

**TITLE: The University of Hawai'i at Hilo's Bachelor of Arts in Education Science
Elementary Education Program Review**

The Hawai'i Teacher Standards Board (HTSB) recommends provisional program approval for the University of Hawai'i at Hilo (UHH) Bachelor of Arts in Education Science (BAES) Elementary Education program ([New Business Item 22-60 Revised](#)). In consultation with university colleagues, the UHH faculty changed the Bachelor of Science program to a Bachelor of Arts program.

Since March 2024, the Program Review Committee has analyzed all aspects of the UHH BAES Elementary Education program using the Hawaii Administrative Rules (HAR) §8-54-19(1-5) and §8-54-20(1-2) and Hawai'i State Approved Program Standards ([New Business Item 17-39](#)).

UHH faculty was responsive to the committee's feedback and hosted an in-person meeting with HTSB staff in July 2024. The faculty revised the BAES program to ensure it met UHH, the HAR, and the HTSB requirements while maintaining UHH School of Education's philosophy and HEART (Holistic, Empathetic, Artistic, Rigorous, and Transformational).

The committee highlighted the following aspects of the UHH BAES program which led to recommending program approval.

- The Curriculum Sequence is structured around four thematic blocks: 1) Learner and Learning, 2) Content, 3) Instructional Practice, and 4) Professional Responsibility. The thematic blocks align with the Hawai'i Teacher Performance Standards.
- Teacher candidates build content knowledge in the program's first year, requiring eleven prerequisite courses. Teacher candidates learn to integrate content area subjects and design curriculum units in the second year. Knowledge of integrated curriculum units will be instrumental in teaching and learning for these future elementary teachers.
- While this is an elementary education K-6 program, the committee recommends threading early childhood developmental concepts throughout the courses. Intentional activities designed for early childhood concepts will help teacher candidates know how to support elementary students whose developmental needs may differ from their grade-level peers.
- The program offers courses in all content areas that an elementary education teacher must teach and assess. Two courses (ED 270 Health and Wellness Education, ED 272 Art and Music Education) can strengthen instructional concepts to align with [national content area standards](#) for teacher preparation programs (i.e., [Society of Health and Physical Education](#), [National Art Education Association](#)).
- Courses are culturally responsive and embed topics relevant within the Hawai'i context and in the Hawai'i Department of Education or Hawai'i Public Charter Schools (e.g., ED 450 Learning and Teaching in Hawai'i Schools, ED 471 Ethics for Educators, Nā Hopena A'o).
- Cooperating teachers receive training on using teacher candidates' assessment and evaluation instruments for Classroom Observations, Professional Attributes, and

Professional Competencies. The UHH faculty has a process to support cooperating teachers throughout the school year.

- The program requires a summer field practicum course allowing teacher candidates to learn alongside their cooperating teacher at the start of the K-6 public school year (July/August).
- The BAES Program and Field Experiences Handbook describes faculty and cooperating teachers' roles and responsibilities and teacher candidates' expectations, program requirements, developmental phases of the field experience, and available support.

Upon program approval, UHH will have a bachelor's and master's degree licensure pathway for Elementary Education.

Rationale/Background:

The UHH faculty submitted a Letter of Intent to Plan a New Program in Elementary Education ([New Business Item 22-60 Revised](#)). Changes in the type of degree were made from a Bachelor of Science program to a Bachelor of Arts program. Upon successful program completion, teacher candidates will be recommended for an initial license in Elementary Education K-6.

Cost:

Program Review Round 1: \$500 each x 3 reviewers x 2 review cycles = \$3,000

HTSB staff travel to Hilo for in person meeting: \$500.00.

All committee meetings were conducted on Zoom.

Program Review Committee Bios:

Akeyo H. Garcia has been an elementary school teacher in Hawaii's public school system since 2009. As a classroom teacher, she also was a mentor teacher for teacher candidates enrolled in an educator preparation program. Akeyo holds a National Board Teaching Certificate in Early Childhood Generalist and advanced teaching licenses covering preschool to sixth grade in general education and preschool to third grade in special education. She earned master's degrees in Curriculum Studies and Early Childhood Education from the University of Hawai'i at Mānoa, where she is currently pursuing a doctoral degree in Education. Akeyo received the Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) in 2016.

Kristi Oda has been recognized as a National Board Certified Teacher, specializing as a Middle Childhood Generalist, for 21 years. She earned her professional diploma in Elementary Education and bachelor's degree in Psychology. As a librarian and a fourth-grade teacher, Kristi was selected to be a Fellow and sponsored to represent Hawaii at national science and teacher leadership conferences. She has formally supported National Board candidates, mentored teacher candidates, helped with state assessment item reviews, and coordinated several regional teacher conferences and international summer camps. For five years, Kristi was a State Office Teacher in the Hawai'i Department of Education's Leadership Institute, where she coached teacher leaders. Kristi returned to the classroom setting as a sixth-grade teacher.

Ronnie Tiffany-Kinder, Ed.D., is a School Renewal Specialist for the Kailua-Kalāheo Complex in the Hawai'i Department of Education. Ronnie has worked in public education for 29 years. She has experience as a PK-12 classroom teacher and was a faculty member in the College of Education, Elementary Education Program at the University of Hawai'i at Mānoa (UHM). She taught methods courses, supervised student teachers and assisted in developing the Post-baccalaureate Certificate in Elementary Education program. Ronnie earned her Ed.D. in Professional Educational Practice from the University of Hawai'i at Mānoa.

Jennifer F.M. Padua, Ph.D., is a Licensing Specialist at the Hawai'i Teacher Standards Board. Jennifer earned her doctoral degree in Curriculum and Instruction at the University of Hawai'i at Mānoa, where she was a faculty member for 11 years in the College of Education's Elementary Education Program. Her experiences include working as a Senior Literacy Specialist throughout the United States Affiliated Pacific Region and as a classroom and resource teacher in the Hawai'i Department of Education.

Submitted by: Kristi Miyamae
Referred to: Teacher Education Committee

The initial program application was submitted for review on 3/15/2024. Several revisions were made during the review process. Please refer to the curriculum sequence for final review.



HAWAI'I TEACHER
STANDARDS BOARD

Educator Preparation Provider Program Application

(Revised 01/2024)

TABLE OF CONTENTS

Section 1: Introduction	4
Directions	5
Overview of Educator Preparation Provider Program Review Process	6
Key Terms	7
Abbreviations	8
Section 2: Program Information	9
National, Regional, State, and Program Approvals	10
Section 3: Program Framework	12
Section 4: Program Progression	20
Course Syllabi.....	25
Content Knowledge and Pedagogy Requirements (Coursework).....	26
Content Knowledge and Pedagogy Requirements (Modules)	27
Hawai'i DOE Requirements and Initiatives.....	27
Section 5: Clinical Experience/Student Teaching	32
A. Clinical Experience.....	32
Clinical Experience Options	35
School Partnerships	39
Cooperating/Mentor Teacher	42
Section 6: Hawai'i Specific Requirements	46
Professional and Ethical Dispositions	46
Hawaiian Language, History, and Culture.....	49
Teaching of Reading.....	52
Students with Diverse Needs.....	54
Students with Limited English	54
Gifted and Talented Students	56
Integrating Technology into Curricula	57
Technology for Data Information and Analysis	59
Hawai'i Teacher Performance Standards	60
Section 7: Teacher Candidate Support And Services	61
SUPPORT AVAILABLE FOR STUDENTS	63
COMPUTER SUPPORT.....	63
ACADEMIC ADVISING	63
ACADEMIC INTEGRITY	63

ACADEMIC SUCCESS 64

BASIC NEEDS 64

DISABILITY SERVICES 64

MENTAL HEALTH/SUICIDE PREVENTION 64

STUDENT CONDUCT 65

STUDENTS OF CONCERN 65

TITLE IX SYLLABUS 65

Section 8: Program Faculty 71

HTSB Annual Report 71

HTSB Program Recommendation Lists 71

Teacher Education Coordinating Committee 71

Title II 72

Instructional Faculty/Staff Qualifications 73

Instructional Course Load 73

Section 9: Completer And Graduate Follow-up..... 75

Section 10: List of Appendices 81

Section 11: Educator Preparation Provider Verification 87

SECTION 1: INTRODUCTION

The Hawai'i Teacher Standards Board (HTSB) is the state-authorizing agency that approves and oversees educator preparation programs in Hawai'i (Hawaii Administrative Rules [HAR] §8-54-18).

The purpose of the Educator Preparation Provider (EPP) Program application is for institutions to demonstrate their planning and implementation of their licensure program as written in the Letter of Intent (LOI) and New Business Item (NBI) as approved by the HTSB.

According to HAR §8-54-20:

(a) When applying for approval of a first-time provisional unit or program review, the following requirements shall be met:

- (1). The letter of intent and preconditions must be submitted for consideration no less than one (1) year prior to the date of proposed program implementation; and
- (2). Within two (2) years of acceptance of the letter of intent and preconditions, the unit must submit one (1) unit report and a program report for each program that will prepare educators for initial licensure.

(b) The board staff will convene a review team and conduct a virtual provisional review of the unit and programs within three (3) months of acceptance of the unit and program reports after staff review and board approval.

(c) The board will review the review team's recommendation and issue a decision upon recommendation of the board's Teacher Education Committee.

(d) A unit must receive board approval before advertising programs for initial licensure, implementing programs, and accepting candidates into any educator preparation program.

Please direct any inquiries about the process to the following HTSB staff:

Executive Director: Felicia Villalobos
Email: felicia.villalobos@hawaii.gov

Licensing Specialist: Jennifer Padua, Ph.D.
Email: jennifer.padua@hawaii.gov

Directions

1. Please read the entire application and complete all prompts. All questions must be answered. Incomplete applications and/or missing appendices will be returned.
2. This application is designed for initial licensure, to add a teaching field program, or to add a specific grade band. If you have an existing Hawai'i-approved program and are making changes, please contact the HTSB Executive Director to determine if you should submit a Program Modification application.
3. You may see identical prompts from the LOI. If substantive changes were made to these LOI prompts, you may be asked to resubmit an LOI for HTSB full board approval.
4. Links to templates will be provided by email request.
5. HTSB will provide a Dropbox account to upload PDF files to support your application. An appendix is embedded in this application for you to list the names of supporting files. All appendices will be submitted to Dropbox.
6. Save the application file as InstitutionName_ProgApp_LicenseFieldName_date.
7. Please submit a copy of the LOI in Microsoft Word¹ and PDF² to the email below. Submit all appendices as a PDF file³.

Executive Director: Felicia Villalobos
Email: felicia.villalobos@hawaii.gov

Licensing Specialist: Jennifer Padua, Ph.D.
Email: jennifer.padua@hawaii.gov

¹ This document may be viewed in Appendix S1-1 Letter of Intent - UH Hilo School of Education in Word.docx.

² This document may be viewed in Appendix S1-2 Letter of Intent - UH Hilo School of Education in PDF.pdf.

³ Please see Appendix S1-3 NBI-22-60 - Consideration-of-the-University-of-Hawaii-at-Hilo-Letter-of-Intent.pdf.

Overview of Educator Preparation Provider Program Review Process

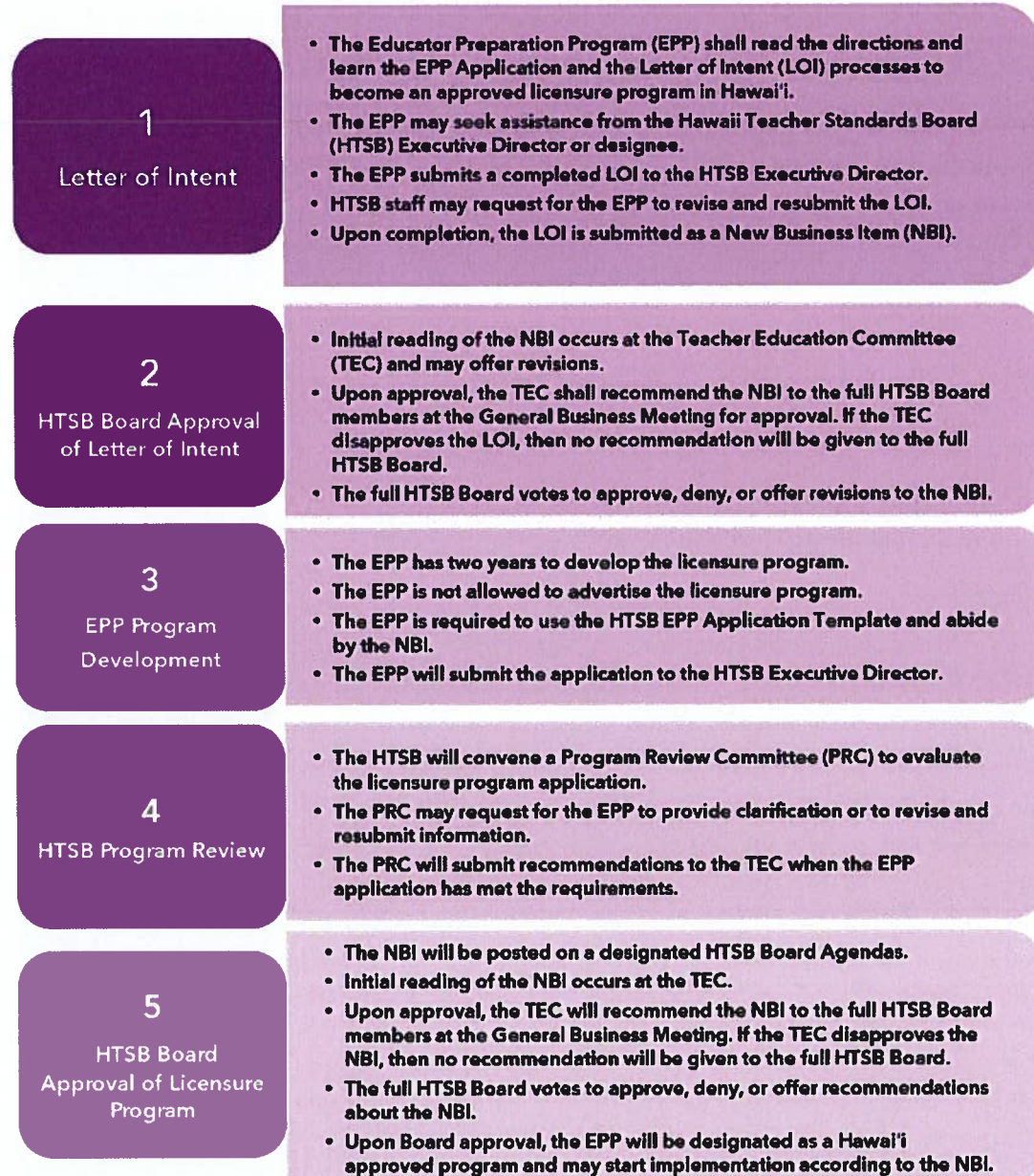
Educator Preparation Program Review Process: Initial Licensure and Add a Teaching Field

(Hawaii Administrative Rules [§8-54-20](#))



HAWAII TEACHER
STANDARDS BOARD

(Revised 01/2024)



Key Terms

Term	Definition
Add a Field Program	Add a Field programs are designed to prepare existing licensed educators to add another licensure field to their current license (§8-54-24).
Alternative Certification Program	Alternative certification program is a for-profit or non-profit organization offering a teacher licensure program for individuals who have earned a baccalaureate degree.
Alternative Route	A teacher preparation program at an institution of higher education that offers a pathway to initial teacher licensure for individuals who have earned a baccalaureate degree.
Clinical Experience	The culminating activity of extended teaching practice for teacher candidates. Clinical experience may be referred to as student teaching, internship, or residency.
Educator Preparation Provider	An organization, college, or university that provides a teacher licensure program for future or current teachers.
Emergency Hire	An unlicensed employee of a public or public charter school paid under the salary schedule contained in the Unit 05 collective bargaining agreement. An Emergency Hire teacher is usually the teacher of record.
Institute of Higher Education	An institution of higher education (IHE) is a college or university that offers post-secondary courses for individuals interested in earning an academic degree.
National Accreditor	An agency that accredits schools or programs offering certification or degrees in the United States (US).
Program Accreditor	An agency that evaluates the quality of professional preparation programs.
Regional Accreditor	An agency that focuses on the quality of academic programs in state-owned or non-profit colleges or universities in a specific region of the US.
Teacher Candidate	A college student or an Emergency Hire Teacher enrolled in a teacher education program and pursuing a teacher license.
Teacher of Record	An educator who has been assigned the lead responsibility for a student's learning and performance.
Traditional Program	A traditional program at an IHE that offers a state-approved teacher education program where teacher candidates will earn an academic degree and teacher licensure recommendation upon successful program completion.

Abbreviations

Abbreviation	Meaning
ACP	Alternative Certification Program
BA.	Bachelor of Arts
BS	Bachelor of Science
BEd	Bachelor of Education
EPP	Educator Preparation Provider
HAR	Hawai'i Administrative Rules
HTSB	Hawai'i Teacher Standards Board
HIDOE	Hawai'i Department of Education
HIPCS	Hawai'i Public Charter School
IHE	Institution of Higher Education
HRS	Hawai'i Revised Statute
LOI	Letter of Intent
MA	Master of Arts
MEd	Master of Education
MEdT	Master of Education in Teaching
MS	Master of Science
NBI	New Business Item
PB-Cert	Post-baccalaureate Certificate
SATEP	State Approved Teacher Education Program
TECC	Teacher Education Coordinating Committee
US	United States

SECTION 2: PROGRAM INFORMATION

Institution Name	University of Hawaii at Hilo
Mailing Address*	200 West Kawili Street, Hilo, HI 96720
Public URL/Website	https://hilo.hawaii.edu/
*If your institution does not have a physical presence in Hawai'i, explain how teacher candidates will receive prompt in-person support (§16-255-2).	N/A

Institution Administrator	Dr. Bonnie Irwin
Title	Chancellor, University of Hawaii at Hilo
Email Address	bdirwin@hawaii.edu
Phone Number	808.932.7348

EPP Administrator Name (if different from Institution Administrator)	Dr. Tobias Irish
Position	Director, School of Education
Phone	808.932.7106
Email	tirish@hawaii.edu

EPP Liaison for HTSB Communication		
Name	Dr. Jan Ray	Dr. Michele Ebersole
Position	Professor of Education	Professor of Education
Phone	808.932.7109, 808.315.5353	808.932.7108, 808.937.2093
Email	janetray@hawaii.edu	mebersol@hawaii.edu

National, Regional, State, and Program Approvals

Please read the following prompts and mark an X in the Yes or No column.	YES	NO
Is your institution approved by the Council for Higher Education Association?	X	
Is your institution registered with the Hawai'i Post-Secondary Education Authorized Program?	X	
Is your IHE or Alternative Certification Program (ACP) currently approved by the HTSB?	X	
Does a United States regional accreditor approve your institution? If yes, attach a copy of the institution's current accreditation letter, including status and expiration date. ⁴	X	
Does a US teacher educator program accreditor approve your educator preparation program? If yes, attach a copy of the institution's current accreditation letter, including status and expiration date. ^{5, 6, 7}	X	
Are any of your programs accredited by the Distance Education Accrediting Commission? If yes, attach a copy of the institution's current accreditation letter, including status and expiration date.		X
Is any of your programs accredited by other US accreditors not listed above? If yes, attach a copy of the institution's current accreditation letter, including status and expiration date.		X
Has your program received approval as a Hawai'i Department of Education (HIDOE) Affiliate Program to place teacher candidates in its school? If yes, please attach a copy of your HIDOE Educator Affiliation Agreement. ⁸	X	

⁴ Please see Appendix S2-1 Letter from WASC for Regional Accreditation.

⁵ Please see Appendix S2-2 Letter from AAQEP for National Accreditation.

⁶ Please see Appendix S2-3 Accreditation Action Report from AAQEP for National Accreditation.

⁷ Please see Appendix S2-4 Accreditation Certificate from AAQEP.

⁸ Please see Appendix S2-5 Affiliation Agreement Between HIDOE and UH Hilo School of Education.

Describe any changes made to the Program Information since the approval of your Letter of Intent. Write "none" if no changes were made.

- Vision, mission, and goals.
- History and development of the EPP.
- Approval of EPPs in other US states or jurisdictions.
- Summary of demographics of faculty and students.

None of the above; however, at the time of writing the Letter of Intent for consideration by the Hawai'i Teacher Standards Board, the School of Education was in the process of proposing a Bachelor of **Science** in Education Studies degree program. Based upon recommendations from the UH System Council of Chief Academic Officers and the UH System administration, the degree program was changed to a Bachelor of **Arts** in Education Studies. Please note that the School of Education faculty members voted unanimously to accept this recommendation.^{9, 10, 11}

⁹ Please see Appendix S1-1 Letter of Intent from UH Hilo in Word.

¹⁰ Please see Appendix S1-2 Letter of Intent from UH Hilo in PDF.

¹¹ Please see Appendix S1-3 NBI-22-60-Consideration-of-the-University-of-Hawaii-at-Hilo-Letter-of-Intent.

SECTION 3: PROGRAM FRAMEWORK

Mark an X next to the license program review for this application. You will be asked to resubmit a revised LOI for board approval if the licensure program and field are different from the original LOI.

Licensure Program	Select One
Initial Licensure - IHE Traditional Route Teacher candidates will earn an academic degree from an accredited IHE and be recommended for a teaching license upon successfully completing the EPP. Teacher candidates will earn college credits.	X
Initial Licensure - IHE Alternative Route Teacher candidates have earned an undergraduate degree from an accredited IHE and will be recommended for a teaching license upon successfully completing the program. Teacher candidates will earn college credits.	
Initial Licensure - ACP Teacher candidates enrolled in an ACP program. They have earned an undergraduate degree from an accredited IHE and will be recommended for a teaching license upon completing the ACP. Teacher candidates do not earn college credits.	
Add A Field Program - IHE Teacher candidates hold a valid teaching license from the Hawai'i Teacher Standards Board. Upon completing the program, they will receive a recommendation for a specific licensure field. Teacher candidates earn college credits.	
Add A Field Program - ACP Teacher candidates hold a valid teaching license from the Hawai'i Teacher Standards Board. Upon completing the ACP, they will receive a recommendation for a specific licensure field. Teacher candidates do not earn college credits.	

List the licensure field for approval. List of HTSB-approved licensure fields	List the grade level span for the licensure field.	If IHE, list the academic degree or certificate the completers will earn. Write N/A if needed.
Elementary Education	K-6 ¹²	

¹² The School of Education at the University of Hawaii at Hilo is authorized to recommend licensure in the Elementary Education K-6 field within the Master of Arts in Teaching degree program. Please see Appendix S3-1 NBI-21-06-University-of-Hawaii-at-Hilo-State-Approval.

		Bachelor of Arts in Education Studies (Teacher Licensure Track)
--	--	---

Mark an X in the Yes or No column on the program instructional delivery modes.	YES	NO
Face-to-face: in-person at a physical location	X	
Blended: face-to-face and online learning		X
Online: synchronous learning		X
Online: asynchronous learning		X
Online Hybrid: synchronous and asynchronous		X
Other (please describe):		X

Briefly describe your proposed program, licensure program, and grade level span (300 words maximum).
<p>The School of Education at University of Hawai'i at Hilo intends to provide a high-quality, face-to-face, place-based, rural-focused, nationally-accredited, four-year undergraduate Bachelor of Arts in Education Studies (BAES) degree program designed to meet the educational needs of Hawai'i Island. Undergraduate students will have the option of two tracks within the Bachelor of Arts in Education Studies degree program—a Teacher Licensure track (Elementary Education [K-6]) and an Education Studies track. This application focuses on the Teacher Licensure Track for Elementary Education (K-6).</p> <p>At the completion of the Bachelor of Arts in Education Studies degree program, Teacher Candidates will exhibit the knowledge, skills, and abilities of professional educators appropriate to their degree, including</p> <ul style="list-style-type: none">(1) content, pedagogical, and/or professional knowledge relevant to the credential sought;(2) learners and learning theory, including social, emotional, and academic dimensions and application of learning theory;(3) culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning;(4) assessment of and for student learning, assessment and data literacy, and use of data to inform practice;(5) creation and development of positive learning and work environments; and

(6) dispositions and behaviors required for successful professional practice.¹³

Candidate instructional practices will also be grounded in HEART¹⁴ and HĀ¹⁵.

If you are an EPP, explain how this licensure program will enhance your existing licensure programs and not compete with similar licensure programs being implemented. Cite quantitative and qualitative data and academic research to support your response (500 words maximum).

The Bachelor of Arts in Education Studies (BAES) degree program will meet the requirements of Senate Bill 2359–Act 141, which was signed into law in July of 2022, requiring that “each county [establish] K-12 expanded teaching cohort programs for students who are pursuing undergraduate degrees in education.”¹⁶

The School of Education (SOE) currently has one certificate program and two degree programs. The programs are

- (1) Academic Certificate in Education Studies
- (2) Master of Arts in Teaching
- (3) Master of Education

Academic Certificate in Education Studies (ACES)¹⁷

The ACES—a non-degree and non-licensure program—has been offered to undergraduate students since the 2011–2012 academic year. The ACES requires 18 credits of education coursework. To date, 306 students have graduated with the ACES—an average of 24 students per academic year. The ACES has been considered an indicator of student interest in an undergraduate degree in education. The SOE anticipates the number of students earning the ACES will be reduced once the BAES degree program becomes an option for them.

Master of Arts in Teaching (MAT)¹⁸

¹³ These are the program learning outcomes that must be demonstrated as achieved by all program completers in the Bachelor of Arts in Education Studies (BAES) degree program by the School of Education’s national accreditors AAQEP (Association for Advancing Quality in Educator Preparation).

¹⁴ HEART is the School of Education conceptual framework. More information about HEART is available at the following URL: <https://hilo.hawaii.edu/depts/education/>.

¹⁵ HĀ or Nā Hopena A’o is a Hawai’i Department of Education initiative. The School of Education has served as a pilot site for HĀ, which includes six outcomes to be strengthened in every student—belonging, responsibility, excellence, aloha, and total well-being. More information about HĀ is available at the following URL: <https://www.hawaiipublicschools.org/DOE%20Forms/NaHopenaAoE3.pdf>.

¹⁶ To view Senate Bill 2359–Act 141, please access the following URL: <https://www.capitol.hawaii.gov/sessions/session2022/bills/SB2359 .HTM>.

¹⁷ For more information about the Academic Certificate in Education Studies, please access the following URL: <https://hilo.hawaii.edu/catalog/educational-studies-cert>.

¹⁸ For more information about the Master of Arts in Teaching degree program, please access the following URL: <https://hilo.hawaii.edu/catalog/master-of-teaching-mat>.

The MAT degree program enables students to qualify for teacher licensure through the HTSB at the completion of their first year of graduate studies. Since its inception during the 2013-2014 academic year, 123 graduate students have received Elementary Education (K-6) licensure through the MAT degree program.

Number of Graduate Students Earning Licensure Through the MAT Degree Program

Cohort	1	2	3	4	5	6	7	8	9	10	Total
Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	
Elementary Education (K-6)	15	16	18	13	15	11	8	11	8	8	123

In order to determine the potential impact of the BARS degree program on the MAT degree program, the SOE examined where enrolled graduate students attained their bachelor degrees for the three most recent cohorts. Findings revealed that, on average, 30 percent of graduate students received their bachelor degrees from UH Hilo and 70 percent of graduate students received their bachelor degrees from other universities. Therefore, the SOE determined that the BAES degree program may have a small impact on the enrollment numbers for the MAT degree program.

Where MAT Graduate Students Attained Their Bachelor Degrees

Cohort Academic Year	Graduate Students	Entering from UH Hilo	Percent	Entering from Other Universities	Percent
Cohort 9 2021-2022	8	2	25	6	75
Cohort 10 2022-2023	8	3	38	5	62
Cohort 11 2023-2024	10	3	30	7	70
Average	9	3	30	6	70

Master of Education (M.Ed.)¹⁹

The M.Ed. degree program was designed for in-service teachers wishing to attain an advanced degree with Teacher Leader licensure through the HTSB. Since its inception in 2002, 156 graduate students have completed the M.Ed. degree program at UH Hilo with an average number of 14 graduate students per cohort. The SOE anticipates that the BAES degree program will positively impact the M.Ed. degree program, since faculty members will advise Teacher Licensure Track Bachelor of Arts in Education Studies undergraduate students to continue with graduate education to enable both advanced skills sets and additional salary benefits.

¹⁹ For more information about the Master of Education degree program, please access the following URL: <https://hilo.hawaii.edu/catalog/master-of-education>.

What time of the year will candidates apply to the program (e.g., rolling admission, admission due date)?

Undergraduate students will apply to the Teacher Licensure Track of the Bachelor of Arts in Education Studies degree program in the fall of their junior year. Applications will be due on or before October 1.

What time of the year will teacher candidates start the program (e.g., semester, ongoing starting dates)?

Undergraduate students begin their Teacher Licensure Track pre-requisite courses in the spring of their sophomore year (UH Hilo students) or the summer following their sophomore year (transfer students).

Undergraduate students become official Teacher Candidates upon admission into the Teacher Licensure Track Cohort. They will receive acceptance letters on or before November 1st with the following classifications

- (1) Fully Accepted,
- (2) Conditionally Accepted, or
- (3) Not Accepted.

Fully Accepted students meet all admission requirements.

Conditionally Accepted students meet all admission requirements **except**

- (1) successful completion of all prerequisite coursework,
- (2) passing scores on the Praxis CORE.

Prerequisite Courses

ED 243 Math for Elementary Teachers I
ED 341 Literacy for Elementary Teachers
ED 342 Science for Elementary Teachers
ED 343 Math for Elementary Teachers II
ED 344 Social Studies for Elementary Teachers
ED 350 Learner Development
ED 314 Technology for Learning and Teaching
ED 450 Learning and Teaching in Hawaii Schools
ED 455 Differentiated Instruction
ENG 350 Second Language Acquisition Theory
ED 452 Social Studies and Science Methods

Conditionally Accepted students must meet Praxis Core requirements by March 1 of their junior year in order to receive a field placement for the summer term.

Once passing scores for the Praxis CORE are received AND all prerequisite courses are successfully completed, students will become Fully Accepted.

Describe the admission requirements for a teacher candidate to be accepted into your program (e.g., official transcript, fingerprint, background check, SAT/ACT scores, recommendation, essay, grade point average, interview, college credits)

During the fifth semester of the Bachelor of Arts in Education Studies degree program, undergraduate students may apply for admission into the Teacher Licensure Track for Elementary Education (K-6) licensure. The Teacher Licensure Track includes the admission requirements shown below. October 1st is the application deadline each academic year.

Admission Requirements for the Bachelor of Arts in Education Studies Teacher Licensure Track for Elementary Education

To become Fully Accepted, undergraduate students must have

1	an official transcript showing a cumulative GPA (grade point average) of 2.50 or higher															
2	an official transcript showing the completion of 60 credits															
3	<p>passing scores on the Praxis Core Academic Skills for Educators Exams²⁰</p> <table border="1"> <thead> <tr> <th>Exam</th> <th>Exam Number</th> <th>Passing Score</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>5713</td> <td>156</td> </tr> <tr> <td>Writing</td> <td>5723</td> <td>162</td> </tr> <tr> <td>Mathematics</td> <td>5733</td> <td>150</td> </tr> <tr> <td>Combined Reading, Writing, and Mathematics</td> <td>5752</td> <td>Same individual scores as above</td> </tr> </tbody> </table>	Exam	Exam Number	Passing Score	Reading	5713	156	Writing	5723	162	Mathematics	5733	150	Combined Reading, Writing, and Mathematics	5752	Same individual scores as above
Exam	Exam Number	Passing Score														
Reading	5713	156														
Writing	5723	162														
Mathematics	5733	150														
Combined Reading, Writing, and Mathematics	5752	Same individual scores as above														
4	25 hours of classroom observations on Experience Chart ²¹															

²⁰ Please see Appendix S3-2 Praxis Core Academic Skills Review Form.

²¹ Please see Appendix S3-3 Experience Chart.

5	two letters of recommendation, using the online form ²²
6	a written statement that addresses the question "Why do you want to become a teacher?" ²³
7	two Professional Attributes Scale ²⁴ evaluations or an Admissions Interview ²⁵
8	met prerequisite course requirements ²⁶
9	met TOEFL requirements, if an international student ²⁷

Special Note: Students who are not Fully Accepted, may be Conditionally Accepted while working toward meeting all admission requirements. Finger printing and background checks are required prior to field experiences, which begin in the summer between the junior and senior years.

What evidence will be used to verify teacher candidates' basic skills and content knowledge according to HTSB policies ([§HAR 8-54-9](#), [NBI 12-29 Revised](#))?

The School of Education will verify teacher candidates' **basic skills** by passing scores on Praxis CORE, as adopted by the Hawai'i Teacher Standards Board.²⁸

The School of Education will verify teacher candidates' **content knowledge** by an official transcript review which shows the completion of 36 semester hours, including 9 semester hours in each of the following core contents areas—language arts, mathematics, science, and social studies—with at least three semester hours in each of the core content areas at the upper-division level (300- and 400-level courses). The transcript review will take place once grades are posted after the fall semester of their junior year.

Formative Checkpoint

If students do not pass the transcript review portion of the Content Knowledge Verification, students must take additional coursework or earn passing scores on the Praxis Elementary

²² Please see Appendix S3-4 Recommendation Form.

²³ Please see Appendix S3-5 Personal Statement Form.

²⁴ Please see Appendix S3-6 Professional Attributes Scale (Short Form).

²⁵ Please see Appendix S3-7 Admission Interview Form.

²⁶ Please see Appendix S3-8 Prerequisite Coursework Review Form.

²⁷ For more information about TOEFL requirements, please access the following URL: <https://hilo.hawaii.edu/academics/eli/HowtoApply.php>.

²⁸ Please see Appendix S3-2 Praxis Core Academic Skills Review Form.

Education: Multiple Subjects exam in order to continue in the Teacher Licensure Track of the Bachelor of Arts in Education Studies degree program.

Content Knowledge Verification²⁹			
1	Transcript Review		
	English Language Arts	9 semester credits	Grade of C or better
	Mathematics	9 semester credits	Grade of C or better
	Science	9 semester credits	Grade of C or better
	Social Studies	9 semester credits	Grade of C or better
	Total	36 semester credits ³⁰	Grade of C or better
2	Elementary Education: Multiple Subjects (5001)		
	Passing Scores		
	Reading and Language Arts	5002	157
	Mathematics	5003	157
	Social Studies	5004	155
	Science	5005	159

²⁹ Please see Appendix S3-9 Content Knowledge Verification Form.

³⁰ At least three semester hours in each of the core content areas must be upper-division level (300- or 400-level).

SECTION 4: PROGRAM PROGRESSION

Describe how your instructional program is designed (e.g., courses, modules, lessons) for teacher candidates to obtain content and pedagogical knowledge.

Introduction to Thematic Blocks

The design of the Bachelor of Arts in Education Studies degree program Teacher Licensure Track includes four Thematic Blocks—(1) Learner and Learning, (2) Content, (3) Instructional Practice, and (4) Professional Responsibility. The Thematic Blocks are aligned to the InTasc/HTPS Standards.³¹

- The Learner and Learning block aligns to Standard 1 Learner Development, Standard 2 Learning Differences, and Standard 3 Learning Environments.
- The Content block aligns to Standard 4 Content Knowledge and Standard 5 Application of Content.
- The Instructional Practices block aligns to Standard 6 Assessment, Standard 7 Planning for Instruction, and Standard 8 Instructional Strategies.
- The Professional Responsibility block aligns to Standard 9 Professional Learning and Ethical Practice and Standard 10 Leadership and Collaboration.

Learner and Learning Thematic Block

Within the Learner and Learning Thematic Block, students complete the following courses:

1. ED 350 Learner Development
2. ED 450 Learning and Teaching in Hawai'i Schools
3. ED 455 Differentiated Instruction
4. ENG 350 Second Language Acquisition
5. ED 457 Emerging Bilingual Students in Schools
6. ED 443 Learning Environments

During the first semester of the Bachelor of Arts in Education Studies (BAES) degree program Teacher Licensure Track (TLT), students are introduced to Learner and Learning through ED 350 Learner Development. During the second semester they expand their knowledge of Learner and Learning through ED 450 Learning and Teaching in Hawaii Schools, which helps students understand the importance of personal, family, and community experiences which impact their future students, including Native Hawaiian

³¹ For a visual representation of the Thematic Blocks curriculum design, please see Appendix S4-23 Bachelor of Arts in Education Studies Teacher Licensure Track Curriculum Sequence.

history and culture. During the same semester, students expand their understanding of learners to include exceptionalities and how to modify instruction to accommodate learning differences in ED 455 Differentiated Instruction and ENG 350 Second Language Acquisition. During the first semester of their senior year, students learn more specific strategies for working with bilingual students in their classrooms, as well as how to successfully create environments that support individual, collaborative, and active learning in ED 457 Emerging Bilingual Students in Schools and ED 443 Learning Environments—both taken prior to student teaching.

Content Thematic Block

Within the Content Thematic Block, students complete the following courses:

1. ED 243 Math for Elementary Teachers I
2. ED 343 Math for Elementary Teachers II
3. ED 341 Literacy for Elementary Teachers
4. ED 342 Science for Elementary Teachers
5. ED 344 Social Studies for Elementary Teachers

Prior to applying for admission into the Teacher Licensure Track of the Bachelor of Science in Education Studies degree program, students must complete ED 243 Math for Elementary Teachers I and enroll in ED 343 Math for Elementary Teachers II, ED 341 Literacy for Elementary Teachers, ED 342 Science for Elementary Teachers, and ED 344 Social Studies for Elementary Teachers during the first semester of their junior year. These content-focused courses are designed to help students understand the central concepts, tools of inquiry, and structures of each discipline. These courses are intentionally grouped so that students demonstrate a strong understanding of content (the what) prior to focusing on pedagogy (the how).

Instructional Practice Thematic Block

Within the Instructional Practice Thematic Block, students complete the following courses:

1. ED 452 Social Studies and Science Methods
2. ED 451 Literacy Methods
3. ED 453 Math Methods

During the spring semester of their junior year, students are introduced to the concept of integrated unit planning that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, including knowledge of learners and the community context, in ED 452 Social Studies and Science Methods. During the fall semester of their senior year, students expand their unit planning skills to include a variety of instructional and assessment strategies, while engaged in related field experiences in ED 451 Literacy Methods and ED 453 Math Methods.

Professional Responsibility Thematic Block

Within the Instructional Responsibility Thematic Block, students complete the following courses:

1. ED 470 Professional Dispositions
2. ED 480 Field Experiences I
3. ED 471 Ethics for Educators
4. ED 481 Field Experiences II
5. ED 472 Professional Responsibilities
6. ED 482 Clinical Practice

During the summer between their junior and senior years, students begin their field experiences with the fall start of the public schools, so that they may participate in the opening of the school year activities and observe how their cooperating (mentor) teachers establish positive learning environments through ED 480 Field Experiences I. At the same time, they learn the expectations of the profession through ED 470 Professional Dispositions.

During the fall semester, students expand their field experiences by teaching students in small and large groups using the unit plans they created in their methods courses through ED 481 Field Experiences II. As outcomes of ED 471 Ethics for Educators, students must complete the ETS ProEthica Professional Development Course and pass the Ethical Dilemma and Analysis Using MCEE³² assignment.

During the spring semester, students embark on their full-time clinical practice in public, public charter, or private school settings through ED 482 Clinical Practice. In ED 472 Professional Responsibilities, students participate in workshops, training, and presentations in preparation for teacher licensure through the Hawaii Teacher Standards Board and employment within the public or public charter schools.

Cross-Cutting Courses

During the spring semester of their junior year, students learn to integrate technologies across the K-6 curriculum in an instructionally sound manner in ED 314 Technology for Learning and Teaching prior to their field experiences. It should be noted that technology is considered a cross-cutting theme integrated into all courses in the Teacher Licensure Track.

During the spring semester of their senior year and clinical experience, students engage in ongoing professional learning and use evidence to continually evaluate practices. They address Hawai'i Teacher Performance Standards in ED 490 Teaching Seminar. Students create another unit plan; measure and monitor student performance (which guides their decision-making); and video their own teaching to analyze, reflect upon, and improve practice.

³² Please see Appendix S6-1 Ethical Dilemma and Analysis Using MCEE.

Are teacher candidates expected to complete the instructional program in a specific sequence?

Yes, teacher candidates are expected to complete the instructional program in the specific sequence shown below.

Special Note: Please note that the table below displays School of Education requirements only. It excludes the general education courses and all other required university courses. It also excludes recommended courses to allow for seamless student transfers from community colleges.

Sequence of Teacher Licensure Track Coursework³³					
Year 2		Year 3		Year 4	
Fall		Fall		Fall	
		ED 341 Literacy for Elementary Teachers	3	ED 451 Literacy Methods	3
		ED 343 Math for Elementary Teachers II	3	ED 453 Math Methods	3
		ED 344 Social Studies for Elementary Teachers	3	ED 443 Learning Environments	3
		ED 342 Science for Elementary Teachers	3	ED 457 Emerging Bilingual Students in Schools	3
		ED 350 Learner Development	3	ED 481 Field Experiences II	3
				ED 471 Ethics for Educators	1
			Credits 15		Credits 16
Spring		Spring		Spring	
ED 243 Math for Elementary Teachers I	3	ED 452 Social Studies and Science Methods	3	ED 482 Clinical Practice	10
		ED 450 Learning and Teaching in Hawai'i Schools (WI)	3	ED 472 Professional Responsibility	1
		ED 455 Differentiated Instruction in the Inclusive Classroom	3	ED 490 Teaching Seminar	3
		ED 314 Technology for Learning and Teaching	3		
		ENG 350 Second Language Acquisition Theory	3		
			Credits 15		Credits 14
Summer		Summer		Summer	
		ED 470 Professional Dispositions	1		
		ED 480 Field Experiences I	1		
			Credits 2		Credits 0
		Total Credits	32	Total Credits	30

³³ Please see Appendix S4-24 Four-Year Map for Teacher Licensure Track to view all courses taken in the Bachelor of Arts Education Studies degree program Teacher Licensure Track.

What is the process if a teacher candidate does not complete a course successfully? How many courses can a teacher candidate fail?

If a Teacher Candidate does not complete a course successfully, he or she may retake the course when it is offered once again the following academic year. Teacher Candidates cannot fail any courses in the Teacher Licensure Track.

Further, the School of Education faculty members will conduct five Assessment Checkpoints for those undergraduate students who qualify for the Teacher Licensure Track, as shown below. These checkpoints are designed to monitor and support student progress through the program. Students must pass these checkpoints in order to maintain continuous enrollment in the Teacher Licensure Track of the Bachelor of Arts in Education Studies degree program.

Assessment Checkpoints for Teacher Licensure Track		
Assessment Checkpoint	Time	Assessment Instruments
Begin Coursework in the Teacher Licensure Track of the Bachelor of Arts in Education Studies Degree Program		
1	Year Three—End of Fall Term of Junior Year	<ul style="list-style-type: none"> • Professional Attributes Scale Scores • Course Grades • Formative Checkpoint: Content Knowledge Verification (Transcript Review)
2	Year Three—End of Spring Term of Junior Year	<ul style="list-style-type: none"> • Professional Attributes Scale Scores • Course Grades
Admission into the Teacher Licensure Track Cohort		
3	Year Three—End of Summer Term Between Junnior and Senior Year	<ul style="list-style-type: none"> • Professional Attributes Scale Scores • Course Grades • Field Performance Scores
4	Year Four—End of Fall Term of Senior Year	<ul style="list-style-type: none"> • Professional Attributes Scale Scores

		<ul style="list-style-type: none">• Course Grades• Field Performance Scores• Summative Checkpoint: Content Knowledge Verification
5	Year Four–End of Spring Term of Senior Year	<ul style="list-style-type: none">• Professional Attributes Scale Scores• Course Grades• Field Performance Scores

Course Syllabi

Please provide a syllabus for each course or module (including module lessons) as an appendix. Each syllabus shall include the following:

1. Course description, purpose, and objectives.
2. Any policies (e.g., attendance, academic integrity, Title IX, late submission, grading, online learning expectations, diversity support).
3. Course meeting dates and times.
4. Teacher candidate expectations.
5. Assignments.
 - a. Each assignment shall include a description, assignment value, and a copy of the assessment tool (e.g., rubric, points, percentage scale) to assess teacher candidate learning.
 - b. A statement explaining if the teacher candidate is required to implement the assignment in a P-12 classroom setting with students.
6. Alignment of course objectives, national content standards, and HTPS. ([click template](#))
7. Alignment of course objectives and assignments to determine if teacher candidates met the course objectives. ([click template](#))
8. Course grading scale.
9. Reference list of assigned/recommended reading, text, and multimedia (include author, title, publication year, and publisher).

Save each course syllabus by the course/module name and number (e.g., SPED340) and in PDF. Include each syllabus as an appendix.

Special Note: Please see Appendix S4-1 ED 243 Math for Elementary Teachers I Syllabus and Supporting Documentation (folder) through S4-22 ENG 350 Second Language Acquisition Theory Syllabus and Supporting Documentation (folder) for all course syllabi and supporting documentation.

Content Knowledge and Pedagogy Requirements (Coursework)

This table is intended for programs using a course alphabet and numbering system to organize courses (e.g., ED360). In the table below, write the alphabet and number, course title, estimated completion time, and number of credits that will be earned. If available, please create a hyperlink on the title to any information about the course on your program website. Add more rows if needed. Write N/A if your program does not use a course alphabet and numbering system.

Course Alpha and Number	Course Title	Estimated Completion Time (Duration: weeks/semester)	Course Credits
ED 243	Math for Elementary Teachers I	16 weeks (one semester)	3
ED 314	Technology for Learning and Teaching	16 weeks (one semester)	3
ED 341	Literacy for Elementary Teachers	16 weeks (one semester)	3
ED 342	Science for Elementary Teachers	16 weeks (one semester)	3
ED 343	Math for Elementary Teachers II	16 weeks (one semester)	3
ED 344	Social Studies for Elementary Teachers	16 weeks (one semester)	3
ED 350	Learner Development	16 weeks (one semester)	3
ED 443	Learning Environments	16 weeks (one semester)	3
ED 450	Learning and Teaching in Hawaii Schools	16 weeks (one semester)	3
ED 451	Literacy Methods	16 weeks (one semester)	3
ED 452	Social Studies and Science Methods	16 weeks (one semester)	3
ED 453	Math Methods	16 weeks (one semester)	3
ED 455	Differentiated Instruction	16 weeks (one semester)	3
ED 457	Emerging Bilingual Students in Schools	16 weeks (one semester)	3
ED 470	Professional Dispositions	06 weeks ³⁴ (one semester)	1
ED 471	Ethics for Educators	16 weeks (one semester)	1
ED 472	Professional Responsibility	16 weeks (one semester)	1
ED 480	Field Experiences I	06 weeks ³⁵ (one semester)	1
ED 481	Field Experiences II	16 weeks (one semester)	3
ED 482	Clinical Practice	16 weeks (one semester)	10
ED 490	Teaching Seminar	16 weeks (one semester)	3
ENG 350	Second Language Acquisition Theory	16 weeks (one semester)	3

³⁴ ED 470 Professional Dispositions is a one-credit course taught during the summer term, which is a six-week intensive.

³⁵ ED 480 Field Experiences I is a one-credit course taught during the summer term, which is a six-week intensive.

Students will create three unit plans during their senior year in ED 451 Literacy Methods, ED 453 Math Methods, and ED 490 Teaching Seminar. The GLOS will be incorporated into the rationale portion of the unit plans as explained above. Further, students are required to integrate the GLOs into their daily lessons within the unit plans.

List the courses and assignments that will help teacher candidates demonstrate an understanding of HIDOE's [Nā Hopena A'o \(HĀ\)](#).

The School of Education at the University of Hawai'i at Hilo has two courses that have specific assignments for HĀ. They are provided in the table below.

Course	Assignments
ED 443 Learning Environments	<p>New Year Plan: Creating a Culture of Connection and Belonging</p> <p>Drawing on readings, teacher interviews, observations, and additional resources, candidates will create a "toolkit" for how they will set up their learning environment at the beginning of the school year. The toolkit consists of three components and integrates HĀ throughout the plan. They are:</p> <ol style="list-style-type: none">1. Description of how you will create a culture of connection and belonging in your classroom (CCB)2. My Physical Learning Environment3. The First Two Weeks of School <p>Conflict Plan</p> <p>Students will design a tiered, culturally-responsive plan grounded in HĀ with procedures to prevent and de-escalate conflicts in the classroom, promote social and emotional learning, and restore classroom community.</p>
ED 450 Learning and Teaching in Hawaii Schools	<p>Mo'okū'auhau of Education in Hawai'i - Research Project</p> <p>Students will conduct in-depth research on a specific aspect of Hawaiian culture or history, such as traditional practices, historical events, or prominent figures, which have shaped education in Hawai'i. They will present their findings through a multimedia presentation, essay, or visual display, demonstrating their understanding and ability to articulate connections to past, present, and future experiences in Hawai'i schools.</p> <p>Lesson Plan Analysis</p>

	<p>Students will develop a lesson plan that integrates Native Hawaiian history or culture into the curriculum. They will analyze how their lesson plan addresses diverse learning needs and promotes inclusivity. This assessment will include a written reflection on the effectiveness of their teaching practices in creating a supportive learning environment for all students.</p> <p>'Ohana and Community Engagement Plan</p> <p>Students will develop a comprehensive plan for engaging 'ohana and communities in the educational process. This plan will include strategies for building partnerships, addressing diverse needs, and supporting holistic development. Students will present their plan and receive feedback from peers and instructors.</p> <p>Kuana'ike Hawai'i - Instructional Strategies Digital Portfolio</p> <p>Students will compile a portfolio showcasing evidence-based instructional strategies they have designed and implemented throughout the course. This portfolio will include detailed lesson plans, student work samples, reflections on teaching practices, and assessments of student learning outcomes.</p> <p>"Hō'ike" - Curriculum Integration Project</p> <p>Students will collaborate to design a unit of study that integrates Hawaiian perspectives into various subject areas. They will develop lesson plans, instructional materials, and assessment strategies that promote empathy, appreciation, and a sense of aloha among students and community members. The project will culminate in a presentation of their integrated curriculum to peers and community stakeholders.</p>
--	--

Special Note: All courses within the Bachelor of Arts in Education Studies degree program Teacher Licensure Track focus on at least one component of BREATH. BREATH selections may be viewed in each course syllabus as well in Appendix S4-25 BREATH in Every Course.

List the courses and assignments that will help teacher candidates meet HIDOE's requirement of 6 credits or equivalency of Teaching English to Speakers of Other Languages (TESOL) Sheltered Instruction Qualifications ([read memo](#)).

Courses	Assignments
<p>ENG 350 Second Language Acquisition Theory</p>	<p>Journal Article Review</p> <p>A journal article review is a critique of a research article related to English language teaching. The article review must emphasize the purpose of the study, theoretical framework, methodology, findings, and conclusions of the article.</p> <p>ESL/EFL Interview Report</p> <p>An ESL/EFL interview report is an analysis of interviews conducted by a group of 3 or 4 students. Students are required to interview three (3) ESL/EFL learners or speakers. The interviews must focus on how the speakers learn or acquire English, issues encountered, and how they succeed.</p> <p>Final Research Report</p> <p>The final research report is a student's research on any relevant topic related to Second Language Acquisition.</p> <p>e-Portfolio</p> <p>An electronic portfolio (a digital portfolio, online portfolio, e-portfolio, e-folio, or eFolio) is a collection of electronic evidence assembled and managed by a user, usually on the Web. Such electronic evidence may include input text, electronic files, images, multimedia, blog entries, and hyperlinks.</p>
<p>ED 457 Emerging Bilingual Student in Schools</p>	<p>Migration Study</p> <p>Student pairs will conduct an examination of one group that has migrated to Hawai'i. Students will examine the migration history of their selected group, prepare a statistical profile and examine the context of reception in Hawai'i.</p> <p>Linguistic Landscape Study</p> <p>This assignment is designed to increase students' critical awareness about issues related to language. Students will inquire into the linguistic landscape of a specific area on Hawai'i Island by taking photos of 8-10 signs in a selected area of Hawai'i Island, analyzing these signs in writing, and then presenting the linguistic landscape and analysis in class. Throughout this study, students will examine how their own identities are shaped in interaction with diverse</p>

	<p>languages in the linguistic landscape where they live and will teach in.</p> <p>Lesson Plan Critical Study</p> <p>Students will examine a core-content area lesson for an elementary age-group and assess potential biases and challenges for emerging bilingual students. They will then adapt or reconstruct the lesson utilizing methodologies and differentiated instructional strategies that leverage the assets of emerging bilingual students.</p> <p>Self-Study Final</p> <p>Students will explore how their beliefs and attitudes about language and emerging bilingual students have developed over the course and how these developments may impact their teaching practice. They will further reflect on how the course (in-class activities, inquiries made outside, and teaching has affected their professional practices and insights.</p>
--	--

The School of Education has already communicated with the HIDOE to make sure that the two courses listed above meet their TESOL Sheltered Instruction requirements. We received a communication from them verifying so.

Special Note: Please see Appendix S4-26 Communication with HIDOE Related to Six Credits.pdf.

List the courses and assignments that will help teacher candidates demonstrate an understanding of [HIDOE's Computer Science Education Act 158](#).

Courses	Assignments
ED 314 Technology for Learning and Teaching	<p>Computer Science in Hawaii Public Schools</p> <p>Students will watch the video Computer Science for Hawaii. Then they will list and briefly describe the five core concepts of computer science in Hawaii public schools.</p>
ED 342 Science for Elementary Teachers	<p>Block-Based Coding Project</p> <p>For this engineering design project, students will use a block-based digital coding platform to design, test, and refine a code sequence that guides a programmable device to successfully complete a challenge.</p>

SECTION 5: CLINICAL EXPERIENCE/STUDENT TEACHING

Clinical Experience

How and when is content knowledge verified before a teacher candidate can start the clinical experience?

After the fall semester of the the junior year, School of Education faculty members will conduct a Formative Checkpoint: Content Knowledge Verification (Transcript Review).

The transcript review must show a total of 36 semester hours, including 9 semester hours in each of the four core contents areas—(1) language arts, (2) mathematics, (3) science, and (4) social studies—with at least three semester hours in each of the core content areas at the upper-division level (300- and 400-level courses).

If students do not meet the transcript review requirements, they will be advised that they can meet content knowledge in two other ways—(1) taking additional coursework or (2) receiving passing scores on the Praxis Elementary Education (K-6) Multiple Subjects Exam.

After the fall semester of the senior year, School of Education faculty members will conduct a Summative Checkpoint: Content Knowledge Verification prior to student teaching.

If students do not meet the content knowledge verification at this point, they will not continue in the Teacher Licensure Track of the Bachelor of Arts in Education Studies degree program.

Special Note: The form used to verify content knowledge may be viewed in Appendix S3-9 Content Knowledge Verification Form.pdf.

Describe the process used to place teacher candidates in their recommended licensure field and in accordance with the [NBI 12-27 Revised](#).

The Field Experience Coordinator facilitates the placement of Teacher Candidates in elementary (K-6) classrooms taught by highly-qualified teachers who are recommended by their school principals, based upon meeting the minimum qualifications identified on the Cooperating Teacher Nomination Form³⁶. See the table below for more detailed steps in the placement process.

³⁶ Please see Appendix S5-1 Cooperating Teacher Nomination Form.

Teacher Candidate Placement Process	
1	The Teacher Candidate attends a pre-placement meeting with the Field Experience Coordinator to discuss possible placements.
2	The Field Experience Coordinators contacts a public, public charter, or private school administrator to discuss the possible placement of the Teacher Candidate.
3	The administrator nominates a teacher to serve as Cooperating Teacher for the Teacher Candidate.
4	The Field Experience Coordinator contacts the teacher. If the nominated teacher has not worked with the School of Education before, he or she completes a Cooperating Teacher Nomination Form, which is reviewed by the Field Experience Coordinator to make sure the teacher is qualified to become a Cooperating Teacher.
5	Once it is determined that the teacher is qualified to serve as a Cooperating Teacher, the Field Experience Coordinator confirms the Teacher Candidate field placement with the school administrator.
6	The Field Experience Coordinator provides a field placement letter to both the Teacher Candidate, Cooperating Teacher, and school administrator for official endorsement.

Special Note: Teacher Candidates are not permitted to arrange their own placements.

In summary, the Field Experience Coordinator places Teacher Candidates in a supervised student teaching experience in public, public charter, or private schools on Hawaii Island. Teacher Candidates are placed as general education classroom teachers in elementary K-6 school settings as required by NBI 12-27 Rev.

If teacher candidates are employed as Emergency Hire Teachers, how will your program ensure teacher candidates (1) are hired in the teaching line for which they will be recommended and (2) are teaching in a licensure field approved by your program?

Please read the [Individuals with Disabilities Education Act \(IDEA\) Sec. 300.156 Personnel qualifications](#) to ensure teacher candidates who accept Emergency Hire positions are in compliance with federal law.

In very rare cases, Teacher Candidates may be considered for Emergency Hire in their area of licensure in the spring semester of their senior year, based upon proficient performance in their field placement. An Emergency Hire may only occur at the assigned field placement site.

The School of Education only places Teacher Candidates in fields approved by the HTSB. Once the Bachelor of Arts in Education Studies degree program is underway, Teacher Candidates will only be placed in Elementary Education (K-6) settings.

How often does the EPP faculty (e.g., field supervisor) provide in-person visits to the teacher candidate's classroom? What happens during these visits?

The UH Hilo Supervisor visits each Teacher Candidate's classroom in person at least two times in the fall semester of the senior year (field experience) and at least four times in the spring semester of the senior year (clinical practice).

The School of Education assigns a UH Hilo Supervisor to observe, provide evaluative feedback, and support each Teacher Candidate and Cooperating Teacher during the field experience and clinical practice semesters. The Teacher Candidate and UH Hilo Supervisor schedule the observation dates and times at the beginning of each semester.

The UH Hilo Supervisor observes the Teacher Candidate and completes a Classroom Observation Summary Form³⁷, which is aligned to the Hawaii Teacher Performance Standards. The UH Hilo Supervisor conducts a post-observation conference with the Teacher Candidate after each observation to provide evaluative feedback and discuss support measures as needed. The Cooperating Teacher attends at least one post-observation conference per semester.

³⁷ Please see Appendix S5-2 Classroom Observation Summary Form.

Clinical Experience Options

Describe the process and criteria that will be used to verify the teacher candidates will meet the minimum of 450 hours of supervised clinical experience in student teaching, internship, or residency (§HAR 8-54-19-5A). Include the type of documentation used to assess the quality of the clinical experience, such as observation instruments/tools that will be used, the number of observations and minutes, lesson plan criteria, and pre and post-observation conferences. Submit lesson plan templates, observation instruments/tools, and assessments as an appendix.

Process and Criteria

Teacher Candidates are provided Time Cards. They are required to track their hours in the field daily. Time Cards³⁸ are reviewed and signed by their Cooperating Teachers and submitted to the Field Experience Coordinator based upon the schedule shown below.

Time Card Submissions				
Term		Submission		Hours
Field Experience I				
1	Summer	Between Junior and Senior Year	End	50
Field Experiences II				
2	Fall	Senior Year	Midterm	150
3	Fall	Senior Year	End	
Clinical Practice (Student Teaching)				
4	Spring	Senior Year	Midterm	450
5	Spring	Senior Year	End	
Minimum Total				650

The School of Education uses many instruments to continuously monitor and evaluate the quality of Teacher Candidate performance in the schools and in the university classroom as shown below.

³⁸ Please see Appendix S5-3 Time Card.

Documentation Used to Assess Quality During Clinical Practice		
Who	Document	When
Cooperating Teacher	Professional Attributes Scale Descriptors ³⁹ Professional Attributes Scale ⁴⁰	Mid Spring
	Hawaii Teacher Performance Standards Descriptors ⁴¹ Teacher Performance Standards (Evaluation Form) ⁴²	Mid Spring
	Cooperating Teacher's Final Summary of Professional Competencies ⁴³	End of Spring
	Cooperating Teacher's Final Summary of Professional Attributes ⁴⁴	End of Spring
	Cooperating Teacher's Final Narrative Evaluation of Field Experience Guidelines ⁴⁵ Cooperative Teacher's Final Narrative Evaluation of Field Experience Sample ⁴⁶ Cooperating Teacher's Final Narrative Evaluation ⁴⁷	End of Spring
	Classroom Observation Summary Form ⁴⁸	

³⁹ Please see Appendix S5-4 Professional Attributes Scale Descriptors.

⁴⁰ Please see Appendix S5-5 Professional Attributes Scale - Long Form.

⁴¹ Please see Appendix S5-6 Hawai'i Teacher Performance Standards Descriptors.

⁴² Please see Appendix S5-7 Teacher Performance Standards (Evaluation Form).

⁴³ Please see Appendix S5-8 Cooperating Teacher's Final Summary of Professional Competencies.

⁴⁴ Please see Appendix S5-9 Cooperating Teacher's Final Summary of Professional Attributes.

⁴⁵ Please see Appendix S5-10 Cooperating Teacher's Final Narrative of Field Experience Guidelines.

⁴⁶ Please see Appendix S5-11 Cooperating Teacher's Final Narrative of Field Experience Sample.

⁴⁷ Please see Appendix S5-12 Cooperating Teacher's Final Narrative Evaluation.

⁴⁸ Please see Appendix S5-2 Classroom Observation Summary Form.

UH Hilo Supervisor		At least four observations over the course of the 16-week term
University Faculty	Unit Plan Blue Print (Template) ⁴⁹ Unit Plan Rubric ⁵⁰	Spring of senior year
	Lesson Plan Template ⁵¹ Lesson Plan Rubric ⁵²	Spring of senior year
	Assessment for Students Learning (Assignment and Rubric) ⁵³	Spring of senior year
	Video Analysis Assignment and Rubric ⁵⁴	Spring of senior year
	Professional Attributes Scale - Long Form ⁵⁵	End of All Courses
Field Experience Coordinator	Collects, reviews, and evaluates all Teacher Candidate forms. Communicates with appropriate stakeholders and takes action, as necessary.	Mid Spring End of Spring

⁴⁹ Please see Appendix S5-13 Unit Plan Blue Print (Template).

⁵⁰ Please see Appendix S5-14 Unit Plan Rubric.

⁵¹ Please see Appendix S5-15 Lesson Plan Template.

⁵² Please see Appendix S5-16 Lesson Plan Rubric.

⁵³ Please see Appendix S5-17 Assessment for Student Learning (Assignment and Rubric).

⁵⁴ Please see Appendix S5-18 Video Analysis Assignment and Rubric.

⁵⁵ Please see Appendix S5-5 Professional Attributes Scale - Long Form.

Describe the process and criteria that will be used to verify the teacher candidates will demonstrate teaching proficiency through a combination of documented satisfactory work experience, and observation by the EPP (§HAR 8-54-19-5B). Include the type of documentation used to assess the quality of the clinical experience, such as observation instruments/tools that will be used, the number of observations and minutes, lesson plan criteria, and pre and post-observation. Submit lesson plan templates, observation instruments/tools, and assessments as an appendix. Write "N/A" if not applicable.

N/A

Describe the process and criteria will be used to verify that the teacher candidates will pass a board-approved performance assessment normed in Hawaii in combination with other requirements (§HAR 8-54-19-5C). Include the type of documentation used to assess the quality of the clinical experience, such as the type of observation instruments/tools that will be used, the number of observations and minutes, lesson plan criteria, and pre and post-observation. Submit lesson plan templates, observation instruments/tools, and assessments as an appendix. Write "N/A" if not applicable.

N/A

Please include the **Clinical Field Experience Handbook** as an appendix.

Special Note: Please see Appendix S7-1 School of Education - Bachelor of Arts in Education Studies - Program and Field Experiences Handbook - Teacher Licensure Track.

School Partnerships

Describe how you plan to select and prepare partnership schools to train teacher candidates (300 words maximum).

The School of Education already works with ALL HODOE public, public charter, and private schools on Hawai'i Island where highly-qualified cooperating teachers are identified and nominated by their school principals, using the Cooperating Teacher Nomination Form.

For at least the past 30 years (that we know of), the School of Education has licensed teachers (K-12) for the public, public charter, and private schools. So, we do have very well-established, long-existing partnerships.

The local schools are aware of the School of Education's mission and vision, since many of them have participated in our accreditation efforts.

Many of our graduates are teaching within Hawaii Island schools. Further, after gaining several years of teaching experience, several of our graduates have become Cooperating Teachers.

Describe how you plan to select support and retain school partnerships (300 words maximum).

The School of Education strives to be the HEART⁵⁶ of our learning community. We make every effort to maintain good relationships with the HODOE and the schools on Hawaii Island. Here are just two of the ways in which strive to retain our positive relationships with the schools and education community.

The Joint Professional Experience

One of the ways that the School of Education maintains positive working relationships with the schools is through our annual Joint Professional Experience. In late February or early March of each year, we invite principals to campus to meet with our Teacher Candidates. Through having dinner together and participating in round table discussions (conducted very much like speed-dating), Teacher Candidates meet with the principals and talk about a host of important topics, such as how successfully navigate an interview, what the schools are really like, what the principals' expectations are for first-year teachers, what support systems are in place that new teachers can rely upon, and much, much more.

⁵⁶ HEART is the School of Education conceptual framework. More information about HEART is available at the following URL: <https://hilo.hawaii.edu/depts/education/>.

This is a great opportunity for our Teacher Candidates to connect with principals and for principals to meet potential new teachers for their schools. It's a win-win event.

The Closing Celebration

Another way the School of Education maintains positive working relationships with the schools and education community is through our annual Closing Celebration. Since our Master of Arts in Teaching graduate students do not graduate for another year, the School of Education faculty members firmly believe that eligibility for teacher licensure should be celebrated. The Teacher Candidates plan the Closing Celebration which includes entertainment and sharing a meal together. Families are invited. The Cooperating Teachers and UH Hilo Supervisors attend. The principals attend. Members from the HIRTA (Hawaii Island Retired Teachers Association) attend. School of Education faculty members attend. UH Hilo administrators attend. Official state and county representatives attend. The community also supports the event through donations. For example, KTA typically donates a celebration cake. In front of family members, friends, and future colleagues, the Teacher Candidates pledge to teach with HEART. Lei are adorned. Gifts are shared. There is a joyous sense of welcoming Teacher Candidates into the profession during the Closing Celebration, as they are surrounded by loved ones and all the educators who have helped them prepare for the teaching profession—the next chapter in their lives.

In the future, the School of Education plans to have a Closing Celebration that combines the Teacher Licensure Track of the Bachelor of Arts in Education Studies students and the Master of Arts in Teaching graduate students, celebrating their licensure achievement together.

Provide a list of existing HIDOE, HIPCS, and private school partnerships. Write none if you do not have any partnerships.

Island	Complex Area	School Name
Hawai'i	Hilo-Waiākea	Chiefess Kapi'olani Elementary School Ernest B de Silva Elementary School Ha'aheo Elementary School Hilo Union Elementary School Kalaniana'ole Elementary School Kaūmana Elementary School Keaukaha Elementary School Waiākea Elementary School Waiākeawaena Elementary School Hilo Intermediate School Kalaniana'ole Middle School Waiākea Intermediate School

		Hilo High School Waiākea High School
	Ka'ū-Kea'au-Pāhoa	Pahala Elementary School Na'alehu Elementary School Kea'au Elementary School Keonepoko Elementary School Mountain View Elementary School Pāhoa Elementary School Kea'au Middle School Pāhoa Intermediate and High School Kea'au High School Ka'ū High School
	Honoka'a- Kealakehe-Kohala- Konawaena	Pa'auilo Elementary School Hōlualoa Elementary School Honoka'a Elementary School Kahakai Elementary School Waikoloa Elementary School Waimea Elementary School Honoka'a Intermediate School Kealakehe Intermediate School Konawaena Middle Pa'auilo Middle School Waikoloa Middle School Honoka'a High School Kohala High School
	Public Charter Schools	Connections Public Charter School Waimea Middle School
	Private Schools	Kamehameha Elementary School Kamehameha High School Hawai'i Preparatory Academy
Kaua'i		
Lāna'i		
Maui		

Moloka'i		
O'ahu		

Cooperating/Mentor Teacher

Describe the criteria or minimal qualifications required to be a cooperating/mentor teacher (300 words maximum).

In order to become a Cooperating Teacher, first, the principal must identify and nominate a highly-qualified teacher. Second, the teacher must fill out and submit a Cooperating Teacher Nomination Form⁵⁷. Third, the Field Experience Coordinator must verify the teacher's qualifications. In doing so, the Field Experience Coordinator examines the applicant's personal and professional qualifications, education background, and professional experience. The Field Experience Coordinator interviews all potential Cooperating Teachers and verifies their licensure through the HTSB Public Search.⁵⁸

Personal and Professional Qualifications

1. Demonstrates effective teaching performance
2. Believes that working with prospective teachers in an important contribution to society.
3. Demonstrates a positive attitude toward self, students, and the profession.
4. Welcomes the opportunity to grow through innovation in teaching.
5. Communicates ideas effectively, both written and oral.
6. Exhibits professional and ethical behavior.

Education Background

1. Possesses the level of academic preparation recommended by the profession as desirable for one in his/her teaching position.
2. Possesses the license to teach in the State of Hawaii in the area in which the teacher is assigned. Minimally, completed a state-approved teacher education program from an accredited institution, including student teaching.

⁵⁷ Please see Appendix S5-1 Cooperating Teacher Nomination Form.

⁵⁸ The HTSB Public Search may be viewed at the following URL:

https://hawaiiteacherstandardsboard.org/public_search.

Professional Experience

1. Has completed a minimum of three years of successful teaching in an elementary (K-6) self-contained classroom or multi-age classroom.

Preferred Qualifications

1. Previous experience as a Cooperating Teacher
2. Master Degree or above
3. National Board-Certified Teacher

What process will be used to ensure teacher candidates are assigned to a cooperating/mentor teacher with the same licensure field? (300 words maximum).

The Field Experience Coordinator facilitates the placement of all Teacher Candidates in classrooms taught by highly-qualified teachers who have been recommended by their principals. Further, these teachers have met the criteria identified within the Cooperating Teacher Nomination Form through an evaluation conducted by the Field Experience Coordinator. In addition, the Field Experience Coordinator verifies the licensure of all potential Cooperating Teachers through the HTSB Public Search.

Special Note: Teacher Candidates are not permitted make their own field placements.

Describe the training or professional development strategies on mentoring that you will provide to cooperating/mentor teachers. Include how the training will be delivered, the content topics, the type of support to be given, and the number of hours (300 words maximum).

Professional Development for Cooperating Teachers

The School of Education provides a Program Orientation for all Cooperating Teachers. This face-to-face training takes place on the University of Hawaii at Hilo campus each fall. The training takes from three to four hours, depending upon the number of Cooperating Teachers in attendance.

The training includes a program overview, an explanation of Cooperating Teacher roles and responsibilities, and a review of the Program and Field Experience Handbook⁵⁹. All

⁵⁹ Please see Appendix S7-1 School of Education - Bachelor of Arts in Education Studies - Program and Field Experience Handbook - Teaching Licensure Track.

evaluation forms are presented and explained. Student teaching scenarios are posed, evaluated, and discussed.

Cooperating Teachers view a video of Teacher Candidate performance. They practice evaluating the Teacher Candidate, using the Classroom Observation Summary Form⁶⁰. They compare their scores to School of Education faculty scores to calibrate and assure alignment.

Special Note: Cooperating Teachers have access to this video at any time, so they may return to the review the evaluation process and recalibrate, as necessary.

Continuous Support

The Field Experience Coordinator develops positive, supportive working relationships with all Cooperating Teachers. First-time Cooperating Teachers are provided with additional training and support on a one-to-one basis as often as necessary. The Field Experience Coordinator is available 24/7 for trouble-shooting or dealing with any field-related issues. The Field Experience Coordinator also conducts informal check-ins with all Cooperating Teachers at the mid-point and end of each semester.

Describe how you will evaluate and retain cooperating/mentor teachers (300 words maximum).

The primary way that the School of Education retains Cooperating Teachers is by making every effort to support them as they oversee the development of Teacher Candidates. From 24/7 availability of the Field Experience Coordinator to address any issues that arise to providing professional development and stipends, the School of Education is committed to retaining the best Cooperating Teachers possible.

Further, the School of Education evaluates Cooperating Teachers using the Cooperating Teacher Evaluation Form⁶¹ that is completed by Teacher Candidates at the conclusion of their field experiences and clinical practice. This evaluation asks Teacher Candidates to provide a narrative evaluation of their Cooperating Teachers related to classroom management, teaching practices and strategies, differentiating instruction for diverse learners, and working with other school professionals.

⁶⁰ Please see Appendix S5-2 Classroom Observation Summary Form.

⁶¹ Please see Appendix S5-19 Cooperating Teacher Evaluation Form.

Describe how much input/influence the cooperative/mentor teacher has on recommending teacher candidates for licensure (300 words maximum).

In the School of Education, coursework and fieldwork are given equal weight. Therefore, a Teacher Candidate's performance in university coursework and performance in the classroom is weighted 50-50.

If a Teacher Candidate is not performing well in the field, her or she is stopped out and must discontinue all fieldwork and must withdraw from all university coursework. Likewise, if a Teacher Candidate is not performing well in classes, he or she is stopped out and must discontinue all fieldwork and withdraw from all coursework.

How will your cooperating/mentor teachers be compensated (e.g., financial, professional development courses)? (300 words maximum).

Yes, Cooperating Teachers and UH Hilo Supervisors are compensated.

Those teachers who serve as Cooperating Teachers are compensated in the amount of \$750 per academic year. They are classified as casual hires.

UH Hilo Supervisors are also casual hires. They are paid at the rate of 1 FTE (Full Time Equivalency) per Teacher Candidate, which comes out to approximately \$1820.

Both Cooperating Teachers and Teacher Candidates receive 25 percent of the pay during the fall term and 75 percent of the pay during the spring term.

Special Note: Frequently, faculty members serve as UH Hilo Supervisors. When they do so, faculty member receive teaching credit for their work in the field.

Include any teacher candidate evaluation instruments used by the cooperating/mentor teacher as an appendix.

SECTION 6: HAWAI'I SPECIFIC REQUIREMENTS

This section addresses the Hawai'i specific requirements as outlined in §8-54-19 *When applying for approval of an educator preparation program the following requirements shall be met.*

- (1) The unit must provide evidence that their candidates meet the performance standards as applicable, that are contained in Appendix A, B, C, and incorporated at the end of this chapter;
- (2) The unit must provide evidence that their candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics;
- (3) The unit must provide evidence that their candidates are prepared to incorporate the following areas into their practice:

Professional and Ethical Dispositions

Describe the criteria used to verify teacher candidates have successfully demonstrated **professional dispositions** (§HAR 8-54-19-2). Include the type of documentation, such as the observation or evaluation tools, how often teacher candidates will be assessed, and who will assess the teacher candidate.

The Professional Attributes Scale (PAS) is the observation and evaluation tool used to measure Teacher Candidates' professional dispositions. The PAS is an integral part of the Assessment Checkpoints for coursework and field/clinical experiences. Descriptors for each PAS component is available in Appendix S5-4 Professional Attributes Scale Descriptors.

The Professional Attributes Scale and Coursework
 The Teacher Candidates are assessed, using the Professional Attributes Scale, at the conclusion of every education course in the program by faculty members. Yes, all education courses. The PAS scores are used when determining admission into the Teacher Licensure Track. Further Teacher Candidates' PAS scores are reviewed at the end of each term to determine whether or not they will be allowed to continue in the program.

Assessment Checkpoints for Teacher Licensure Track		
Assessment Checkpoint	Time	Assessment Instruments
Admission into the Teacher Licensure Track of the Bachelor of Arts in Education Studies		
1	Year Three–End of Fall Term	<ul style="list-style-type: none"> • Professional Attributes Scale Scores

		<ul style="list-style-type: none"> • Course Grades • Formative Checkpoint: Content Knowledge Verification (Transcript Review)
2	Year Three–End of Spring Term	<ul style="list-style-type: none"> • Professional Attributes Scale Scores • Course Grades
3	Year Three–End of Summer Term	<ul style="list-style-type: none"> • Professional Attributes Scale Scores • Course Grades • Field Performance Scores
4	Year Four–End of Fall Term	<ul style="list-style-type: none"> • Professional Attributes Scale Scores • Course Grades • Field Performance Scores • Summative Checkpoint: Content Knowledge Verification
5	Year Four–End of Spring Term	<ul style="list-style-type: none"> • Professional Attributes Scale Scores • Course Grades • Field Performance Scores

Professional Attributes Scale and Fieldwork

The Professional Attributes Scale is also used by cooperating teachers throughout Teacher Candidates' field experiences and clinical practice. Cooperative Teachers complete the Professional Attributes Scale five times. The Teacher Candidates' Professional Attributes Scale Scores are reviewed at the end of each term to determine whether or not they will be allowed to continue in the program.

Professional Attributes Scale Administration by Cooperating Teachers			
Administration	Form	By	When
1		Cooperating Teacher	At the end of the summer term between the junior and senior year

	Professional Attributes Scale ⁶²		
2	Professional Attributes Scale - Long Form ⁶³	Cooperating Teachers	At mid-term during the fall of the senior year
3	Professional Attributes Scale - Long Form	Cooperating Teachers	At the end of the fall term
4	Professional Attributes Scale - Long Form	Cooperating Teachers	At mid-term during the spring of the senior year
5	Cooperating Teacher's Final Summary of Professional Attributes ⁶⁴	Cooperating Teachers	At the end of the spring term

Describe the criteria used to verify teacher candidates have successfully demonstrated the **Model Code of Ethics** (§HAR 8-54-19-2) (NBI 23-04). Include the type of documentation, such as observation or evaluation tools, how often teacher candidates will be assessed, and who will assess the teacher candidate.

All Teacher Candidates are required to take and successfully complete ED 471 Ethics for Educators. Within this course, Teacher Candidates participate in collaborative discussions related to ethical dilemmas. They are evaluated using the Ethical Dilemma Scoring Rubric contained within the Ethical Dilemma and Analysis Using MCEE⁶⁵ assignment.

During this course, Teacher Candidates are required to complete the ETS ProEthica Professional Development Course.⁶⁶ At the successful completion of this course, Teacher Candidates are awarded a Certificate of Completion, which they submit to the School of Education.

⁶² Please see Appendix S3-5 Professional Attributes Scale.

⁶³ Please see Appendix S5-5 Professional Attributes Scale - Long Form.

⁶⁴ Please see Appendix S5-8 Cooperating Teacher's Final Summary of Professional Attributes.

⁶⁵ Please see Appendix S6-1 Ethical Dilemma and Analysis Using MCEE.

⁶⁶ For more information about the ETS ProEthica Professional Development Course, please access the following URL: <https://proethica.ets.org/ets-proethica/marketing>.

Teaching Candidates' ethical behavior and ability to maintain appropriate privacy and confidentiality are measured frequently through Item 11–Professional Ethics on the Professional Attributes Scale. The completion of the Professional Attributes Scale by faculty members and Cooperating Teachers and how it is used to evaluate Teacher Candidates' performance to determine continuous enrollment in the program is explained in the previous section.

Hawaiian Language, History, and Culture

Provide a list of the course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify teacher candidates are prepared to incorporate the integration of Hawaiian language, history, and culture in order to promote and perpetuate traditional ways of knowing, learning and teaching (§HAR 8-54-19-3A).

Course Number	Course Title	Course Assignments	Course Readings	Course Assessments
ED 443	Learning Environments	New Year Plan: Creating a Culture of Connection and Belonging	Kahakalau, K. (2020). Pedagogy with Aloha. Meyer, M. (2015). Ho'oponopono: Healing through Ritualized Communication. https://peacemaking.narf.org/peacemaking-publications/	New Year Plan Scoring Rubric
		Conflict Plan		Conflict Plan Scoring Criteria
ED 450	Learning and Teaching in Hawai'i Schools	Mo'okū'auhau of Education in Hawai'i - Research Project	Charlot, J. (2005). <i>Classical Hawaiian education: Generations of Hawaiian culture</i> . Pacific Institute, Brigham Young University. Freire, P. (2017). <i>Pedagogy of the oppressed</i> . Penguin Classics. Goodyear-Ka'ōpua, N., Howes, C., Osorio, J., Yamashiro, A., Rasmussen, P. & Howes, C. (2020). <i>The Value of Hawai'i 3: Huluhia, the Turning</i> . Honolulu: University of Hawaii Press. Kape'ahiokalani, M., Ah Nee Benham, P., & Heck, R. H. (1998). <i>Culture and educational policy in Hawaii: The silencing of native voices</i> . Lawrence Erlbaum Associates Publishers. Meyer, M. A. (2018). <i>Ho'oulu: Our time of becoming</i> . 'Ai Pōhaku Press.	Mo'okū'auhau of Education in Hawai'i - Research Project Assessment Rubric
		Lesson Plan Analysis		Lesson Plan Analysis Rubric
		'Ohana and Community Engagement Plan		'Ohana and Community Engagement Plan Rubric
		Kuana'ike Hawai'i - Instructional Strategies		Kuana'ike Hawai'i - Instructional Strategies

		Digital Portfolio	Pukui, M. K., Haertig, E. W., & Lee, C. A. (2014). <i>Nānā i Ke Kumu (Vol. I & II)</i> . Hui Hanai.	Digital Portfolio Rubric
		"Hō'ike" - Curriculum Integration Project	Trask, H.-K. (1999). <i>From a native daughter</i> . University of Hawaii Press.	"Hō'ike" - Curriculum Integration Project Rubric

Student Standards

Provide a list of the course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify teacher candidates are prepared to incorporate the student content area state standards (§HAR 8-54-19-3B). Please refer to the [HIDOE Subject Standards](#).

Course Number	Course Title	Course Assignments	Course Readings	Course Assessments
ED 341	Literacy for Elementary Teachers	<p>Read and categorize Hawai'i Common Core Standards for English Language Arts</p> <p>Select and use standards for</p> <p>Reading: Foundational Skills in Phonics Lesson Plan</p> <p>Reading: Literature or Informational Text in Comprehension Lesson Plans</p>	<p>Video Overview of Hawai'i Common Core https://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/CommonCoreStateStandards/Pages/home.aspx</p> <p>Hawaii Common Core Standards for English Language Arts</p> <p>The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science & Technical Subjects</p>	<p>Phonics Lesson Plan and Presentation Rubric</p> <p>Comprehension Lesson Plan and Presentation Rubric</p>
ED 342	Science for Elementary Teachers	<p>Introduction to Next Generation Science Standards Assignment</p> <p>Elementary Science Lesson Plan</p>	<p>Next Generation Science Standards</p>	<p>Introduction to the Next Generation Science Standards (NGSS) Scoring Rubric</p> <p>Elementary Science Lesson Plan Rubric</p>
ED 343		Read and categorize Hawaii Common Core	Hawaii Common Core Standards for Mathematics	

	Math for Elementary Teachers	Standards for Mathematics		
ED 344	Social Studies for Elementary Teachers	Read C3 Framework Inquiry Arc and Applying Disciplinary Concepts and Tools Inquiry and Informed Action Project	College, Career, and Civic Life C3 Framework for Social Studies State Standards Hawaii Core Standards in Social Studies Hawaii C3	Inquiry and Informed Action Project Rubric
ED 451	Literacy Methods	Unit Plan	Hawaii Public Schools Subject Matter Standards Hawaii Content Standards Hawaii Common Core Standards for English Language Arts	Unit Plan Scoring Rubric
ED 452	Social Studies and Science Methods	Unit Plan	Hawaii Core Standards in Social Studies Next Generation Science Standards	Unit Plan Scoring Rubric
ED 453	Math Methods	Unit Plan	Hawaii Common Core Standards for Mathematics	Unit Plan Scoring Rubric
ED 490	Teaching Seminar	Unit Plan	Hawai'i Department of Education Subject Matter Standards	Unit Plan Scoring Rubric

If teacher candidates are placed at a private school, how will they demonstrate the student content area state standards (§HAR 8-54-19-3B)? Please refer to the [HIDOE Subject Standards](#).

Very few Teacher Candidates are placed at private schools on Hawai'i Island; however, they are expected to demonstrate the same competencies as the Teacher Candidates who are placed in public or public charter schools. Upon licensure, all teacher candidates are prepared professionally to teach in public and public charter schools using the HIDOE subject standards—even if student teaching was in private schools.

Special Note: All Teacher Candidates, regardless of placement, are required to use all of the same lesson plan, unit plan, and assignment templates. They are also evaluated using the same measures—all of which are aligned to state standards.

Teaching of Reading

Provide a list of course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify teacher candidates are prepared to teach reading, including working with students of reading difficulties (§HAR 8-54-19-3C).

Course Number	Course Title	Course Assignments	Course Readings	Course Assessments
ED 341	Literacy for Elementary Teachers	<p>Phonics Handbook Assignment</p> <p>Comprehension Assignments (e.g. Annotated notes, Cornell 2 Column notes, Double Entry journal, graphic organizers, etc.)</p> <p>Read-Aloud Assignment and Diverse Perspective Book Analysis</p> <p>Wonderfully Exciting Books (WEB)</p>	<p><i>Afflerback, P. (2016). The Reading Teacher. Reading Assessment Looking Ahead.</i> International Literacy Association.</p> <p>Archer, A. & Hughes, C. (2011). <i>Explicit Instruction: What Works for Special Needs Learners.</i> Video #11: Decoding Instruction Kindergarten.</p> <p>Copp, S., Cabel, S., Gabas, C., Slik, D., & Todd, J. (2022). <i>The Reading Teacher. The Rising Start Scaffolding Guide Supporting Young Children's Early Spelling Skills.</i> International Literacy Association.</p> <p>Duke, N., Ward, A., Pearson, D.P. (2021). <i>The Reading Teacher. The Science of Reading Comprehension Instruction.</i> International Literacy Association.</p> <p><i>Ehri, L. (2022). The Reading Teacher. What Teachers Need to Know and Do to Teach Letter Sounds, Phonemic Awareness.</i> International Literacy Association.</p> <p>Hawai'i State Literacy Plan (2020), authored by 17 Hawai'i community, K-12, and higher education individuals; published by Harold K. L. Castle Foundation, The Hawai'i Community Foundation, Kamehameha Schools, The Learning Coalition, Hawai'i Pizza Hut Literacy Funds, and W.K. Kellogg Foundation.</p> <p>Hawaii Common Core Standards for English Language Arts. Also, Common Core State Standards</p>	<p>Quizzes</p> <p>Final Literacy Reflection</p> <p>Phonics Lesson Plan & Presentation</p> <p>Comprehension Lesson Plan, Presentation, and Reflection</p> <p>Reading Assessment and Intervention Assignment</p>

			<p>for ELA & Literacy in History, Social Studies, Science & Technical Subjects. Appendix A: Research Supporting Key Elements of the Standards.</p> <p>Hiebert, E. (2020). <i>The Reading Teacher. The Core Vocabulary: The Foundation of Proficient Comprehension</i>. International Literacy Association.</p> <p>Hudson, R., Lane, H., Pullen, P. (2011). <i>The Reading Teacher. Reading Fluency Assessment and Instruction: What Why and How</i>. International Literacy Association.</p> <p>Insights on PBS Hawai'i video, (2019). <i>Literacy in Hawaii</i>. Hawai'i Public Broadcasting System.</p> <p>Put Reading First: The Research Building Blocks for Teaching Children to Read. (2006). Third Edition. National Institute for Literacy.</p> <p>Reading Rockets, a national public media literacy initiative, select readings and videos (updated 2024). WETA, Washington, DC.</p> <p>Science of Reading: The Podcast. S1-04 The Importance of Fluency Instruction: Tim Rasinski (2019).</p> <p>Spear-Swerling, L. (2015). Common Types of Reading Problems and How to Help Children Who Have Them. <i>The Reading Teacher</i>.</p> <p>Trelease, J. & Giorgis, C. (2019). <i>Jim Trelease's Read-Aloud Handbook</i>, eighth edition, Penguin Books.</p>	
ED 451	Literacy Methods	Literature Discussion Circle Literacy Log and Analysis Mo'olelo and Wahi Pana	<p>Frey, N. & Fisher, D. (2013). <i>Rigorous Reading: Five Access Points for Comprehending Complex Texts</i>. Corwin Literacy.</p> <p>Hawaii Common Core Standards for English Language Arts. Also, Common Core State Standards for ELA & Literacy in History.</p>	Unit Plan Literacy Portfolio

		HA Book Sharing	Social Studies, Science & Technical Subjects . Appendix A: Research Supporting Key Elements of the Standards.	
--	--	-----------------	---	--

Students with Diverse Needs

Provide a list of course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify teacher candidates are prepared to work effectively with students with disabilities, including training related to participation as a member of individualized education program teams (§HAR 8-54-19-3D).

Course Number	Course Title	Course Assignments	Course Readings	Course Assessments
ED 455	Differentiated Instruction	Chapter Readings	The Inclusive Classroom: Strategies for Effective Differentiated Instruction by Mastropieri, Scruggs, and Regan (7 th Edition), 2024.	Chapter Quizzes
		Mock IEP		IEP Performance Checklist
		Case Study		Case Study Scoring Rubric

Students with Limited English

Provide a list of course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify teacher candidates are prepared to work effectively with students who are limited English proficient (§HAR 8-54-19-3E).

Course Number	Course Title	Course Assignments	Course Readings	Course Assessments
ED 455	Differentiated Instruction	Using Picture Words in Science	The Picture Word Inductive Model: A Strategy for Developing Vocabulary and Language	Picture Word Scoring Rubric

ED 457	Emerging Bilingual Students in the Schools	Linguistic Landscape Study Critical Lesson Plan Study Migration Study	<p>Chapman de Sousa, E.B., Okamura, J., Ratliffe, K, & Martin, M. (2022). <i>Brief #4: Racism and Discrimination against Micronesians in Hawai'i: Issues of Educational Inequity</i>. Hawai'i Scholars for Education and Social Justice (HSESJ).</p> <p>Dagenais, D. et al. (2009) Linguistic Landscapes and Language Awareness.</p> <p>García, O., & Kleifgen, J. A. (2018). <i>Educating Emergent Bilinguals: Policies, Programs, and Practices for English Learners</i>. Teachers College Press.</p> <p>Rios-Rojas, A. (2011). <u>Beyond delinquent citizenships: Immigrant youth's (re)visions of citizenship and belonging in a globalized world</u>. Harvard Educational Review, 81 (1), 64-95.</p> <p>Rogoff, B. (2003). <i>The Cultural Nature of Human Development</i>. Oxford University Press.</p> <p>Garcia, O.; Johnson, S., and Seltzer, K. (2017). <i>The Translanguaging Classroom: Leveraging Student Bilingualism for Learning</i>. Philadelphia: Caslon.</p> <p>Scalafaini, C. (2017). <i>Strategies for Educators of Bilingual Students: A Critical</i></p>
--------	--	---	---

			Review of the Literature, International Journal of Education and Literacy Studies, (5) 2. Yang, G. L., & Pien, L. (2006). American Born Chinese, Melford, NJ: First Second.	
ENG 350	Second Language Acquisition Theory	e-Portfolio	VanPatten, B. & Williams, J. (2015). <i>Theories in Second Language Acquisition (2nd Ed.)</i> . New York: Routledge. Saville-Troike (2017). <i>Introducing Second Language Acquisition</i> . Cambridge: Cambridge University Press.	e-Portfolio Scoring Rubric

Gifted and Talented Students

Provide a list of course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify teacher candidates are prepared to work effectively with gifted and talented students (§HAR 8-54-19-3F).				
Course Number	Course Title	Course Assignments	Course Readings	Course Assessments
ED 455	Differentiated Instruction	Read Chapter 5– Teaching Students with Gifts and Talents and Other Diverse Learning Needs	From the textbook <i>The Inclusive Classroom: Strategies for Effective Differentiated Instruction</i> by Mastropieri, Scruggs, and Regan (7 th Edition), 2024.	Chapter 5 Quiz
		Classroom Observation: Instructional Strategies for Gifted and Talented Students		Graded Assignment Class Discussion

		<p>Video Analysis Rating:</p> <p>Gifted and Talented Students: Teaching Strategies</p> <p>The Challenges of Being a Gifted Student</p> <p>Meeting the Needs of Gifted Students</p>		<p>Video Analysis Rating Form</p>
--	--	--	--	-----------------------------------

Integrating Technology into Curricula

Provide a list of course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify teacher candidates are prepared to integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning (§HAR 8-54-19-3F).

Course Number	Course Title	Course Assignments	Course Readings	Course Assessments
ED 314	Technology for Learning and Teaching	<p>Portfolio Student create a portfolio that includes</p> <ul style="list-style-type: none"> a blog (aka edublog) with multiple posts, including welcome, fieldtrip, homework practice, supporting curriculum (online educational games), an educational video (how-to), an interactive survey, and an educational game aligned to content standards 	<p>Teachers Discovering Computers: Integrating Technology in a Changing World, (8th Edition) by Gunter and Gunter⁶⁷</p> <p>Chapter 1 Integrating ED Technology Into the Curriculum</p> <p>Chapter 2 Communication Networks, the Internet, and the WWW</p> <p>Chapter 3 Software for Educators</p> <p>Chapter 4 Hardware for Educators</p> <p>Chapter 5 Technology, Digital Media, and Curriculum Integration</p>	<p>Portfolio Scoring Rubric</p> <p>Chapter 1 Quiz</p> <p>Chapter 2 Quiz</p> <p>Chapter 3 Quiz</p> <p>Chapter 4 Quiz</p> <p>Chapter 5 Quiz</p>

⁶⁷ This textbook is aligned to and covers all of the ISTE-T (International Society for Technology in Education-Teachers) standards.

			Chapter 6 The Changing Face of Education - Teaching Online Chapter 7 Evaluating Educational Technology and Integration Strategies Chapter 8 Security Issues and Ethics in Education	Chapter 6 Quiz Chapter 7 Quiz Chapter 8 Quiz
		Students create <ul style="list-style-type: none">• a classroom sign• name tents• welcome presentation with an overview of standards addressed during the academic year• classroom newsletter• Google classroom		
		Students also <ul style="list-style-type: none">• Identify instructional strategies for differentiating online instruction• Create Google forms for assignments• Explore strategies for effective online teaching and learning• Provide examples of how apps, Web pages, blogs, wikis, and screencasts are used as tools to enhance and/or support learning and teaching		

		<ul style="list-style-type: none"> Identify methods used to evaluate student projects Identify different technology integration strategies 		
ED 455	Learner Differences	<p>Adapting a Lesson Using Universal Design Learning (UDL)</p> <p>Using the UDL model and the three guiding principles, adapt a hands-on science activity providing the following: alternative resources, and collaboration, different methodologies, and materials that are accessible. Access the NAGC website for additional guidance, as necessary.</p>	<p>The Inclusive Classroom: Strategies for Effective Differentiated Instruction (7th Edition) pages 145-150.</p>	UDL: Adapting a Lesson Checklist

Technology for Data Information and Analysis

Provide a list of course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify teacher candidates are prepared to use technology to effectively collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement (§HAR 8-54-19-3F).

Course Number	Course Title	Course Assignments	Course Readings	Course Assessments
ED 453	Math Methods	Data Analysis Assessment Sampler	Stiggins, R. J. (2021). Student-Involved Assessment for Learning. 7th Edition. Upper Saddle River, NJ: Merrill.	Data Analysis Rubric Assessment Sampler Rubric
ED 490	Teaching Seminar	Assessment for Student Learning	Stiggins, R. J. (2021). Student-Involved Assessment for Learning. 7th Edition. Upper	Assessment for Student Learning Grading Rubric

			Saddle River, NJ: Merrill.	
--	--	--	-------------------------------	--

Hawai'i Teacher Performance Standards

Use the standards and course alignment matrix to show how teacher candidates will meet the performance standards before program completion. Click on templates for [teachers](#), [school counselors](#), or [school librarians](#).

Upload the performance standards matrix as an appendix.

Special Note: Please see Appendix S6-2 Hawaii Teacher Performance Standards and Course Alignment Matrix for Teachers.

SECTION 7: TEACHER CANDIDATE SUPPORT AND SERVICES

How many months do you anticipate a teacher candidate will need to complete your licensure program?

Teacher candidates will need 17.5 months to complete the Teacher Licensure Track of the Bachelor of Arts in Education degree program.

Student Status	Term	Weeks	Months	Coursework Focus
Freshman	Fall	16	4	General Education
Freshman	Spring	16	4	
Sophomore	Fall	16	4	
Sophomore	Spring	16	4	

Mandatory Program Advising
Applications for Teacher Licensure Track Open August 1
Applications for Teacher Licensure Track Due October 1

Junior	Fall	16	4	Pre-requisite Courses*
Junior	Spring	16	4	

Praxis CORE Requirements Must Be Met by March 1
All Admission Conditions Must Be Met by June 1
Official Admission into the Teacher Licensure Track Cohort Program

Junior to Senior	Summer	06	1.5	Cohort Courses
Senior	Fall	16	4	
Senior	Spring	16	4	
Total			17.5	

*Pre-requisite courses must be taken prior to Official Admission into the Teacher Licensure Track of the Bachelor of Arts in Education Studies degree program.

What are the anticipated costs a teacher candidate will pay annually and the total cost upon program completion?

**Costs for a Four-Year Student
(In-State Resident, Living in the Dorms)**

	Year One	Year Two	Year Three	Summer	Year Four	Total
--	----------	----------	------------	--------	-----------	-------

	(2024-2025)	(2025-2026)	(2026-2007)	(2026-2027)	(2027-2028)	
Tuition	\$7344	\$7344	\$7344	\$612	\$7344	\$29,988
Fees	\$494	\$494	\$494	\$188	\$494	\$2,164
Books and Supplies	\$1,350	\$1,350	\$1,350		\$1,350	\$5,400
Housing	\$3,544	\$3,544	\$3,544		\$3,544	\$14,176
Food	\$7,742	\$7,742	\$7,742		\$7,742	\$30,968
Personal Expenses	\$2,742	\$2,742	\$2,742		\$2,742	\$10,968
Transportation	\$1,244	\$1,244	\$1,244		\$1,244	\$4,976
Loan Fees	\$76	\$76	\$76		\$76	\$304
Total	\$24,536	\$24,536	\$24,536		\$24,536	\$98,144
Costs for a Transfer Student (In-State Resident, Living in the Dorms)						
	Summer	Year Three	Summer	Year Four	Total	
Tuition	\$918	\$7344	\$612	\$7344	\$16,218	
Fees	\$188	\$494	\$188	\$494	\$1,364	
Books and Supplies		\$1,350		\$1,350	\$2,700	
Housing		\$3,544		\$3,544	\$7,088	
Food		\$7,742		\$7,742	\$15,484	
Personal Expenses		\$2,742		\$2,742	\$5,484	
Transportation		\$1,244		\$1,244	\$2,488	
Loan Fees		\$76		\$76	\$152	
Total		\$24,536		\$24,536	\$49,072	

Will this licensure program provide tuition assistance for teacher candidates?
If yes, please explain the funding source, requirements to receive funding, and any payback obligations (e.g., teaching for specified years or exiting the program without successful completion).

No; however, we would like to work with the HIDOE to expand our Grow Our Own (GOO) funding program. At this point, GOO is solely for post-baccalaureate students enrolled in the School of Education Master of Arts in Teaching degree program.

Describe the process of how your candidates are informed about what license field they will be recommended for upon successful completion.

During their student teaching semester, a representative from the HTSB attends a class with all of the Teacher Candidates. The representative directs Teacher Candidates to the HTSB website and provides instruction for how to apply for a teaching license.

All Teacher Candidates will be applying for Elementary Education (K-6) teacher licensure. They will be directed to select that licensure field during their ED 472 Professional Responsibility course.

Further, upon successful completion of all coursework and fieldwork, as well as passing the final Assessment Checkpoint, Teacher Candidates receive a letter from the Director of the School of Education, stating the licensure field for which they are recommended.

What wrap-around services will be provided for teacher candidates who may struggle academically, emotionally, financially, or socially?

The University of Hawai'i at Hilo provides many services for students who may struggle academically, emotionally, financially, or socially. All of these services are posted on the UH Hilo website and are displayed as follows.

SUPPORT AVAILABLE FOR STUDENTS

Short link: <http://go.hawaii.edu/zAf>
Mobile friendly link: <http://go.hawaii.edu/GQe>

UH Hilo provides a wide variety of support to students including tutoring, disability services, mental health counseling, and EEO-Title IX support:

COMPUTER SUPPORT

The UH System Information Technology Services (ITS) Academic Technologies section provides technical support via email and telephone. Contact the ITS Help Desk for support by calling toll free (800) 558-2669 or by sending an email to help@hawaii.edu. For more information on available services please see the ITS website at <http://www.hawaii.edu/askus/588>.

ACADEMIC ADVISING

Advising is an important resource designed to help students navigate the University and the requirements of their individual majors. Students should consult with their advisor at least once a semester to decide on courses, check progress toward graduation, and discuss career options and other educational opportunities offered at UH Hilo. Advising is a shared responsibility, but students have final responsibility for meeting degree requirements. Students may find their assigned advisors when they go into STAR.

ACADEMIC INTEGRITY

Intellectual development requires honesty, responsibility, and doing your own work. All UH Hilo students are expected to know and abide by the [Student Conduct Code](#)

(https://hilo.hawaii.edu/studentaffairs/conduct/student_conduct.php). Acts of dishonesty, for example, plagiarism (taking thoughts/ideas or words from others), cheating, collusion, or other forms of academic dishonesty will possibly result in penalties, consequences, and/or other disciplinary actions. If you have any doubts or questions about what constitutes academic misconduct, please do not hesitate to contact me. For information about your student rights, contact Tim Moore, Interim Dean of Students at (808) 932-7445 or mooreta@hawaii.edu.

ACADEMIC SUCCESS

Kilohana: The Academic Success Center provides a range of free academic services and resources to all currently enrolled UH Hilo students. Services include access to face to face peer student staff from a range of academic majors and course-related pdf resources.

You can also request a Zoom session with one of our tutors by emailing justasc@hawaii.edu. Please state the course alpha and number (e.g. MATH 140) in the subject line so staff know what you need assistance with.

Please check the Kilohana website at <https://hilo.hawaii.edu/kilohana/> for information or call 932-7291. Daily subject tutoring hours are listed via subject google calendars at <https://hilo.hawaii.edu/kilohana/tutoring.php>. You can also contact Karla Hayashi, Director of the Kilohana Academic Success Center, 932-7287, karlah@hawaii.edu or Corin Kim, Kilohana STEM Coordinator, 932-7294, corink@hawaii.edu for more information.

BASIC NEEDS

Basic needs include food and housing, childcare, mental health, financial resources and transportation, among others. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation and overall student well-being. If you or someone you know are experiencing basic needs insecurity, please see the following resources: [UH System Basic Needs](#) and/or reach out to Interim Dean of Students, Tim Moore, at mooreta@hawaii.edu for more information.

CAMPUS AND COMMUNITY RESOURCES

For a list of various resources, visit [Campus and Community Resources](#). You may also want to download this [Campus Resource](#) document as a quick reference.

DISABILITY SERVICES

Any student with a documented disability who would like to request accommodations should contact the Disability Services Office - Student Services Center E230, 932-7623 (V), 932-7002 (TTY), uds@hawaii.edu - as early in the semester as possible.

MENTAL HEALTH/SUICIDE PREVENTION

The UH Hilo community is committed to and cares about all students. Life at college can get complicated. Students sometimes feel overwhelmed, lost, experience anxiety or depression, struggle with relationship difficulties, family responsibilities, or diminished self-esteem. However, supportive services are available and effective. UH Hilo Counseling Services helps undergraduate and graduate students cope with difficult emotions and life stressors. Counseling Services is staffed by experienced, professional counselors, who are

attuned to the diverse needs of all types of college students. The services are FREE and completely confidential.

Find out more at <https://hilo.hawaii.edu/studentaffairs/counseling> or by calling [932-7465](tel:932-7465).

For immediate help, contact The Crisis Line of Hawaii [1-800-753-6879](tel:1-800-753-6879), the National Suicide Prevention Hotline [1-800-273-8255](tel:1-800-273-8255) (suicidepreventionlifeline.org), or text "Aloha" or "Hello" to the Crisis Text Line [741-741](tel:741-741).

STUDENT CONDUCT

All members of UH Hilo have the right to pursue educational endeavors as part of the institution's fundamental purposes of teaching, learning, and research. Students have the responsibility to maintain standards of personal integrity (honesty, civility, and respect) that are in harmony with the educational mission of the University; to respect the rights, privileges, and property of others; and to observe University policies as well as national, state, and local laws. The student conduct process holds students accountable for violations of university policy and all UH Hilo students are expected to know and abide by the [Student Conduct Code](#). If you believe someone has violated the Code, please submit an [incident report](#) for follow-up.

STUDENTS OF CONCERN

University life should be challenging, not overwhelming. There may be times when students experience severe stress or distress from adjusting to college life and adapting to unforeseen changes/circumstances. Consider referring a friend, fellow classmate, or yourself to the UH Hilo CARE Team who can provide information, resources, and options for successfully navigating a challenging academic life. Typical referrals include behavior which raise significant concerns and reasonably suggests that the behavior, physical and/or emotional state:

- Presents safety issues for yourself or others; or
- May hinder one's ability to meet expected standards of conduct or achieve academic requirements; or
- May be evidence of severe emotional distress

Anyone may use this [form](#) to refer a UH Hilo student to the University's CARE Team. All matters discussed are regarded as highly confidential and are protected by the Federal Educational Rights and Privacy Act (FERPA). If you have any questions about filing a report, please contact Tim Moore, Interim Dean of Students at (808) 932-7445 or mooreta@hawaii.edu.

TITLE IX SYLLABUS

The University of Hawaii is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. If you or someone you know is experiencing any of these, the University has staff and resources on your campus to support and assist you. Staff can also direct you to resources that are in the community. Here are some of your options:

If you wish to remain **ANONYMOUS**, speak with someone **CONFIDENTIALLY**, or would like to receive information and support in a **CONFIDENTIAL** setting, contact:

- Summer Tawney, UH Hilo Confidential Victim Advocate: 932-7899, stawney@hawaii.edu
- UH Hilo Counseling Services: SSC, room E-203, 932-7465
- UH Hilo Medical Services: Campus Center, room 212, 932-7369

REPORTING INCIDENTS

If you wish to **REPORT** an incident of sex discrimination or gender-based violence including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence or stalking as well as receive information and support*, complete and submit [this form](#) or contact:

- Jennifer Stotter, Director, Office of Equal Opportunity and Title IX Coordinator, 932-7642, jstotter@hawaii.edu
- Jenna Waipa, Deputy Title IX Coordinator, 932-7818, waipajk@hawaii.edu

* Please note that you do not have to file a complaint with the University to receive institutional support or assistance.

As a member of the University faculty, I am **required to immediately report** any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University's Title IX resources and the University's Policy, [Interim Policy on Title IX Sexual Harassment, EP 1.204](#), go to: <http://www.hawaii.edu/titleix>

Describe the process used when a teacher candidate no longer shows the potential to be recommended for licensure.

The School of Education has an 11-step process—the Teaching Improvement Plan (TIP) or Stop-Out of Teacher Candidate in Field Experience or Clinical Practice—for working with Teacher Candidates who are struggling or show specific behaviors or attitudes that are not consistent with performance requirements in field experiences or clinical practice. The 11-step process is explained, in brief, below.

Special Note: For a more detailed examination of the process, please access Appendix S7-2 Teaching Improvement Plan (TIP) or Stop Out of Teacher Candidates in Field Experience or Clinical Practice.

The Eleven-Step Process		
Step		Explanation
1	Initial Contact	The Cooperating Teacher or the UH Hilo Supervisor contacts the Field Experience Coordinator, letting him or her know that there is an issue. Depending upon the severity of the issue, the Field Experience Coordinator may notify the School of Education Director as well.
2	Initial Documentation	The Cooperating Teacher and the Supervisor document specific behaviors and/or attitudes of concern in writing on the Classroom Observation Summary Form ⁶⁸ . They also identify specific Teacher Performance Standards and Professional Attributes Scale criteria that may be of concern. The Supervisor notifies the Field Experience Coordinator that this step is complete.
3	Initial Conference	The Cooperating Teacher and Supervisor meet with the Teacher Candidate to discuss behaviors and/or attitudes impeding successful performance, referencing the Teacher Performance Standards and Professional Attributes Scale as appropriate. Expectations are discussed. The Supervisor notifies the Field Experience Coordinator that this step is complete.
<p>If the Teacher Candidate meets the expectations discussed, the process is complete. If the Teacher Candidate does not meet expectations, the Teaching Improvement Plan (TIP) is implemented. School of Education faculty are also notified.</p>		
4	Draft of Teaching Improvement Plan (TIP)	The Cooperating Teacher, Supervisor, and Field Experience Coordinator create a Teaching Improvement Plan. The Field Experience Coordinator notifies the school administration that a Teaching Improvement Plan has been implemented.

⁶⁸ Please see Appendix S5-2 Classroom Observation Summary Form.

5	Teaching Improvement Plan Conference	The Cooperating Teacher, Supervisor, and Field Experience Coordinator meet with the Teacher Candidate. After reviewing the Teaching Improvement Plan, expectations are prioritized, a compliance time table is established, and a date for follow up is set. This is all documented on the Conference Form ⁶⁹ .
6	Teaching Improvement Plan Observations	Additional Supervisor visits are conducted and documented through the Classroom Observation Summary Form.
7	Follow-Up Conference	The Teacher Candidate's performance is reviewed. If expectations are met, compliance is documented on the aforementioned Conference Form and the process is complete. Satisfactory performance is determined by the consensus of the Cooperating Teacher, Supervisor, Field Experience Coordinator, School of Education Director, and faculty members.
<p>If Teacher Candidate expectations are not met, all participants in this process return to Step 4 through Step 7, until satisfactory performance occurs. If Teacher Candidate performance continues to be unsatisfactory, the Cooperating Teacher, Supervisor, and Field Experience Coordinator may conclude compliance cannot be achieved. Further, the School of Education Director and faculty members may conclude that coursework is negatively impacted as well. When the decision to stop-out the Teacher Candidate is made, all participants proceed to Step 8.</p>		
8	Stop-Out Documentation	A formal stop-out letter is written to the Teacher Candidate by the Field Experience Coordinator and School of Education Director.
9	Teacher Candidate Stop-Out Conference	The Cooperating Teacher, Supervisor, and Field Experience Coordinator meet with the Teacher Candidate to review the reasons for termination of the clinical practice.
10	University/School Stop-Out Conference	The Field Experience Coordinator conducts a formal meeting with the principal or vice-principal to

⁶⁹ Please see Appendix S7-3 Conference Form.

		review the reasons for Teacher Candidate termination.
11	University Paperwork	UH Hilo grading policies and procedures are followed as Teacher Candidates withdraw from the program.

Special Note: The principal of the school where the Teacher Candidate is placed can choose to have him or her withdrawn from the field experiences or clinical practice at any time.

What support/s will be provided for teacher candidates who need to pass licensure exam/s? What actions are taken if a teacher candidate cannot pass the licensure exam/s?

The School of Education will provide two courses for students who wish to prepare for the licensure exams—(1) Praxis CORE Prep and (2) Elementary Education (K-6) Multiple Subjects Prep. The courses will be offered each summer term. Students will be advised to take the courses between their sophomore and junior years, as necessary. To reduce costs, these courses will be offered through the University of Hawaii at Hilo's Center for Community Engagement.

Further, the School of Education has a lending library, where students can check out Praxis books for personal study for two-week periods.

Praxis CORE

The admissions timeline for the Teacher Licensure Track is carefully structured to allow students multiple opportunities to pass the Praxis Core. From the application opening date of August 1 to the due date of October 1, students must take the Praxis Core at least one time. If passing scores are not achieved, Conditionally Accepted students have until March 1 to provide passing scores. After eight months, if Conditionally Accepted students cannot pass the Praxis Core, they may opt to return to the Education Studies Track to complete the Bachelor of Arts in Education program degree.

Elementary Education (K-6) Multiple Subjects

When applying for admission into the Teacher Licensure Track, students may request a transcript review to verify content knowledge. In addition, the School of Education faculty members conduct a Formative Checkpoint: Content Knowledge Verification (Transcript Review) and students are informed of their options.

If students do not meet transcript review requirements, they have a total of 14 months to remediate deficiencies or pass the Elementary Education (K-6) Multiple Subjects licensure exam prior to recommendation for licensure with the Hawai'i Teacher Standards Board.

What professional liability insurance do you anticipate teacher candidates will need to obtain throughout the program?

School of Education Teacher Candidates are required to attain Educator Liability Insurance Coverage in the amount of \$1,000,000 through the National Education Association⁷⁰ prior to participating in field experiences.

Please include the Teacher Candidate Handbook as an appendix.

Special Note: Please see Appendix S7-1 School of Education - Bachelor of Arts in Education Studies - Program and Field Experiences Handbook - Teacher Licensure Track.

⁷⁰ For more information about liability insurance coverage through the National Education Association, please access the following URL: <https://www.nea.org/resource-library/educators-employment-liability-program>.

SECTION 8: PROGRAM FACULTY

HTSB Annual Report

Please provide information about the faculty or staff who will attend the HTSB Annual Meeting and submit the Annual Report. An additional box is provided if needed.

Name	Dr. Tobias Irish
Position	Director, School of Education
Phone	808.932.7106
Email	tirish@hawaii.edu

Name	
Position	
Phone	
Email	

HTSB Program Recommendation Lists

Please provide information about the faculty or staff who will need access to HTSB's learning management system to upload recommendation lists for student teacher permits and/or program completers. An additional box is provided if needed.

Name	Ms. Colby McNaughton
Position	Instructor and Field Experience Coordinator
Phone	808.932.7110
Email	ckearns@hawaii.edu

Name	Ms. Madeline Sehna
Position	Office Assistant IV
Phone	808.932.7102
Email	sehna@hawaii.edu

Teacher Education Coordinating Committee

Please provide information about the faculty or staff who will attend the Teacher Education Coordinating Committee in accordance with HAR [§304A-1202](#). Additional boxes are provided if one or more people will attend.

Name	Dr. Tobias Irish
Position	Director, School of Education
Phone	808.932.7106
Email	tirish@hawaii.edu

Name	
Position	
Phone	
Email	

Title II

Please provide information about the faculty or staff who will be responsible for Title II data collection, reporting, or other requirements. An additional box is provided if needed.

Name	Dr. Tobias Irish
Position	Director, School of Education
Phone	808.932.7106
Email	tirish@hawaii.edu

Name	Ms. Madeline Sehna
Position	Office Assistant IV
Phone	808.932.7102
Email	sehna@hawaii.edu

Instructional Faculty/Staff Qualifications

Please provide the curriculum vitae for each faculty/staff who will teach courses and/or serve as field supervisors. The curriculum vitae should include their academic degrees (include college/university, major), teaching experience at the PreK-12 level (include the number of years of teaching at each grade level, subject areas, and school name), any post-secondary teaching experience (include position title, course title, course number, university/college campus), professional presentations, memberships, or publications, and any information supporting their qualifications as an instructional faculty/staff.

Save the file as lastname_firstname_CV.pdf

Instructional Course Load

Provide the number and name of each course and the name of the faculty/staff member who will teach the course. Next to the instructor's name, identify if the person is full-time (FT) or part-time (PT) status in your program.

Instructors for Teacher Licensure Track Courses			
Course Name and Number	Instructor Name	Instructor Name	Instructor Name
ED 243 Math for Elementary Teachers I	Dr. Diane Barrett (FT)		
ED 314 Technology for Learning and Teaching	Dr. Jan Ray (FT)	Dr. Tobias Irish (FT)	Dr. Clint Anderson (FT)
ED 341 Literacy for Elementary Teachers	Dr. Michele Ebersole (FT)	Dr. Jan Ray (FT)	
ED 342 Science for Elementary Teachers	Dr. Tobias Irish (FT)	Dr. Judith McDonald (FT)	Ms. Colby McNaughton (FT)
ED 343 Math for Elementary Teachers II	Dr. Diane Barrett (FT)		
ED 344 Social Studies for Elementary Teachers	Dr. Michele Ebersole (FT)	Dr. Jan Ray (FT)	
ED 350 Learner Development	Dr. Jan Ray (FT)	Dr. Judith McDonald (FT)	Dr. Margary Martin (FT)
ED 443 Learning Environments	Dr. Margary Martin (FT)	Dr. Jan Ray (FT)	

ED 450 Learning and Teaching in Hawai'i Schools	Dr. Clint Anderson (FT)	Dr. Michele Ebersole (FT)	Ms. Colby McNaughton (FT)
ED 451 Literacy Methods	Dr. Michele Ebersole (FT)	Dr. Clint Anderson (FT)	
ED 452 Social Studies and Science Methods	Dr. Tobias Irish (FT)	Dr. Clint Anderson (FT)	Dr. Judith McDonald (FT)
ED 453 Math Methods	Dr. Diane Barrett (FT)	Dr. Judith McDonald (FT)	
ED 455 Differentiated Instruction	Dr. Jan Ray (FT)	Dr. Judith McDonald (FT)	
ED 457 Emerging Bilingual Students in Schools	Dr. Margary Martin (FT)	Dr. Jan Ray (FT)	
ED 470 Professional Dispositions	Ms. Colby McNaughton (FT)		
ED 471 Ethics for Educators	Ms. Colby McNaughton (FT)		
ED 472 Professional Responsibility	Ms. Colby McNaughton (FT)		
ED 480 Field Experiences I	Ms. Colby McNaughton (FT)		
ED 481 Field Experiences II	Ms. Colby McNaughton (FT)		
ED 482 Clinical Practice	Ms. Colby McNaughton (FT)		
ED 490 Teaching Seminar	Dr. Tobias Irish (FT)	Dr. Diane Barrett (FT)	
ENG 350 Second Language Acquisition Theory	Dr. Frances Dumanig (FT)		

Special Note: All of the faculty members listed above teach in the Master of Arts in Teaching degree program, the Master of Education degree program, and the Academic Certificate in Educational Studies non-licensure program. Therefore, the School of Education has requested three new faculty members to teach within the Bachelor of Arts in Education Studies degree program. We currently have a faculty search underway and hope to identify a new faculty member who will begin working in the School of Education in the fall. Then we anticipate hiring two more faculty members over the next two academic years.

SECTION 9: COMPLETER AND GRADUATE FOLLOW-UP

EPPs are required to collect data about their licensure program as part of the program accreditation process.

If you are a Hawaii-approved program, please provide quantitative data on the number of program completers who have received a teacher license from the HTSB within the past six years and are currently teachers in the HIDOE or HIPCS.

The School of Education does keep records of its licensure graduate students and follows them, as much as possible, to determine their teacher retention rates. As shown in the table below, 115 graduate students have completed the Master of Arts in Teaching (MAT) licensure program over the past six years. Of the 115 teachers from the MAT program, we are able to confirm that 98 of them are currently employed with the Hawai'i Department of Education, 3 of them are currently employed in public charter schools, and 1 of them are currently employed in private schools. We were not able to track the whereabouts of the remaining 12 former graduate students. Based upon this information, at least 90 percent of our licensure program completers are still teaching in public, public charter, or private schools in Hawai'i.

Completer Retention Rates

Completer Year	Number of program completers	Number of teachers currently employed in the HIDOE	Number of teachers currently employed in the HIPCS	Number of teachers currently employed in Hawai'i private schools	Percent Still Teaching
2017-2018	22	14			64
2018-2019	23	21			91
2019-2020	19	15	2		90
2020-2021	22	20	1	1	100
2021-2022	15	14			93
2022-2023	14	14			100
Total	115	98	3	1	
Percent Still Teaching in Hawaii Public and Public Charter Schools			Percent Still Teaching Overall		
88			90		

What are your accreditor's requirements to determine licensure program quality? (500 words).

The School of Education at the University of Hawai'i at Hilo is accredited through AAQEP (Association for Advancing Quality in Educator Preparation). The School of Education's two graduate programs—the Master of Arts in Teaching (MAT) degree program and the Master of Education (M.Ed.) degree program have undergone review by AAQEP. The School of Education programs will undergo accreditation review again in 2028.

AAQEP Standards include the following:

Standard 1: Candidate/Completer Performance

Program completers perform as professional educators with the capacity to support success for all learners.

Standard 2: Completer Professional Competence and Growth

Program completers adapt to working in a variety of contexts and grow as professionals.

Standard 3: Quality Program Practices

The program has the capacity to ensure that its completers meet Standard 1 and Standard 2.

Standard 4: Program Engagement in System Improvement

Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.

AAQEP's standards focus on both candidate/completer outcomes and program practices, and for each of these subjects, they establish two broad categories for attention: foundational expectations and contextual challenges.

Foundational expectations, addressed in Standards 1 and 3, refer to the many noncontroversial aspects of educator performance and program practices for which there is widespread, research-supported agreement and for which well-defined and widely accepted assessment measures exist. Contextual challenges, addressed in Standards 2 and 4, represent widely shared commitments for which more creativity than compliance may be needed. Often addressed in collaboration with stakeholders and partners, these commitments are defined locally and are unlikely to share consensus measures or uniform solutions across programs or contexts.

Within these two categories, four standards define AAQEP's expectations for preparation providers. Two address candidate/completer performance; two address program practices. Within each of these pairs, foundational expectations and contextual challenges are specified. Each standard includes six aspects. Each aspect contributes to the overall account of the standard, and each one must be directly addressed with evidence that is appropriate to the program and to the standard. Nonetheless, the aspects are not independent elements to be considered apart from the whole body of evidence relating to the standard, which is evaluated holistically.

Essentially, each standard poses a particular question that must be answered in the affirmative, based on the evidence, for a program to be accredited:

Standard 1: At the end of the program, are completers ready to fill their target professional role effectively? What evidence supports this claim?

Standard 2: Were completers prepared to work in diverse contexts, have they done so successfully, and are they growing as professionals? What evidence supports these claims?

Standard 3: Does the program have the capacity (internally and with partners) to ensure that completers are prepared and succeed professionally? What evidence supports this claim?

Standard 4: Is the program engaged in strengthening the education system in conjunction with its stakeholders and in keeping with its institutional mission? What evidence supports this claim?

For more information, please access the AAQEP Guide to Accreditation at the following URL: <https://aaqep.org/content.asp?contentid=129>.

What process will be used to determine completer rates and program satisfaction? (500 words).

The School of Education tracks completer rates annually for both the Master of Arts in Teaching degree program and the Master of Education degree program. When the Bachelor of Arts in Education Studies degree program begins, the School of Education will track completer rates annually for this program as well.

The following process will be used:

Completer rates will be determined by the number of students who successfully meet the requirements and complete the Teacher Licensure Track of the Bachelor of Arts in Education Studies degree program. Upon completion of the program, the School of Education secretary will send the names of each completer to the Hawai'i Teacher Standards Board by June 1 of each year.

Program satisfaction will be collected through a Program Evaluation⁷¹ survey. This survey was designed by faculty to gather critical information and feedback from teacher candidates and program completers on the effectiveness of the Teacher Licensure Track of the Bachelor of Arts in Education Studies degree program.

⁷¹ Please see Appendix S9-1 Program Evaluation.

The evaluation will be administered online at different points in teacher development - to candidates at the end of the licensure year and again one year later to post-licensure program completers. Questions will ask teacher candidates and program completers to evaluate how well their coursework provided instruction on the Hawai'i Teacher Performance Standards and how well the field work prepared them to address the HTPS using a five-point, Likert-type scale. Respondents will be asked if they would recommend the program to others, and additional open-ended prompts eliciting overall recommendations, program experiences and suggestions for improvement.

What process will be used to communicate with completers and determine their success in teaching after leaving your licensure program? (500 words).

The School of Education will communicate with completers via email after leaving the Teacher Licensure Track of the Bachelor of Arts in Education Studies degree program.

Through the AAQEP accreditation process, the School of Education is required to determine completer quality and success in teaching after leaving the licensure program.

One method of determining success is through the Educator Effectiveness System (EES) teacher evaluation program implemented by the Hawai'i Department of Education⁷². This required teacher evaluation program is based on the [Danielson Framework for Teaching](#) and aligned to InTASC standards. Data reporting practices vary with each year, depending on Hawai'i Department of Education and [Hawai'i Data Governance](#) agreements; i.e., there is no guarantee regarding the type of data shared with educator preparation programs.

At present, Hawai'i Data Governance provides aggregated data of overall effectiveness ratings and the means of the five Danielson components for the first three years that program completers are employed as teachers. According to EES, teacher effectiveness is defined in terms of Teacher Practice Measures and Student Growth Learning Measures. Performance ratings for teachers under EES are:

- Highly Effective - Demonstrates excellence in teacher practice and student outcomes.
- Effective - Demonstrates effective teacher practice and positive student outcomes.

⁷² For more information about the Educator Effectiveness System, please access the following URL: <https://www.hawaiipublicschools.org/TeachingAndLearning/EducatorEffectiveness/EducatorEffectivenessSystem/Pages/home.aspx>.

- Marginal - Needs improvement to demonstrate effective teacher practice and positive student outcomes.
- Unsatisfactory - Does not show evidence of effective teacher practice and positive student outcomes.

The School of Education will collect the EES performance rating data on our completers to determine their success in the schools, along with employer satisfaction data as described below.

What process will be used to collect employers' satisfaction of completers' preparation for their assigned responsibilities in the preK-12 setting? (500 words).

The School of Education already has several accreditor-approved instruments in place that are used to evaluate employers' satisfaction for the Master of Arts in Teaching degree program. When the Bachelor of Arts in Education Studies degree program begins these instruments will be used for this program as well.

1) Principal Questionnaire

The Principal Questionnaire⁷³ is designed to gain principal insights into the quality of our program completers as a convenient way to provide feedback on a regular basis. The questionnaire is emailed to all principals on Hawai'i Island. To increase participation, principals who attend our Joint Professional Experience event are handed a QR code and encouraged to complete the questionnaire at the time.

2) Principal Focus Group

Using an employment list generated by the Hawai'i Teacher Standards Board to identify schools that employ program completers, the School of Education will periodically invite school administrators to participate in a focus group. To ensure accurate identification of program completers and support meaningful discussions, principals will be provided specific lists of teacher names of all Teacher Licensure Track Bachelor of Arts in Education Studies degree program completers by year of program completion—(1) those who student-taught at their schools and (2) those who are currently employed at their schools.

Questions will be aligned to AAQEP Standards 1 and 2. These focus groups provide specific information about employers' satisfaction of completers' preparation for their assigned responsibilities in the Elementary Education K-6 setting.

⁷³ Please see Appendix S9-2 Principal Questionnaire.

The School of Education has developed a Principal Focus Group Slideshow⁷⁴ that guides the discussion. The slideshow has been used in the past with the Master of Arts in Teaching during focus group meetings. It will be used for the Teacher Licensure Track of the Bachelor of Arts in Education Studies degree program as well.

⁷⁴ Please see Appendix S9-3 Principal Focus Group Slideshow.

SECTION 10: LIST OF APPENDICES

Please write a list of appendices to support each section of your application. The appendices shall be saved as individual PDF attachments and uploaded to the designated Dropbox.

Save each file starting with the section number and abbreviated title name. For example. S2. WASC accreditation letter

Section 1: Introduction Appendices

Appendix S1-1 Letter of Intent - UH Hilo School of Education in Word

Appendix S1-2 Letter of Intent - UH Hilo School of Education in PDF

Appendix S1-3 NBI-22-60-Consideration-of-the-University of Hawaii-at-Hilo-Letter-of-Intent

Section 2: Program Information Appendices

Required: Accreditation letters, HIDOE Affiliate Program Approval, any Program Information Changes

Appendix S2-1 Letter from WASC for Regional Accreditation

Appendix S2-2 Letter from AAQEP for National Accreditation

Appendix S2-3 Accreditation Action Report from AAQEP for National Accreditation

Appendix S2-4 Accreditation Certificate from AAQEP

Appendix S2-5 Affiliation Agreement Between HIDOE and UH Hilo School of Education

Section 3: Program Framework Appendices

Required: References to academic literature, data resources
Optional: admission information or program brochures

Appendix S3-1 NBI-21-06-University-of-Hawaii-at-Hilo-State-Approval

Appendix S3-2 Praxis Core Academic Skills Review Form

Appendix S3-3 Experience Chart

Appendix S3-4 Recommendation Form

Appendix S3-5 Personal Statement Form

Appendix S3-6 Professional Attributes Scale (Short Form)

Appendix S3-7 Admission Interview Form

Appendix S3-8 Prerequisite Coursework Review Form

Appendix S3-9 Content Knowledge Verification Form

Section 4: Program Progression Appendices

Required: For **each** course/module: syllabus, alignment of course objectives and standards matrix, alignment of course objectives and assignments, assessment instruments

Appendix S4-1 ED 243 Math for Elementary Teachers I Syllabus and Supporting Documentation (folder)

Appendix S4-2 ED 314 Technology for Teaching and Learning Syllabus and Supporting Documentation (folder)

Appendix S4-3 ED 341 Literacy for Elementary Teachers Syllabus and Supporting Documentation (folder)

Appendix S4-4 ED 342 Science for Elementary Teachers Syllabus and Supporting Documentation (folder)

Appendix S4-5 ED 343 Math for Elementary Teachers II Syllabus and Supporting Documentation (folder)

Appendix S4-6 ED 344 Social Studies for Elementary Teachers Syllabus and Supporting Documentation (folder)

Appendix S4-7 ED 350 Learner Development Syllabus and Supporting Documentation (folder)

Appendix S4-8 ED 443 Learning Environments Syllabus and Supporting Documentation (folder)

Appendix S4-9 ED 450 Learning and Teaching in Hawai'i Schools Syllabus and Supporting Documentation (folder)

Appendix S4-10 ED 451 Literacy Methods Syllabus and Supporting Documentation (folder)

Appendix S4-11 ED 452 Social Studies and Science Methods Syllabus and Supporting Documentation (folder)

Appendix S4-12 ED 453 Math Methods Syllabus and Supporting Documentation (folder)

Appendix S4-13 ED 455 Differentiated Instruction Syllabus and Supporting Documentation (folder)

Appendix S4-14 ED 457 Emerging Bilingual Students in the Schools Syllabus and Supporting Documentation (folder)

Appendix S4-15 ED 470 Professional Dispositions Syllabus and Supporting Documentation (folder)

Appendix S4-16 ED 471 Ethics for Educators Syllabus and Supporting Documentation (folder)

Appendix S4-17 ED 472 Professional Responsibility Syllabus and Supporting Documentation (folder)

Appendix S4-18 ED 480 Field Experiences I Syllabus and Supporting Documentation (folder)

Appendix S4-19-ED 481 Field Experiences II Syllabus and Supporting Documentation (folder)

Appendix S4-20 ED 482 Clinical Practice Syllabus and Supporting Documentation (folder)

Appendix S4-21 ED 490 Teaching Seminar Syllabus and Supporting Documentation (folder)

Appendix S4-22 ENG 350 Second Language Acquisition Theory Syllabus and Supporting Documentation (folder)

Appendix S4-23 Bachelor of Arts in Education Studies Teacher Licensure Track Curriculum Sequence

Appendix S4-24 Four-Year Map for Teacher Licensure Track

Appendix S4-25 BREATH in Every Course

Appendix S4-26 Communication with HIDOE Related to Six Credits

Section 5: Clinical Experience/Student Teaching Appendices

Required: Clinical experience observation tools/instruments, lesson plan templates, clinical experience handbook, cooperating/mentor teacher evaluations

Appendix S5-1 Cooperating Teacher Nomination Form

Appendix S5-2 Classroom Observation Summary Form

Appendix S5-3 Time Card

Appendix S5-4 Professional Attributes Scale Descriptors

Appendix S5-5 Professional Attributes Scale - Long Form

Appendix S5-6 Hawaii Teacher Performance Standards Descriptors

Appendix S5-7 Teacher Performance Standards (Evaluation Form)

Appendix S5-8 Cooperating Teacher's Final Summary of Professional Competencies

Appendix S5-9 Cooperating Teacher's Final Summary of Professional Attributes

Appendix S5-10 Cooperating Teacher's Final Narrative of Field Experience Guidelines

Appendix S5-11 Cooperating Teacher's Final Narrative of Field Experience Sample

Appendix S5-12 Cooperating Teacher's Final Narrative Evaluation

Appendix S5-13 Unit Plan Blue Print (Template)

Appendix S5-14 Unit Plan Rubric

Appendix S5-15 Lesson Plan Template

Appendix S5-16 Lesson Plan Rubric

Appendix S5-17 Assessment for Student Learning (Assignment and Rubric)

Appendix S5-18 Video Analysis Assignment and Rubric

Appendix S5-19 Cooperating Teacher Evaluation Form

Section 6: Hawai'i Specific Requirements Appendices
Required: Evaluation instruments for professional and ethical dispositions, performance standards alignment matrix

Appendix S6-1 Ethical Dilemma and Analysis Using MCEE

Appendix S6-2 Hawaii Teacher Performance Standards and Course Alignment Matrix for Teachers

Section 7: Teacher Candidate Support and Services Appendices
Required: Teacher candidate handbook

Appendix S7-1 School of Education - Bachelor of Arts in Education Studies - Program and Field Experiences Handbook - Teacher Licensure Track

Appendix S7-2 Teaching Improvement Plan (TIP) or Stop Out of Teacher Candidates in Field Experience or Clinical Practice

Appendix S7-3 Conference Form

Section 8: Program Faculty Appendices
Required: Curriculum vitae for program staff

Appendix S8-1 Anderson_Clint_CV

Appendix S8-2 Barrett_Diane_CV

Appendix S8-3 Ebersole_Michele_CV

Appendix S8-4 Irish_Tobias_CV

Appendix S8-5 Martin_Margary_CV

Appendix S8-6 McDonald_Judith_CV

Appendix S8-7 McNaughton_Colby_CV

Appendix S8-8 Ray_Jan_CV

Appendix S8-9 Dumanig_Frances_CV

Section 9: Completer and Graduate Follow-up Appendices

Appendix S9-1 Program Evaluation

Appendix S9-2 Principal Questionnaire

Appendix S9-3 Principal Focus Group Slideshow

Section 10: Other Documents Not Referred to in Application - Used in Field

Appendix S10-1 Field Experience Professional Agreement

Appendix S10-2 Medical and Liability Coverage in a Field Experience

SECTION 11: EDUCATOR PREPARATION PROVIDER VERIFICATION


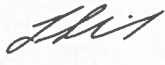
Preparer's Information

Name	Dr. Jan Ray	Dr. Michele Ebersole
Position	Professor of Education	Professor of Education
Telephone Number	808.932.7109, 808.315.5353	808.932.7108, 808.937.2093
Email	janetray@hawaii.edu	mebersol@hawaii.edu

Contact Person should there be any questions about the application.

Name	Dr. Jan Ray	Dr. Michele Ebersole
Position	Professor of Education	Professor of Education
Telephone Number	808.932.7109, 808.315.5353	808.932.7108, 808.937.2093
Email	janetray@hawaii.edu	mebersol@hawaii.edu

I verify that the contents of this application are complete, accurate, and approved by the institution/organization administrator. Please use an ink or digitally stamped signature.

Name	 Michael Bitter, Dean
Date	3.15.24
Name	 Tobias Irish, Director
Date	3.15.24

RESPONSE TO PROGRAM REVIEW FROM HTSB					
SECTION	ISSUES TO ADDRESS	INITIAL RESOLUTION	NOTES FROM HTSB MEETING	FINAL RESOLUTION COMMENTS	
Section 1: Introduction					
Section 2: Program Information					
Addressed	B.	You may want to contact the HIDGE to determine if the affiliation agreement needs updating with the current Superintendent, Mr. Keith Hayashi.	This is a master "umbrella" agreement that only needs to be signed one time. Specific placement site affiliations are renewed annually.		
Addressed	C.	Describe the recommendations for changing the program from a Bachelor of Science to a Bachelor of Arts.	The change was made at the request of the UH System administration. Although there is no UH System policy related to the number of STEM credits in a Bachelor of Science degree program, the Chief Academic Officers felt it was more appropriate for this program to be considered a Bachelor of Arts degree program. Faculty voted unanimously to make the change. This explanation was footnoted in the primary document.		
Addressed	G.	Eleven courses are prerequisites before students enter the licensure track program.	Yes, this is true.	To address music, art, physical education, health/wellness, drama we added two new courses. So, the number is now 13 courses.	
Questions		a. How do students demonstrate their learning from prerequisite courses in the licensure track courses. For example, ED 342 Science for Elementary Teachers and ED 344 Social Studies for Elementary Teachers are separate courses. ED 452 Social Studies and Science Methods combines both subject areas in the licensure track program course. How do students demonstrate their learning of science and social studies? (See Section 4.D for similar comments about learning from prerequisite courses.)	Students demonstrate their learning from prerequisite courses by creating integrated Lesson Plans and Unit Plans within their methods courses. ED 452 Social Studies and Science Methods is the bridge course, which focuses on the connection between the content courses and the methods courses (this being the first of the methods courses). Faculty will provide more depth in both social studies and science. Further, faculty will have students create an integrated social studies and science Lesson Plan, which includes assessments and major instructional strategies/models that they can incorporate into their Unit Plan.	More connection with early childhood concepts. More links back to intro courses. Insufficiently addressed. Connect on both side for literacy and math. Include identification of the course. ED 341 work individually and in ED 451 work in larger groups. (Small group setting to larger group setting.)	We added a statement within each syllabus for early childhood and a statement that introduces the four thematic blocks and identifies which block the course falls within AND show its connection to the larger curriculum design. Further, in the Content and Methods (Instructional practices) courses, we have added statements, explaining how student knowledge from previous (pre-requisite) courses transfers to licensure courses, showing a continuum of their learning. In select Content and Methods courses, we have also added early childhood content as a topic. More technology-related assignments have been incorporated. For example, in ED 451 Literacy Methods students select a technology tool to support and assess literacy instruction, using criteria learned in ED 314 Technology for Learning and Teaching.
Section 3: Program Framework					
In process	A.	The program instructional delivery is identified face-to-face. However, ENG 350 is an online hybrid course. What other courses are offered online? If more online courses exist, would the program instructional delivery switch to blended-face-to-face and online learning?	All courses within the School of Education Bachelor of Arts in Education Studies degree program are face-to-face. The only course that is not currently listed as face-to-face is ENG 350 Second Language Acquisition Theory, and we are working with the faculty member to have this changed. ENG 350 Second Language Acquisition Theory is currently a face-to-face course with some classes provided in Lualima, the current UH System learner management system.	Add HEART and HA or how will students make those connections? Ad hoc task group to determine if we develop a course within the SOE or work with ENG to fix this, including placing the syllabus within our template and changing to entirely F2F. Make sure HEART and HA are added, using syllabus template.	We are not going to use ENG 350 as our first ELL course. We have developed a new course—ED 437 Second Language Acquisition for K-12 Educators. As with all of our other courses, ED 437 will be taught face-to-face. This course includes HEART and HA.
Addressed		a. Example: Some courses do not identify the instructional delivery mode (ED 471 and ED 490).	This is not accurate. All School of Education syllabi have a section entitled Course Format. Within this section it is written, "All Bachelor of Arts in Education Studies courses will be delivered in a face-to-face format with supporting materials online in Lualima." Both of the syllabi listed were double-checked to confirm.		
Addressed	B.	Conditionally accepted students may enter the program without successfully completing prerequisite courses. Since each course is offered once a year, either in the fall or the spring semester, do conditionally accepted students complete the prerequisite course and the method course concurrently? For example, ED 341 and ED 451 are only offered in the fall.	Students (who apply) may become Conditionally Accepted while taking the prerequisite courses during their junior. They cannot become Fully Accepted until they complete the prerequisite courses and pass the Praxis Core. (See the bottom of page 16 and top of page 17.) Only Fully Accepted students start the cohort courses in the summer between the junior and senior years. Further, students would not be allowed to take prerequisite courses along with program courses, as program courses can only be taken by Fully Accepted students.		
Section 4: Program Progression					
Questions	B.	How will you address any reliability and discrepancies among faculty members, since the PAS is utilized as an assessment checkpoint throughout the program? (PDF pp. 24-25)	Our fall and spring Faculty Retreats (all-day meetings/workshops) are dedicated to data analysis and program improvement. During this time, we calculate inter-rater agreement (reliability) on random samples of student evaluations. (Since students take multiple courses with the same faculty members, we have multiple scores). If inter-rater agreement is < .8 (the standard), we then recalibrate.	This can be addressed during the retreat.	After receiving training on how to score the assessment, faculty rate a randomly selected assessment individually. Scoring decisions will be discussed until consensus is reached. Reliability of the scoring of the assessment will then be established on 10 percent of randomly selected assessments and reliability will be calculated. The formula for inter-rater reliability will be as follows: inter-rater reliability = agreement/(agreement + disagreement) with a target rate of 85 percent reliability as the lowest acceptable level (Miles, Huberman, and Saldaña, 2014). If the metric is not met, raters will discuss discrepancies until consensus is reached. The process will be repeated until the target rate of 85 percent is met.
Questions	C.	Please clarify the assignments on learning student standards through categorization. The national organization has categorized the standards (PDF pp. 50-51)	This is a constructivist activity, where students are provided with a particular grade level of standards in ELA or math. They create categories for the standards. This requires students to think about what the standards say and how they might be related (categorically). Then students compare the national organization categories for the standards with their own and reflect, discuss, and create a graphic organizer to help them process the standards, so they can better understand them.	Activities are not connected to the standards. Not clear in course syllabi. Weekly or topic discussion related to standards/assignments? What assignments go with what week? Want topic list aligned to assignments list. Add a column. Add Assignments to Topics list.	(1) Over time, this has proven to be a GREAT assignment that facilitates students carefully reading, interpreting, and discussing each standard. They are also introduced to the organization that provides the standards and their rationale for use with students in the public schools. (2) We have added an Assignments Due column to the right of Topics in every course syllabi. This enables students to see the connection between topics and assignments.
	D.	Required revisions for all courses	See below.		

Questions	a. How are students learning from the prerequisite courses transferred into to implemented in the licensure courses? What information can be added to the course syllabus to assist students in understanding the course content from pre-requisite to licensure courses as a continuum of their learning?	We have addressed this within each of the content courses and the methods courses—ED 341 Literacy for Elementary Teachers, ED 342 Science for Elementary Teachers, ED 343 Math for Elementary Teachers, ED 344 Social Studies for Elementary Teachers (content courses) and ED 451 Literacy Methods, ED 452 Social Studies and Science Methods, and 453 Mathematics Methods (methods courses). We added a statement within each syllabus describing the relationship between the content of the prerequisite courses and the content of the methods courses.	Write a bridge paragraph for course that has a pre-course. Write a bridge paragraph for pre-course that has a more advanced course. So, both ways courses are linked. Connections. Look for technology in other courses.	We added a statement within each syllabus that introduces the four thematic blocks and identifies which block the course falls within AND show its connection to the larger curriculum design. Further, in the Content and Methods (Instructional Practices) courses, we have added statements, explaining how student knowledge from previous (pre-requisite) courses transfers to licensure courses, showing a continuum of their learning. More technology-related assignments have been incorporated. For example, in ED 451 Literacy Methods students select a technology tool to support and assess literacy instruction, using criteria learned in ED 314 Technology for Learning and Teaching.
Questions	b. How can you increase opportunities for students to apply assignments from pre-requisite courses with elementary students? One perspective of taking a prerequisite course is to help students make decisions about being a teacher. Interacting with elementary students in small or large groups is an option.	We agree with this. (1) Students must complete 25 hours of classroom observations prior to admission. (This is an admission requirement for the Teacher Licensure Track, which tends to help students make the decision about becoming a teacher.) (2) Further, based upon this feedback, we have revised select prerequisite courses. For example, ED 341 Literacy for Elementary Teachers requires students to spend a minimum of ten hours tutoring an elementary student who is a struggling reader. (This is currently what we do in both ACES and MAT courses.)		Students have the option of taking ED 210 Introduction to Teaching, which includes 10 hours of working with youth. This enables ED 210 students to determine if education is the right path for them. ED 270 Health and Wellness for Education requires students to spend at least 10 hours in the schools, working with K-6 students, observing and help the teacher. This course is required. Both of these courses are offered during the sophomore year; however, they may be taken at during the freshman year. Further, during their junior year, students take ED 341 Literacy for Elementary Teachers. They must individually tutor a struggling reader. All of these courses are taken prior to admission into the Teacher Licensure Track of the Bachelor of Arts in Education Studies degree program.
Questions	c. Revise any assessment rubrics that do not have descriptors for d. While this program is designed for elementary education	Based upon this feedback, we have created a new document with revised This is addressed specifically in ED 350 Learner Development where	Descriptors on bottom. Descriptors on links. Early childhood addressed in the methods.	Yes, they have been revised to include a table with descriptors. We have added the following statement to all syllabi. Please
Questions Addressed	e. Verify that there are no content area standards for	This has been addressed. The syllabus for ED 452 Social Studies and Science		
Questions	f. Table show alignment between the course objectives and national/state standards. While there is a table showing the alignment of course objectives and assignments, some assignment do not match the standards, such as math activities in ED 243, the HA book sharing in ED 451, or evidence of leadership for ISTE Standard 1 in ED 314.	We went back and looked at the alignments. In particular, we made to changes to ED 243 Math for Elementary Teacher I, ED 451 Literacy Methods, and ED 314 Technology for Learning and Teaching. In ED 243 Math for Elementary Teachers I, all of the activities have been re-aligned with specific objectives. In ED 451 Literacy Methods, the HA book sharing has been revised to better align with the selected objectives. For ED 314 Technology for Learning and Teaching a leadership activity has been added—Equitable Access Townhall Meeting—to fulfill ISTE Standard 2, which is related to leadership.	Topic table and Assignment table must connect. Hyperlink standards.	As recommended during our face-to-face with the HTSB folks, we have added an Assignment column to the Topic list in each syllabus, which reflects alignment between the assessment and the topic. We also have an Alignment table in each syllabus that displays the alignment among the assessments, the HTPS standards, and the course objectives.
Questions	g. Will there be opportunities to reflect on teacher candidates'	The Unit Lesson Reflection form has been revised to specifically address	Unit Reflection form with rubric, unit plan.	The Unit/Lesson Reflection has been revised to focus on
Questions	h. Provide written descriptions of the course assignments to	There is an Assignments table in each syllabus that lists the major	Weekly topics list with descriptions and	(1) We have an Assignments table that includes the
	E. Consideration for all courses.	See below.		
Questions		Will meet with Dr. Dumaign, Director of the TESOL program at UH Hilo, to discuss the dates of his selected readings.	In process.	No longer applicable. The School of Education has created ED 437 Second Language Acquisition for K-12 Educators, rather than using ENG 350 Second Language Acquisition Theory.
Questions	b. How can activities be more engaging for students?	Please provide further, more specific, information here.		Based upon the meeting with Felicia and Jennifer in Hilo, this was a suggestion only, rather than a required change.
	F. Inconsistencies among courses.	See below.		
Accepted	a. Some courses do not have a weekly calendar.	All three-credit, 16-week courses have weekly schedules in the syllabi.		This was accepted after we discussed the rationale with Felicia
Addressed	b. Identify if the course delivery is in-person, online	All School of Education syllabi have a section entitled Course Format.		All courses are face-to-face. The only questionable course, ED
	G. Course-specific feedback.	See below.		
	a. ED 314 Technology for Learning and Teaching	See below.		
Questions	i. ED 314 is identified as a cross-cutting course (PDF p. 22). How	Technology is integrated through all the methods courses—ED 451 Literacy	Connections. Look for technology in other	More than one-third of the courses integrate technology in
Questions	ii. Assigned readings/text were published before COVID-19.	The textbook used in this course covers all of the International Society for		We have changed the textbook to a more up-to-date version
	b. ED 341 Literacy for Elementary Teachers II	See below.		
Questions	i. The course content focuses on reading. How will students learn about other literacy concepts, such as language development, listening, speaking, and writing? There are no course objectives for these concepts. A similar comment is made for ED 451.	This has been addressed in the revised syllabus. The course objectives have been modified to include listening and speaking. Writing for literacy has been included as a topic in the course schedule.		Objectives from ED 341 Literacy for Elementary Teachers I and ED 451 Elementary Teachers II were re-aligned with the International Literacy Association Standards for the Preparation of Literacy Professionals, 2017 edition, Elementary/Intermediate Classroom Teacher. All literacy concepts, such as language development, listening, speaking, and writing, have been added to the Topics list and additional assignments/assessments have been created.
	c. ED 343 Math for Elementary Teachers II	See below.		
Addressed	l. Voyaging on the Hokualea is an exciting opportunity. How is	Students will apply their knowledge of geometry to create scaled drawings		
	d. ED 344 Social Studies for Elementary Teachers	See below.		
Addressed	i. Missing connection to Hawaii. How will teacher candidates	An objective has been added to the ED 344 Social Studies for Elementary		
	e. ED 450 Learning and Teaching in Hawaii Schools	See below.		
Questions	i. The assignment table for a final grade does not equal 100	The ED 450 Learning and Teaching in Hawaii Schools syllabus has been		This has been fixed.
	f. ED 451 Literacy Methods	See below.		
Questions	i. The course content focuses reading. How will students learn g. ED 455 Differentiated Instruction	The ED 451 Literacy Methods syllabus has been revised and all items of	Be sure topic list clearly identifies listening.	Objectives from ED 341 Literacy for Elementary Teachers I and
Questions	l. What activities are done with the study guides? Do these	The syllabus for ED 455 Differentiated Instruction has been revised to	Address in matrix.	The study guides learning activities have been removed from
	h. ED 467 Emergent Bilingual Students in Schools	See below.		
Questions	i. Provide assignment directions and assessment for the Critical	The syllabus for ED 457 Emergent Bilingual Students in Schools has been	Recheck rubric. Make sure there are progress	The directions and assessment rubric have been added.
Questions	ii. Missing alignment to TESOL standards. CAEP standards are	The syllabus for ED 457 Emergent Bilingual Students in Schools has been		These standards have been added
	j. ED 470 Professional Dispositions	See below.		
Addressed	i. Provide a copy of Growth Plan.	The Growth Plan has been uploaded into the ED 470 Professional		
Questions	ii. For the journal prompts, consider adding actionable stems.	The whole purpose of the journal writing is for the Field Experience		Based upon the meeting with Felicia and Jennifer in Hilo, this
	j. ED 471 Ethics for Educators	See below.		
Questions	i. Do TCs have an opportunity to discuss their ProEthics learning	Yes, of course! There is a ProEthics feedback form that they complete as an		Students will fill out a ProEthics feedback form and discuss
	k. ED 472 Professional Responsibility	See below.		
Addressed	i. Consider having TCs submit their Student Teacher Permit to	The TCs already do this. They do so in ED 470 Professional Dispositions.		
Addressed	ii. Why is this assignment called a mini-portfolio?	This assignment is only related to Standards 9 and 10, so we will rename		
	l. ED 480 Field Experience I	See below.		
Questions	i. What process is used to share information on the evaluation?	ETS, TCs, UH Field Supervisors, and the UH Field Experience Coordinator all	Was not explicit enough in the syllabus.	Teacher candidates and cooperating teachers discuss the
Questions	ii. How is TCs participation documented in the field experience	TCs submit five time sheets through the course of their field experiences	Double check that time sheet is linked in ED	ED 480 Field Experience I does have a time sheet now.
	m. ED 481 Field Experience II	See below.		
Questions	1. Are any assignments from methods courses implemented in	Yes, of course. The major assignments are the Unit Plans. The Unit Plans in	No time sheets. Incorporate into the syllabus.	The unit plans from ED 451 Literacy Methods and ED 453 Math
	n. ED 482 Clinical Practice	See below.		
Questions	i. Are field observations required for field experience? No	A minimum of two observations are required in ED 481 Field Experiences I.	Add Clinical Experiences Observations to	The Clinical Experiences Observations is a form used to assess
	o. ED 490 Teaching Seminar	See below.		

Questions		i. Teach the Charlotte Danielson Framework since TCs must include this information for the Video Analysis assignment.	The Danielson Framework has been formally added to the weekly topics list. (The Danielson Framework is taught in the MAT program.)	How do they get support for doing video analysis?	Faculty teach students how to take the video, how to replay the video, how to use the Charlotte Danielson Framework to analyze the video, and more. Students work collaboratively to analyze the video as well.
Addressed		ii. Is the Unit Plan new or a version from the methods courses?	To assure continuity, the Unit Plan is the same Unit Plan used in the	Add into weekly topics. How they get supports.	The title for the Assessment for Student Learning has been changed. It is now Student Work Analysis Assignment. It is listed in the Topics table--Week 12. There is a collaborative workshop held to support students through this assignment, which is due in Week 13. This is listed in the Assignment Due column of the table.
Questions		iii. How do TCs obtain data from the Assessment for Student Learning (unit plan, lesson plan)?	The Teacher Candidates gather data from assessments they design, develop, and implement in the field, based upon their own Lesson Plans and Units Plans. The assignment has been updated to reflect the source of the data.		
Addressed		iv. How often are the seminars?	Weekly.		
Addressed		p. ED 350 Second Language Acquisition	See below.		
Questions		i. This course is delivered online. See the comment in Section 3A	Will continue working with Dr. Dumaing, Director of the TESOL program at	No revised syllabus.	No longer applicable. The School of Education has created ED
Questions		ii. Missing alignment to TESOL standards. CAEP standards are	Will continue working with Dr. Dumaing, Director of the TESOL program at	No revised syllabus.	No longer applicable. The School of Education has created ED
Questions		iii. This course is housed in the English department and the	At the university level, faculty members may create their syllabi in any	No revised syllabus.	No longer applicable. The School of Education has created ED
Questions		iv. The course topics provide foundational knowledge about English as second-language learners. What licensure program courses align with this course to ensure teacher candidates are prepared to work effectively with students with limited English proficiency?	Students learn about ELLs and/or how to consider their educational needs in ED 350 Developmental Concepts of Learning, ED 455 Differentiated Instruction, ED 314 Technology for Learning and Teaching, ED 457 Emerging Bilingual Students in Schools, and ENG 350 Second Language Acquisition Theory. ELL instruction is also considered (incorporated and assessed) in the methods courses--ED 451 Literacy Methods, ED 452 Social Studies and Science Methods, and ED 453 Mathematics Methods.	No revised syllabus.	No longer applicable. The School of Education has created ED 437 Second Language Acquisition for K-12 Educators, rather than using ENG 350 Second Language Acquisition Theory.
Section 5: Clinical Experience/Student Teaching					
Addressed	B.	We know that Emergency Hire requires a bachelor degree. Since	This would not happen in the BAES degree program. Anyone with a		
Addressed	C.	Since the CT classroom is the setting for the teacher candidate's	This is a minimum requirement. Please understand that the CT is not in the		
Questions	E.	Does the CT receive training on using the Classroom Observation	Yes. CTs, TCs, UH Field Supervisors, and the UH Field Experience		During the meeting with Felicia and Jennifer it was agreed that
Addressed	G.	On the Teacher Nomination form, you may want to include	We have added the licensure level to the Teacher Nomination Form that		
Addressed	H.	Do CTs know they can receive continuous support for additional	Yes! Per the program application, the Field Experience Coordinator is		
Addressed	I.	If UH Hilo Supervisors are not full-time faculty members, when is	All newly hired UH Hilo Supervisors are provided with a program		
Questions	J.	During the summer, UH Hilo provides opportunities for CTs to	We agree and have added this as an Action Item to our next Faculty		We have added descriptors to all field evaluation forms and the
Section 6: Hawaii-Specific Requirements					
Addressed	A.	All HTPS are assessed in ED 480 and ED 481 (PDF, p. 60 and	See below.		
Questions	a.	The TPS evaluation form does not measure all of the	You are right. It does not. We are in the process of re-aligning our entire	Field (in process)	The TPS evaluation form has been revised and now measures
Questions	b.	How can you revise the distribution of teaching and	We have distributed the teaching of the HTPS essential knowledge and	Matrix (in process)	We have completed a comprehensive review of all course
Questions	B.	During the licensure program, ED 451 is a literacy methods course emphasizing comprehension with minimal focus on reading foundational skills: phonemic awareness, phonics, and fluency. How will TCs learn to work with students with reading difficulties in the field experience classroom?	The first course, ED 341 Literacy for Elementary Teachers, requires students to spend a minimum of ten hours tutoring an elementary student who is a struggling reader. (This is currently what we do in ACES and MAT.) During the second course, ED 451 Literacy Methods, student expand their knowledge by building a literacy-focused unit plan that they will teach in the elementary classroom. This unit plan will require that students differentiate instruction for students with reading difficulties.	Solved by matrix.	(1) Working with struggling readers (reading difficulties) is covered as a topic in ED 341 Literacy for Elementary Teachers I, which is the first course in a sequence that addresses reading foundational skills in depth, along with a field experience where students must work directly with a struggling reader. (2) ED 451 Literacy for Elementary Teachers II builds upon those reading foundational skills and extends to small-group and whole-group instruction. (3) Working with students who are struggling readers or diagnosed with dyslexia is also covered in ED 455 Differentiated Instruction.
Section 7: Teacher Candidate Support and Services					
Section 8: Program Faculty					
Section 9: Completer and Graduate Follow-up					
Questions	B.	In the Program Evaluation (Appendix 59-1) for completers,	We have added the following items to the evaluation: The teacher licensure	Action items.	All requested changes made.
Questions	C.	Consider having a focus group of induction mentor teachers,	We already do this on an informal basis, where we invite induction mentor	Action items.	At the faculty meeting on Wednesday, October 30, 2024.
Section 10: List of Other Issues of					
Addressed	A.	Review forms and replace the word graduate with	The Field Experience Professional Agreement has been revised accordingly.		
Questions		Provide a list of recommended courses that include art, music,	When initially designing the degree program, the School of Education used	Faculty discussion required.	We have created two new courses at the 200 (sophomore)
Questions		Show how art, music, physical education, and drama are integrated into the prerequisite, content, and methods courses.	A brief inventory of recently developed Lesson Plans and Unit Plans in the methods courses revealed that several students have either focused upon or integrated art and physical education into their work. The School of Education plans to formalize the integration of the arts (art, music, drama) and physical education/health into the methods courses as a next step in program revision.	Faculty discussion required.	We now have specific pre-requisite courses that address these content areas. Further, in the methods courses unit plans, students are required to integrate the arts and movement.

Bachelor of Arts in Education Studies – Teacher Licensure Track – Curriculum Sequence

Thematic Block	Hawai'i Teacher Performance Standards	Year 1 & Year 2 (9 credits)	Year 3 - Fall (15 credits)	Year 3 - Spring (15 credits)	Year 3 - Summer (2 credits)	Year 4 - Fall (16 credits)	Year 4 - Spring (14 credits)	
Learner and Learning	Standard 1 Learner Development		ED 350 Learner Development (3)					
	Standard 2 Learning Differences			ED 455 Differentiated Instruction (3) ED 467 Emerging Bilingual Students in Schools (3)		ED 437 Second Language Acquisition for K-12 Educators (3)		
	Standard 3 Learning Environment			ED 450 Learning and Teaching in Hawai'i Schools (3)		ED 443 Learning Environments (3)		
Content	Standard 4 Content Knowledge	ED 243 Math for Elementary Teachers I (3) ED 270 Health and Wellness Education (3)	ED 341 Literacy for Elementary Teachers (3) ED 342 Science for Elementary Teachers (3)		ED 314 Technology for Learning and Teaching (3)			
	Standard 5 Application of Content	ED 272 Art and Music Education (3)	ED 343 Math for Elementary Teachers II (3) ED 344 Social Studies for Elementary Teachers (3)					
Instructional Practice	Standard 6 Assessment			ED 452 Social Studies/Science Methods (3)			ED 451 Literacy Methods (3)	
	Standard 7 Planning for Instruction						ED 453 Math Methods (3)	
	Standard 8 Instructional Strategies							
Professional Responsibility	Standard 9 Professional Learning and Ethical Practice				ED 470 Professional Dispositions (1) ED 480 Field Experience I (1)	ED 471 Ethics for Educators (1) ED 481 Field Experience II (3)	ED 472 Professional Responsibilities (1) ED 482 Clinical Practice (10)	
	Standard 10 Leadership and Collaboration							
ED 490 Teaching Seminar (3)								