academic Values **Professional Responsibility**	Standard #9: **Professional Learning and Ethical Practice**: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.			Standard #10: **Leadership and Collaboration**. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	
Program Learning Outcomes **(All Licensure Programs)**	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.)	Program Learning Outcome 1: **Content Knowledge** (Knowledge of subject matter such as reading/language arts, mathematics, social sciences, visual arts, musical arts, and kinesthetic arts.) 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 2: **Developmentally Appropriate Practice** (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning.) Program Learning Outcome 5: **Assessment for Learning** (Knowledge and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning.)	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 4: **Educational Technology** (Knowledge and application of appropriate technology for student learning.)

			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.)		
TEAC Claims **(Require at least two sources of evidence to support candidates performance)**	Strand: **Intrapersonal** **Claim 1: Professionalism**: Chaminade teacher candidates demonstrate professionalism and ethical behavior in the classroom.	Strand: **Interpersonal** **Claim 2-Knowledge of Subject Matter**: Chaminade teacher candidates demonstrate knowledge of subject matter.	Strand: **Classroom** **Claim 3-Learning Environment:** Chaminade teacher candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	Strand: **Community** **Claim 4- Community:** Chaminade teacher candidates are culturally aware, know the needs in the community, and serve to support the communities in which they live.	Strand: **World** **Claim 5-Technology:** Chaminade teacher candidates can apply 21st Century methodologies in support of standards-based teaching and learning.
Assessment Method 1	**Professional Teaching Disposition Survey**	**Praxis I Scores**	**UbD Lesson Plan**	**Integrated Unit Plan**	**Technology Plan**
	Signature Assignment: Professional Teaching Dispositions Survey This survey is being revised for use at the undergraduate and graduate levels.	**Signature Assignment:** Praxis I Test [These data are already available through ETS] Data will be collected through ETS reports. Scores will be disaggregated by program.	**Signature Assignment:** Understanding By Design (Backwards Design) Lesson Plan Construct a lesson plan based on the principles of backwards design (see Wiggins & McTighe, Understanding by Design 2nd ed.). See LiveText for Rubric	**Signature Assignment:** Understanding By Design (Backwards Design) Unit Plan. Construct a unit plan based on the principles of backwards design (see Wiggins & McTighe, Understanding by Design 2nd ed.). See LiveText for Rubric	**Signature Assignment:** Technology Plan A new faculty member in IT has been hired for the 2012-2013 academic year in order to create this plan.
Assessment Method 2	**Demonstrates Professionalism**	**Praxis II Scores**	**Concept Analysis**	**Multicultural PowerPoint**	**Common Core Standards**
	Signature Assignment: Student Teaching Evaluation – Final Revised per InTASC standards. See LiveText for form.	**Signature Assignment**: Praxis II Content Test. [These data are already available through ETS] Data will be collected through ETS reports. Scores will be disaggregated by program.	**Signature Assignment**: Concept Analysis Section of the Educational and Psychological Foundations courses. Assignment and rubric are in development.	**Signature Assignment**: Multicultural Research Paper and PowerPoint Presentation. Assignment and rubric are in development.	**Signature Assignment**: Backwards Design Lesson Plan and Unit Plan (see attached template) Awareness and Use of Common Core Standards data will be collected as part of the lesson plan and unit plan rubrics.

Assessment Method 3	Qualitative Comments	Grade Point Averages	Focuses on the Learner	Service Hours	O&P Observation
	Signature Assignment: Student Teaching Follow Up Surveys Will be implemented in 2012-2013 academic year as part of the student teaching deposit program.	**Signature Assignment**: Grade Point Average A GPA analysis will be completed by comparing the 11 licensure programs.	**Signature Assignment:** Student Teaching Midterm Evaluation Revised per InTASC standards. See LiveText for form.	**Signature Assignment**: Service Hours We will work with the Service Learning Office to collect these data.	**Signature Assignment**: O&P Observation & Participation See rubric and forms in LiveText.

Appendix B
Student Teaching Final Observation

Multiple files are bound together in this PDF Package.

Adobe recommends using Adobe Reader or Adobe Acrobat version 8 or later to work with documents contained within a PDF Package. By updating to the latest version, you'll enjoy the following benefits:

- Efficient, integrated PDF viewing
- Easy printing
- Quick searches

Don't have the latest version of Adobe Reader?

Click here to download the latest version of Adobe Reader

If you already have Adobe Reader 8,
click a file in this PDF Package to view it.

Appendix C
KSD Referral Form

Chaminade University of Honolulu

KNOWLEDGE/SKILLS/DISPOSITIONS

REMEDIATION PLAN

Teacher Candidate/CID #: Faculty Member:

Specific Deficiency/Deficiencies to be Addressed:
Remediation Plan:
Evidence of Progress:
Support Services/Resources to be Accessed by Teacher Candidate:

Evidence of improvement should be observable initially within _____ days and the satisfactory correction of the deficiency should be completed no later than _____.

Signed:

_____ Date: _____
Teacher Candidate

_____ Date: _____
Faculty Member

_____ Date: _____
Dean of Education

cc: Student File

FOR OFFICE USE ONLY:

Verification of Satisfactory Completion of Remediation Plan:

Faculty Member: _____ Date: _____

Dean of Education: _____ Date: _____

Appendix D
O&P Observation Form

O&P Evaluation Form

1. First Name

2. Last Name

3. O&P School

4. O&P Host Teacher's Full Name

5. Indicate the Program in which you are currently enrolled
   - ○ Elementary K - 6 Education
   - ○ Secondary Math Education
   - ○ Secondary Science Education
   - ○ Secondary Social Studies Education
   - ○ Secondary English Education
   - ○ Special Education (K - 12) Education

6. O&P Course Number(s)
   - ☐ EDUC 610: Elementary LA Methods
   - ☐ EDUC 612: Elementary Science Methods
   - ☐ EDUC 614: Elementary Math Methods
   - ☐ EDUC 618: Elementary Social Studies Methods
   - ☐ EDUC 620/ 621/622: Secondary Teaching in the Area of Specialization
   - ☐ EDUC 623: Secondary Teaching Strategies
   - ☐ EDUC 642: Literacy in the Content Area
   - ☐ EDUC 650: Managing School Environments
   - ☐ EDUC 667: SPED K - 12 Math Methods
   - ☐ EDUC 668: SPED K - 12 LA Methods

   Click on all courses for which you received a placement

7. Did the teacher show an understanding of how learners grow and develop; recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas; and design and implement developmentally appropriate and challenging learning experiences?

   HTSB InTASC Standard 1: Learner Development
   - ○ Not at all

○Some of the time
○Most of the time
○Always
○NA (Did not have the opportunity to observe this Standard)
Refer to HTSB's website for more information on the InTASC Standards

8. Did the teacher use an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards?

HTSB InTASC Standard 2: Learning Differences
○Not at all
○Some of the time
○Most of the time
○Always
○NA (Did not have the opportunity to observe this Standard)
Refer to HTSB's website for more information on the InTASC Standards

9. Did the teacher work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction and active engagement in learning and self motivation?

HTSB InTASC Standard 3: Learning Environments
○Not at all
○Some of the time
○Most of the time
○Always
○NA (Did not have the opportunity to observe this Standard)
Refer to HTSB's website for more information on the InTASC Standards

10. Did the teacher understand the central concepts, tools of inquiry, and structure of the discipline(s) he/she teaches and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content?

HTSB InTASC Standard 4: Content Knowledge
○Not at all
○Some of the time
○Most of the time
○Always
○NA (Did not have the opportunity to observe this Standard)
Refer to HTSB's website for more information on the InTASC standards

11. Did the teacher understand how to connect concepts and use differing

perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues?

HTSB InTASC Standard 5: Application of Content
○Not at all
○Some of the time
○Most of the time
○Always
○NA (Did not have the opportunity to observe this Standard)
Refer to HTSB's website for more information on the InTASC standards

12. Did the teacher understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making?

HTSB InTASC Standard 6: Assessment
○Not at all
○Some of the time
○Most of the time
○Always
○NA (Did not have the opportunity to observe this Standard)
Refer to HTSB's website for more information on the InTASC standards

13. Did the teacher plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context?

HTSB InTASC Standard 7: Planning for Instruction
○Not at all
○Some of the time
○Most of the time
○Always
○NA (Did not have the opportunity to observe this Standard)
Refer to HTSB's website for more information on the InTASC standards

14. Did the teacher understand and use a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways?

HTSB InTASC Standard 8: Instructional Strategies
○Not at all
○Some of the time

○Most of the time
○Always
○NA (Did not have the opportunity to observe this Standard)
Refer to HTSB's website for more information on the InTASC standards

15. Did the teacher engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapt practices to meet the needs of each learner?

HTSB InTASC Standard 9: Professional Learning and Ethical Practice
○Not at all
○Some of the time
○Most of the time
○Always
○NA (Did not have the opportunity to observe this Standard)
Refer to HTSB's website for more information on the InTASC standards

16. Did the teacher seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession?
HTSB InTASC Standard 10: Leadership and Collaboration
○Not at all
○Some of the time
○Most of the time
○Always
○NA (Did not have the opportunity to observe this Standard)
Refer to HTSB's website for more information on the InTASC standards

17. I would recommend this O&P teacher for future placements.
○Yes
○No

18. Please list any positive teaching experiences that you learned from this placement/OPT.

Ex: The teacher exhibited effective classroom management skills that included positive and negative consequences and required students to be responsible for their own behaviors.

19.Please list any areas of concern with your placement/OPT.

Ex: The teacher seemed unorganized and did not follow typical best practices for student learning.

Chaminade University

Understanding by Design (UbD) Unit Plan Template

Classroom Teacher: _____ Grade (K-12)/Developmental Level: _____ Dates Unit Will Be Taught: _____
Unit Subject Area(s): _____ Unit Topic: _____ Preservice Teacher: _____

Stage 1- Desired Results

Established Goals

What content standards and program- or mission-related goal(s) will this unit address?

What habits of mind and cross-disciplinary goal(s)–for example, 21st century skills, core competencies–will this unit address?

Common Core Standards addressed include…

Big Ideas
What are the big picture concepts, conceptual anchors, and connections?

Transfer
Students will be able to independently use their learning to:
What kinds of long-term independent accomplishments are desired?

Meaning
Students will understand that…
What specifically do you want students to understand? What inferences should they make?

Essential Questions
Students will keep considering…
What thought-provoking questions will foster inquiry, meaning, and transfer?

Knowledge Acquisition
Students will know…
What facts and basic concepts should students know and be able to recall?

Skill Acquisition
Students will be skilled at…
What discrete skills and processes should students be able to use?

Stage 2- Evidence

Results
Are all desired results being appropriately addressed?

Evaluative Criteria
What criteria will be used in each assessment to evaluate attainment of the desired results? Regardless of the format of the assessment, what qualities are most important?

Performance Tasks
Students will show that they really understand by evidence of…
How will students demonstrate their understanding through complex performance?

Other Evidence
Students will show they have achieved Stage 1 goals by…

Stage 3- Learning Plan

Goals
What is the goal for each learning event?

Pre-Assessments
What pre-assessments will you use to check student's prior knowledge, skill levels, and potential misconceptions? How will you monitor students' progress toward acquisition, meaning, and transfer? How will students get the feedback that they need?
Does the learning plan reflect principles of learning and best practice? Will the plan be effective and engaging for students?

Acknowledged: _____ Date: _____ Grade (if applicable): _____
(Course instructor, university supervisor, and/or cooperating teacher)

Charminade University

Understanding by Design (UbD) Lesson Plan Template

Classroom Teacher: _____ Grade (K-12)/Developmental Level: _____

Date Lesson Will Be Taught: _____ Lesson Subject Area: _____

Lesson Topic: _____ Preservice Teacher: _____

Stage 1- Desired Results

Established Goals/Big Ideas (Include):
What are the big picture concepts, conceptual anchors, and connections?

Common Core Standards:
http://www.corestandards.org/assets/CCSSI_Math Standards.pdf/http://www.corestandards.org/assets/CCSSI_ELA Standards.pdf

Understandings: *Students will understand that….*	**Essential Questions:** *What questions highlight the big ideas?*
Content Acquisition (Objectives): *Student will know…*	**Skill Acquisition (Objectives):** *Student will be able to…*

Stage 2- Assessment Evidence

Performance Tasks: *What tasks will students be able to do to demonstrate understanding?*	**Other Evidence:** *What other things can students do to show what they know?*
Self-Assessments: *What ways can students check understandings to set future goals?*	**Reflections:** *What did you identify during self-evaluation?*

Stage 3 Learning Plan

Learning Activities:
What will the students do during the lesson so that they achieve the stated goals? How will you guide the students? What resources are needed?

Acknowledged: _____ Date: _____ Grade (if applicable): _____
(Course instructor, university supervisor, and/or cooperating teacher)

Understanding by Design Unit Plan Rubric			
	Exceeds Standard	**Meets Standard**	**Does Not Meet Standard**
Goals & Standards	Common Core Standards are properly identified and relate to the unit goals. Hawaii Content and Performance Standards (HCPS) III are used as appropriate to the unit. Unit goals are clearly identified and stated in terms of measurable outcomes. *Stated goals include elements of knowledge acquisition, comprehension, and transfer of learning.* Goals will facilitate all levels of the revised Bloom's taxonomy (*remembering, understanding, applying, analyzing, evaluating, and creating). Goals will allow for multiple intelligences (logical-mathematical, spatial, linguistic, bodily-kinesthetic, musical, interpersonal, intrapersonal, and existential).*	Common Core Standards are properly identified and relate to the unit goals. Hawaii Content and Performance Standards (HCPS) III are used as appropriate to the unit. Unit goals are clearly identified and stated in terms of measurable outcomes. *Stated goals include elements of knowledge acquisition, comprehension, and transfer of learning.*	Common Core Standards are NOT properly identified. Unit goals are NOT clearly identified or stated in terms of measurable outcomes.
Big Ideas	Big ideas provide a conceptual focus through which content can be organized and prioritized into nice to know, foundational knowledge and skills, and core tasks which should be explored in depth. Big ideas yield great depth and breadth of insight into the subject and apply to multiple developmental levels. Big ideas include transferability to other settings, situations, and content areas and include a framework for theories, concepts, principles, themes, issues/debates, problems, assumptions/ perspectives, challenges, paradoxes, and processes that are representative of the essential focal points.	Big ideas provide a conceptual focus through which content can be organized and prioritized into nice to know, foundational knowledge and skills, and core tasks which should be explored in depth.	Big ideas DO NOT help focus the content represented by the standard.
Essential Questions	Essential questions are interpretive in that they do not have a single right answer. Essential questions are stated in a way that will provoke and sustain student inquiry, while focusing learning and final performances. Essential questions address conceptual or philosophical foundations of the discipline/content area and raise other important questions. Essential questions stimulate vital, ongoing rethinking of big ideas, assumptions, and prior lessons.	Essential questions are interpretive in that they do not have a single right answer. Essential questions are stated in a way that will provoke and sustain student inquiry, while focusing learning and final performances. Essential questions address conceptual or philosophical foundations of the discipline/content area and raise other important questions.	Essential questions are NOT stated in a way that will provoke and sustain student inquiry.
Enduring Understandings (Transfer, Meaning, Knowledge Acquisition, Skill Acquisition)	Enduring understanding are derived from and aligned with goals. They are framed in complete sentences and are measurable. Transfer statements reflect the anticipated enduring value beyond the specific topic. The meaning statements provide specific topical and overarching understandings. The knowledge acquisition includes the basic concepts the students should know. The skill acquisitions include the things students should be able to do as a result of the lesson. Knowledge and skills include all levels of the revised Bloom's taxonomy (*remembering, understanding, applying, analyzing, evaluating, and creating).* Knowledge and skills *address multiple intelligences (Logical-mathematical, spatial, linguistic, bodily-kinesthetic, musical, interpersonal, intrapersonal, and existential).*	Enduring understanding is derived from and aligned with goals. They are framed in complete sentences and are assessable.	Enduring understanding is mismatched to goals or NOT aligned with goals.

Evaluative Criteria & Performance Tasks	Understanding is reveled through six facets of understanding (explanation, interpretation, application, perspective, empathy, self-knowledge). Assessments show clear link to enduring understandings. Diagnostic (preceding instruction), formative (ongoing), and summative (culminating) assessments are included in the plan.	Understanding is reveled through six facets of understanding (explanation, interpretation, application, perspective, empathy, self-knowledge). Assessments show clear link to enduring understandings.	Six facets of understanding are NOT used in plan.
Learning Plan	Instructional strategies and learning experiences needed to achieve the desired results are clearly identified. Activities are planned to help students achieve the goals as assessed. Instructional strategies and learning experiences will support all levels of the revised Bloom's taxonomy (*remembering, understanding, applying, analyzing, evaluating, and creating)* and *multiple intelligences (Logical-mathematical, spatial, linguistic, bodily-kinesthetic, musical, interpersonal, intrapersonal, and existential)*.	Instructional strategies and learning experiences needed to achieve the desired results are clearly identified. Activities are planned to help students achieve the goals as assessed.	Instructional strategies and learning experiences are NOT identified or aligned with goals and assessments.
Resources	Print, online, and other resources are clearly identified. Supporting resources for extensions to the activities are included in the plan.	Print, online, and other resources are clearly identified.	Resources are NOT identified.
	Composite (Exceeds Standard/Meets Standard/Does Not Meet Standard):		

Understanding by Design Lesson Plan Rubric			
	Exceeds Standard	**Meets Standard**	**Does Not Meet Standard**
Goals & Standards	Common Core Standards are properly identified and relate to the lesson goals. Hawaii Content and Performance Standards (HCPS) III are used as appropriate to the lesson. Lesson goals are clearly identified and stated in terms of measurable outcomes. *Stated goals include elements of knowledge acquisition, comprehension, and transfer of learning.* Goals will facilitate all levels of the revised Bloom's taxonomy (*remembering, understanding, applying, analyzing, evaluating, and creating). Goals will allow for multiple intelligences (logical-mathematical, spatial, linguistic, bodily-kinesthetic, musical, interpersonal, intrapersonal, and existential).*	Common Core Standards are properly identified and relate to the lesson goals. Hawaii Content and Performance Standards (HCPS) III are used as appropriate to the lesson. Lesson goals are clearly identified and stated in terms of measurable outcomes. *Stated goals include elements of knowledge acquisition, comprehension, and transfer of learning.*	Common Core Standards are NOT properly identified. Lesson goals are NOT clearly identified or stated in terms of measurable outcomes.
Big Ideas	Big ideas provide a conceptual focus through which content can be organized and prioritized into nice to know, foundational knowledge and skills, and core tasks which should be explored in depth. Big ideas yield great depth and breadth of insight into the subject and apply to multiple developmental levels. Big ideas include transferability to other settings, situations, and content areas and include a framework for theories, concepts, principles, themes, issues/debates, problems, assumptions/ perspectives, challenges, paradoxes, and processes that are representative of the essential focal points.	Big ideas provide a conceptual focus through which content can be organized and prioritized into nice to know, foundational knowledge and skills, and core tasks which should be explored in depth.	Big ideas DO NOT help focus the content represented by the standard.
Essential Questions	Essential questions are interpretive in that they do not have a single right answer. Essential questions are stated in a way that will provoke and sustain student inquiry, while focusing learning and final performances. Essential questions address conceptual or philosophical foundations of the discipline/content area and raise other important questions. Essential questions stimulate vital, ongoing rethinking of big ideas, assumptions, and prior lessons.	Essential questions are interpretive in that they do not have a single right answer. Essential questions are stated in a way that will provoke and sustain student inquiry, while focusing learning and final performances. Essential questions address conceptual or philosophical foundations of the discipline/content area and raise other important questions.	Essential questions are NOT stated in a way that will provoke and sustain student inquiry.
Enduring Understandings (Transfer, Meaning, Knowledge Acquisition, Skill Acquisition)	Enduring understanding are derived from and aligned with goals. They are framed in complete sentences and are measurable. Transfer statements reflect the anticipated enduring value beyond the specific topic. The meaning statements provide specific topical and overarching understandings. The knowledge acquisition includes the basic concepts the students should know. The skill acquisitions include the things students should be able to do as a result of the lesson. Knowledge and skills include all levels of the revised Bloom's taxonomy (*remembering, understanding, applying, analyzing, evaluating, and creating).* Knowledge and skills *address multiple intelligences (Logical-mathematical, spatial, linguistic, bodily-kinesthetic, musical, interpersonal, intrapersonal, and existential).*	Enduring understanding is derived from and aligned with goals. They are framed in complete sentences and are assessable.	Enduring understanding is mismatched to goals or NOT aligned with goals.

Evaluative Criteria & Performance Tasks	Understanding is reveled through six facets of understanding (explanation, interpretation, application, perspective, empathy, self-knowledge). Assessments show clear link to enduring understandings. Diagnostic (preceding instruction), formative (ongoing), and summative (culminating) assessments are included in the plan.	Understanding is reveled through six facets of understanding (explanation, interpretation, application, perspective, empathy, self-knowledge). Assessments show clear link to enduring understandings.	Six facets of understanding are NOT used in plan.
Learning Plan	Instructional strategies and learning experiences needed to achieve the desired results are clearly identified. Activities are planned to help students achieve the goals as assessed. Instructional strategies and learning experiences will support all levels of the revised Bloom's taxonomy (*remembering, understanding, applying, analyzing, evaluating, and creating)* and *multiple intelligences (Logical-mathematical, spatial, linguistic, bodily-kinesthetic, musical, interpersonal, intrapersonal, and existential).*	Instructional strategies and learning experiences needed to achieve the desired results are clearly identified. Activities are planned to help students achieve the goals as assessed.	Instructional strategies and learning experiences are NOT identified or aligned with goals and assessments.
Resources	Print, online, and other resources are clearly identified. Supporting resources for extensions to the activities are included in the plan.	Print, online, and other resources are clearly identified.	Resources are NOT identified.
	Composite (Exceeds Standard/Meets Standard/Does Not Meet Standard):		