

New Business Item 21-53

Introduced April 29, 2022

Approved April 29, 2022

TITLE: Consideration of Provisional Approval of the University of Hawaii at Manoa's College of Education Bachelor of Education in Special Education Mild/Moderate 6-12 and Severe Disabilities/Autism PK-3, K-6, 6-12, K-12

The Hawaii Teacher Standards Board accepts HTSB Review Team recommendation to grant provisional state approval to the University of Hawaii at Manoa's College of Education Bachelor of Education in the following fields and grade levels:

- Special Education Mild/Moderate 6-12
and
- Severe Disabilities/Autism PK-3, K-6, 6-12, K-12

The State Approved Teacher Education (SATE) Review Team recommends approval of the University of Hawaii at Manoa's College of Education Bachelor of Education in Special Education Mild/Moderate 6-12 and Severe Disabilities/Autism PK-3, K-6, 6-12, K-12

Program Strengths

It is evident that:

- HTSB Performance Standards (InTASC) and Content (CEC) standards are addressed.
- HTSB Licensure Requirements are addressed.
- comprehensive training needed for teacher effectiveness is provided
- COE is investing resources in the programs.
- COE is responding quickly to the needs of its school partner.
- candidates will be assessed throughout the program to ensure their meeting the requirements.
- this unique undergraduate program, which produces SPED teachers, will help address Hawaii's teacher shortage.
- the programs are comprised of a comprehensive list of courses in SPED.
- the courses are taught by qualified instructors.

Any Weakness or Recommendation for Improvement

- It is recommended that the program explore ways in which the HIDOE Sheltered Instruction requirement may be included in any future programs.
- The programs are recommended to stay up to date on HIDOE requirements so that future educators are not subject to additional professional development immediately after graduation.

The program may recommend completers for initial licensure for the following license fields:

- Special Education Mild/Moderate 6-12
and
- Severe Disabilities/Autism PK-3, K-6, 6-12, K-12

This program shall be included in the provider's 2028 accreditation review.

Submitted by: Branden Kawazoe
Referred to: Teacher Education Committee

**HAWAII TEACHER STANDARDS BOARD REVIEW TEAM REPORT OF
THE UNIVERSITY OF HAWAII AT MANOA’S COLLEGE OF EDUCATION
PROPOSAL
FOR A BACHELOR OF EDUCATION IN SPECIAL EDUCATION IN
TWO TRACKS: MILD-MODERATE 6-12 AND SEVERE
DISABILITIES/AUTISM PK-3, K-6, 6-12, AND K12.**

SATE REVIEW TEAM RECOMMENDATIONS

The State Approved Teacher Education (SATE) Review Team recommends provisional approval for a Bachelor of Education in Special Education (BEd SPED). The BEd SPED will offer two tracks: (1) mild/moderate 6-12, and (2) severe disabilities/autism PK-3, K-6, 6-12, K-12

RATIONALE

Program of Study: The coursework is appropriate and valuable to teachers who are seeking a Bachelor’s of Education in Special Education (BEd SPED). The BEd SPED will offer two tracks: (1) mild/moderate 6-12, and (2) severe disabilities/autism PK-3, K-6, 6-12, K-12

Standards & Assessments: The assessments submitted by the program have the potential to provide strong evidence for meeting all pertinent standards. Each assessment is supported by a well-written rubric.

Faculty: All faculty listed are suitable for this field of study.

REVIEW TEAM MEMBERS

- Sungti Hsu, Education Consultant
- Joan Lewis, Education Consultant
- Maria Guardino, NBCT and Education Consultant
- Felicia Villalobos, HTSB Interim Executive Director

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PROVIDER INFORMATION

Name of Provider: Nathan Murata
Provider Contact: nmurata@hawaii.edu

PROGRAM CONTACT

College of Education
1776 University Avenue, 128 Everly Hall
University of Hawaii at Manoa
Honolulu, HI 96822

PROGRAM INFORMATION

Program Director: Amelia Jenkins

Name of program: Bachelors of Education in Special Education

License Field(s) and Level(s) to be offered:

- SPED Mild/Moderate 6-12
- SPED Severe Disabilities/Autism PK-3, K-6, 6-12, K-12

Field Projected Implementation Date: Fall 2022

PROGRAM JUSTIFICATION:

The need for licensed special education teachers in Hawaii is significant and persistent. In November 2019, the Hawaii DOE reported that there were more than 2200 special education teacher positions in the state, and about 500 were filled with unlicensed special education teachers. Given the serious and persistent teacher shortage in Hawaii as well as the prior Felix Consent Decree, the Hawaii DOE has contracted with the UHM Department of Special Education to prepare special education teachers for the state. The contract has been ongoing since 1998 with the current contract of \$1.5M per year to fund student stipends and faculty positions to provide the necessary teacher training. The new BEd in Special Education is now included in this contract and students will be eligible for DOE stipends to cover their tuition costs in return for a three year payback teaching special education in Hawaii once they are licensed.

The BEd in Special Education will fill the current gap in undergraduate special education teacher education licensure options at the University of Hawaii, College of Education by giving prospective students statewide the choice of teacher licensure programs across the range of disabilities (mild/moderate and severe/autism) and grade levels (PreK-3, K-6, and 6-12) at the undergraduate level. Currently, licensure in these areas is only at the Post-Baccalaureate or MEd levels. The current undergraduate special education licensure programs are all dual general education and special education programs for mild/moderate disabilities at the PreK-3 and K-6 levels. Expanding special education licensure options at the bachelor's degree level is especially important on the neighbor islands and rural areas of Oahu where prospective students have less access to higher education and are thus less likely to already hold a bachelor's degree (as required for obtaining special education licensure through a Post-Baccalaureate program).

DESCRIPTION OF COURSEWORK AND CLINICAL EXPERIENCES

BEd in SPED Program Requirements (Years 3 and 4 of BEd Degree Program)

Licensure Tracks Prerequisite:

- SPED 304 Foundations of Inclusive Education (3 cr)

CORE Courses (24 credits):

- SPED 425 Partnerships with Families and Professionals (3 cr)
- SPED 480 Instructional and Assistive Technology (3 cr)
- SPED 485 Classroom Organization and Management (3 cr)
- ITE 320 Instructional and Assessment Methods for Multilingual Learners (3 cr)
- SPED 306 Special Education Law and Policy (3 cr)
- SPED 310 Introduction to Special Education Assessment (3 cr)
- SPED 311 Introduction to Specialized Instruction (3 cr)
- SPED 489 Intensive Behavioral Interventions (3 cr)

FIELD Courses (21 credits)

- SPED 400 Field Training in Special Education (3 semesters @ 3 cr each)
- SPED 390 Student Teaching in Special Education (10 cr)
- SPED 391 Seminar in Student Teaching in Special Education (2 cr)

Secondary Special Education – Mild/Moderate Disabilities Track (18 credits):

- SPED 421(e) Strategies for Reading Difficulties – Mild/Moderate Disabilities (3 cr)
- SPED 422 Literacy (Writing) for Secondary Students – Mild/Moderate Disabilities (3 cr)
- SPED 461(e) Assessment, Planning, and Instruction for Students with Mild/Moderate Disabilities (3 cr)
- SPED 463 Inclusive Practices Across the Curriculum - Mild/Moderate Disabilities (3 cr)
- SPED 455 Secondary Transition – Mild/Moderate Disabilities (3 cr)
- SPED 487 Characteristics/Strategies for Teaching At-Risk Students (3 cr)

Severe Disabilities/Autism Track (18 credits)

- SPED 332 Children with Communication Needs (3 cr)
- SPED 412 Individuals with Severe Disabilities/Autism (3 cr)
- SPED 453 Physical and Medical Needs – Severe Disabilities/Autism (3 cr)
- SPED 454 Serving Non-School-Age Individuals with Severe Disabilities/Autism (3 cr)
- SPED 460 Introduction to Assessment and Instruction – Severe Disabilities/Autism (3 cr)
- SPED 462 Assessment and Instruction – Severe Disabilities/Autism (3 cr)

Program Credits

- **CORE** **24**
- **Track** **18**
- **Field** **21**

Total *63

***Total major credits = 6 ; includes SPED 304 pre-requisite**

ASSESSMENTS, SUPPORTING COURSEWORK, AND ASSESSMENT DESCRIPTION

Hawaii Teacher Performance Standard (HTPS) and Council for Exceptional Children (CEC) Standards Aligned to Course Products CORE Products for all BEd in SPED

Hawaii Teacher Performance Standards (HTPS)	CEC Standards	Courses and Assignments Aligned	Rubrics
Standard 1: Learner Development	Standard 2 Understanding & addressing each individual's development & learning needs	<i>SPED 400c¹</i> Formal Lesson Plans and Observations	Assessment A
Standard 2: Learning Differences		<i>SPED 390² - Final Student Teaching Evaluation</i>	Assessment B
		<i>SPED 304 Foundations of Inclusive Schooling</i>	Disability Tool Kit Assignment
Standard 3: Learning Environment	Standard 6: Supporting social, emotional, and behavioral growth	<i>SPED 390²</i> Unit of Instruction - Effect on Student Learning	Assessment C
		<i>SPED 390² - Final Student Teaching Evaluation</i>	Assessment B
Standard 4: Content Knowledge	Standard 3 Demonstrating subject matter content and specialized curricular knowledge	<i>SPED 400c¹</i> Formal Lesson Plans and Observations	Assessment A
Standard 5: Application of Content		<i>SPED 390²</i> Unit of Instruction - Effect on Student Learning	Assessment C

		<i>SPED 390² - Final Student Teaching Evaluation</i>	Assessment B
Standard 6: Assessment	Standard 4: Using assessment to understand the learning and the learning environment for data-based decision making	SPED 390 ² Unit of Instruction - Effect on Student Learning	Assessment C
		<i>SPED 390² - Final Student Teaching Evaluation</i>	Assessment B
Standard 7: Planning for Instruction	Standard 5: Supporting learning using effective instruction	SPED 400c ¹ Formal Lesson Plans and Observations	Assessment A
Standard 8: Instructional Strategies		SPED 390 ² Unit of Instruction - Effect on Student Learning	Assessment C
		<i>SPED 390² - Final Student Teaching Evaluation</i>	Assessment B
Standard 9: Professional Learning and Ethical Practice	Standard 1: Engaging in professional learning and practice within ethical guidelines	SPED 400 a, b, c, ¹ and SPED 390 ² Dispositions	Assessment D
		SPED 306 <i>Special Education Law and Policy</i>	Law Resource Project
Standard 10: Leadership and Collaboration	Standard 7: Collaborating with team members	SPED 400 a, b, c, ¹ and SPED 390 ² Dispositions	Assessment D
		<i>SPED 390² - Final Student Teaching Evaluation</i>	Assessment B
		SPED 306 <i>Special</i>	Law Resource Project

		<i>Education Law and Policy</i>	
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¹ SPED 400 Field Training in Special Education

² SPED 390 Student Teaching in Special Education

**Assessment Products Specific to BEd Tracks
Secondary Special Education-Mild/Moderate Disabilities Track**

Hawaii Teacher Performance Standards (HTPS)	CEC Standards	Courses and Assignments Aligned	Rubrics
Standard 1: Learner Development		SPED 463 <i>Inclusive Practices Across the Curriculum - Mild/Moderate Disabilities</i>	Research-based Practice Paper
Standard 4: Content Knowledge	Standard 3: Demonstrating subject matter content and specialized curricular knowledge	SPED 421 (e) <i>Strategies for Reading Difficulties – Mild/Moderate Disabilities</i> SPED 463 <i>Inclusive Practices Across the Curriculum - Mild/Moderate Disabilities</i>	Reading Intervention Project Research-based Practice Paper
Standard 5: Application of Content		SPED 463 <i>Inclusive Practices Across the Curriculum - Mild/Moderate</i>	Research-based Practice Paper

		<i>Disabilities</i>	
Standard 8: Instructional Strategies	Standard 5: Supporting learning using effective instruction	<p>SPED 421 (e) <i>Strategies for Reading Difficulties – Mild/Moderate Disabilities</i></p> <p>SPED 463 <i>Inclusive Practices Across the Curriculum - Mild/Moderate Disabilities</i></p>	<p>Reading Intervention Project</p> <p>Research-based Practice Paper</p>

Severe Disabilities/Autism Track

Hawaii Teacher Performance Standards (HTPS)	CEC Standards	Courses and Assignments Aligned	Rubrics
Standard 2: Learning Differences.	CEC Standard 2: Understanding and addressing each individual's development and learning needs	SPED 332 <i>Children with Communication Needs</i>	Communication Intervention Plan
Standard 6: Assessment	Standard 4: Using assessment to understand the learning and the learning environment for data-based decision making	SPED 460 <i>Introduction to Assessment and Instruction – Severe Disabilities/ Autism</i>	Case Study/Instructional Project

Standard 7: Planning for Instruction	Standard 5: Supporting learning using effective instruction	SPED 460 <i>Introduction to Assessment and Instruction – Severe Disabilities/ Autism</i>	Case Study/Instructional Project
Standard 7: Planning for Instruction	Standard 5: Supporting learning using effective instruction	SPED 332 <i>Children with Communication Needs</i>	Communication Intervention Plan
HTSB specific requirements The integration of Hawaiian language, history and culture in order to promote and perpetuate traditional ways of knowing, learning and teaching;		SPED 332 <i>Children with Communication Needs</i>	Communication Intervention Plan

PROGRAM FACULTY

Faculty Member Name	Highest Degree & Area of Concentration	Role in Program	Professional Experience Relevant to Program
Mild/Moderate Disabilities Track			
Black, Rhonda	EdD, Vocational Special Education	Instructor, Field Supervisor	Taught special education 9 years; Teaching special education in higher education since 1996.
Brennan, Kimberly	PhD, Special Education	Instructor, Field Supervisor	Taught special education 8 years; Teaching special education in higher education since 2010.
Cook, Sara	PhD, Mild/Moderate Disabilities	Instructor, Field Supervisor	Special education teacher & consultant 8 years; Teaching special education in higher education since 2014.
Dazzeo, Robin	MET, Special Education	Instructor, Field Supervisor	Taught special education 6 years; Teaching special education in higher education since 2020.
Knox, Rockey	EdD, Special Education	Instructor, Field Supervisor	Taught special education 4 years; Teaching special education in higher education 2010-2015, 2018-present.
Meng, Paul	PhD, Special Education	Instructor, Field Supervisor	Behavior interventionist and special education teacher 6 years; Teaching special education in higher education since 2019.
Nozari, Maryam	PhD, Special Education	Instructor, Field Supervisor	Child psychologist and psychometrist 2 years; preschool teacher 3 years; Teaching special education in higher education since 2020.

Ornelles, Cecily	PhD, Special Education	Instructor, Field Supervisor	Taught special education 3 years & general education/preschool education 3 years; Teaching special education in higher education since 1997.
Ortogero, Shawna	PhD, Exceptionalities	Field Coordinator, Instructor, Field Supervisor	Special education teacher and administrator 16 years; Teaching special education in higher education since 2007.
Oshita, Linda	PhD, Education	Instructor, Field Supervisor	Taught special education 4 years; Teaching/advising/coordinating special education in higher education since 2002.
Rao, Kavita	PhD, Special Education & Technology	Instructor, Field Supervisor	Educational technology specialist 13 years; Teaching special education in higher education since 2009.
Reed, Rachelle	PhD, Education	Instructor, Field Supervisor	Elementary education, special education, and reading teacher 4 years; Teaching special education in higher education since 2001.
Rogers-Rodrigues, Heather	MEd, Mild/Moderate Special Needs	Instructor, Field Supervisor	Taught special education 17 years; Teaching special education in higher education since
Wilkins, Kevin	MS, Educational Administration	Instructor, Field Supervisor	Special education teacher and administrator 18 years; Teaching special education in higher education since 2018.
Severe/Profound Disabilities Track			

Awana, Chantelle	MEd, Special Education	Instructor, Field Supervisor	Taught special education 8 years; Teaching special education in higher education since 2015.
Chandler, Laura	MEd, Severe Disabilities	Instructor, Field Supervisor	Taught special education 8 years; Teaching special education in higher education since 2018.
Conradi, Lyndsey	PhD, Special Education Severe	Instructor, Field Supervisor	Taught special education 6 years; Teaching special education in higher education since 2020.
Heine, Rumi	PhD, Special Education	Instructor, Field Supervisor	Taught special education 8 years; Teaching special education in higher education since 2016.
Huntington, Rachelle	PhD, Special Education & Applied Behavior Analysis	Instructor, Field Supervisor	Taught special education 1 year; Behavior analyst 3 years; Teaching special education in higher education since 2015.
Ninci, Jennifer	PhD, Educational Psychology, Special Education	Instructor, Field Supervisor	Substitute and student teacher in special education 2 years; Behavior analyst 3 years; Teaching special education in higher education since 2016.
Taylor, Gregory	PhD, Special Education	Instructor, Field Supervisor	Taught special education 7 years; Family teacher 3 years; Teaching special education in higher education since 2012.
Wells, Jenny	PhD, Exceptionalities	Instructor, Field Supervisor	Special education teacher and administrator 16 years; Teaching special education in higher education since 2005.

SUPPORTING INFORMATION

- **HTPS and CEC aligned with Rubrics** ([link](#))
- **HTSB Hawaii Specific Requirements** ([link](#))

REVIEW TEAM RECOMMENDATION TO HTSB

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Program Strengths

It is evident that:

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- HTSB Licensure Requirements are addressed.
- comprehensive training needed for teacher effectiveness is provided
- COE is investing resources in the programs.
- COE is responding quickly to the needs of its school partner.
- candidates will be assessed throughout the program to ensure their meeting the requirements.
- this unique undergraduate program, which produces SPED teachers, will help address Hawaii's teacher shortage.
- the programs are comprised of a comprehensive list of courses in SPED.
- the courses are taught by qualified instructors.

Any Weakness or Recommendation for Improvement

- It is recommended that the program explore ways in which the HIDOE Sheltered Instruction requirement may be included in any future programs.
- The programs are recommended to stay up to date on HIDOE requirements so that future educators are not subject to additional professional development immediately after graduation.

Questions Asked and Answered During the Review Process:

The programs provided clarification on the following questions/request:

- link between the SLO and TESOL standards
- on course rubrics
- assurance that future programs include 6 credits of English Language Learner content (Sheltered Instruction) that satisfy the DOE mandate
- all assessment rubrics to include the standards being assessed
- all assessment rubrics follow a standard format for ease of student use
- update all course materials including syllabi before submission