

New Business Item 21-50

Introduced April 29, 2022

Approved April 29, 2022

TITLE: Leeward Community College Program Modification of State Approval to Include a Second Option to Meet Content Knowledge Requirements for an Advanced Professional Certificate in Special Education

The Hawaii Teacher Standards Board approves the request of Leeward Community College to add a second option to meet Content Knowledge requirements for an Advanced Professional Certificate in Special Education.

This option would include thirty (30) semester hours of Special Education content from an accredited institution of higher education, at least fifteen (15) of which must be upper-division level.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee

Memorandum

To: Felicia Villalobos, Interim Executive Director, Hawai'i Teachers Standards Board
From: Christina Keaulana, SPED Coordinator, Leeward CC
Date: December 20, 2021
Re: Content Knowledge Verification for Licensure for Advanced Professional Certificate in SPED

Leeward CC requests to offer our Advanced Professional Certificate in Special Education K-12 teacher candidates two options to meet the HTSB's Hawai'i Educator Preparation Programs Verification of Content Knowledge for Licensure (NBI-12-29):

- Thirty (30) semester hours in the content field from an accredited institution of higher education, at least fifteen (15) of which must be upper-division level; **OR**
- Passing score on licensure test adopted by the Board in the content field—151 or higher on Praxis 5354- Special Education: Core Knowledge and Applications

The proposed Academic Plan to complete the APC in SPED via the two pathways are outlined below:

OPTION 1: APC in SPED +30cr Content Area
Coursework Sample Academic Plan

(15cr. upper division credits are required courses)

Fall	Course Description
(3cr) ED 282: Collaboration and Teaming ED 282: Faculty <u>Dale Castro, EdD</u>	This course is designed to provide students with knowledge of collaborative and co-teaching models of instruction and to prepare them to implement these models in their schools and classrooms. While co-teaching can be a rewarding experience for students and professionals, understanding its elements and foundations is critical in creating a positive learning environment for students. Co-teaching requires not only pedagogical skill on the part of the participating teachers, but also a willingness to share and collaborate in the teaching of all students in special education and inclusion classrooms. This course is consistent with state and local educational goals including the focus on activities that participants will apply to real-world settings.
(3cr) ED 283: Partnerships with Culturally and Linguistically Diverse Families	This course focuses on the skills necessary for working effectively with families of diverse students including those with disabilities. Instruction will include family systems theory,

<p align="center">ED 283: Faculty <u>Saint-Marie Gough, MEd</u></p>	<p>characteristics/functions of families, Individuals with Disabilities Act (IDEA) and requirements for communication and collaboration with diverse families.</p>
<p align="center">(3cr) ED 330: SPED Law and IEP Development</p>	<p>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 (IEP) development through examination of required elements of 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.</p>
<p align="center">(3cr) ED 331: SPED Assessment</p>	<p>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.</p>

Spring	Course Description
<p align="center">(3cr) ED 284: Foundations of Inclusion in Teaching</p> <p align="center">ED 284: Faculty <u>Lilian Rebamonte-Smith, MEd</u></p>	<p>This course explores historical and contemporary educational contexts, laws, policies and practices that support special student populations. Curriculum is focused on the demonstration and application of supportive and age appropriate instructional goals, experiences and assessments. Special populations in need of an inclusive setting include all students, but this course is specifically focused on Native Hawaiians, students from low-income communities, and all students with an</p>

	Individualized Education Program (IEP) and special needs.
(3cr) ED 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.
(3cr) ED 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.

Summer	Course Description
(3cr) ED 285: Intro to Classroom Management ED 285: Faculty <u>Michael Cawdery, PhD</u>	An introductory course which offers the student exposure to the various issues of classroom management. The professional role of the teacher, development of positive and inclusive classroom culture, planning for effective instruction, and proactive approaches to supporting student behaviors and community relationships will be addressed. Learning will focus on the development of values oriented and organized learning environments. Students will learn how to develop classroom discipline and individualized behavior plans. Behavioral assessment, strategies and interventions will be introduced. Learning styles, theory, instructional assessment, planning and delivery will be explored.
(3cr) ED 289: Educational Psychology ED 289: Faculty <u>Jeff Judd, PhD</u>	This course introduces students to major concepts and principles in the field of Educational Psychology that form the foundations of learning and instruction. Students will examine various development domains and learning theories and translate this knowledge into effective teaching practices for motivating learners with diverse needs. While traditionally educational psychology focuses on the teaching profession, this course is open for all students interested in developing a deeper understanding on how humans learn.
(3cr) ED 335: Educational Technology for the Inclusive Classroom	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.
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Fall	Course Description
(3cr) ED 336: Student Teaching Portfolio	This course guides students through the process of providing documented evidence of teaching proficiencies aligned with initial preparation standards from Hawai'i Teachers Standards Board, the Council for Exceptional Children, and the Interstate Teacher Assessment and Support Consortium (InTASC). The portfolio will be assessed as part of recommendation for licensure in SPED K-12 in the state of Hawai'i.
(1cr) ED 393S: Field Practicum II (Student Teaching)	Practicum II is the supervised practicum where knowledge of content and strategies for best teaching practices will be integrated and polished. Through extensive mentoring and performance evaluations completed by program faculty, teacher candidates will be well prepared to meet the high standards for licensure and practice. Practicum II will provide formal supervision for the teacher candidate as they intern in a classroom. Formal observations will be completed by an Education faculty member.

**OPTION 2: APC in SPED + Content Field Licensure
Test Sample Academic Plan**

Fall	Course Description
(3cr) ED 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 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.
(3cr) ED 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.
(3cr) ED 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.

Spring	Course Description
(3cr) ED 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.
(3cr) ED 335: Educational Technology for the Inclusive Classroom	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.
PASS Praxis 5354 with 151 or higher	

Summer or Fall	Course Description
(3cr) ED 336: Student Teaching Portfolio	This course guides students through the process of providing documented evidence of teaching proficiencies aligned with initial preparation standards from Hawai'i Teachers Standards Board, the Council for Exceptional Children, and the Interstate Teacher Assessment and Support Consortium (InTASC). The portfolio will be assessed as part of recommendation for licensure in SPED K-12 in the state of Hawai'i.
(1cr) ED 393S: Field Practicum II (Student Teaching)	Practicum II is the supervised practicum where knowledge of content and strategies for best teaching practices will be integrated and polished. Through extensive mentoring and performance evaluations completed by program faculty, teacher candidates will be well prepared to meet the high standards for licensure and practice. Practicum II will provide formal supervision for the teacher candidate as they intern in a classroom. Formal observations will be completed by an Education faculty member.