

**HAWAI'I TEACHER STANDARDS BOARD
COMMITTEE WORK SESSIONS AND BUSINESS MEETING**

**FRIDAY, SEPTEMBER 21, 2012
HAWAI'I TEACHER STANDARDS BOARD ROOM**

MINUTES

PRESENT: Louise Cayetano
Wray Jose
Justin Mew
Steve Miyasato for Kathryn Matayoshi
Edward Patrick
Felicia Villalobos
Terry Holck
Jonathan Kissida
Arlene Lee-Williams for Don Horner
Beth Pateman for Donald Young
Noe Noe Tom
Barry Wurst

ABSENT: Alvin Parker

STAFF: Lynn Hammonds, Executive Director
Dwight Uetake, Personnel Specialist
Carolyn Gyuran, Education Specialist
Jill Agena, Secretary

OBSERVERS: Peter Yeager and Teresa Owens, ETS
Stacy Nishina, HSTA

CALL TO ORDER:

Chairperson Holck called the meeting to order at 2:42 p.m.

APPROVAL OF MINUTES:

(Cayetano/Mew) The minutes of the August 24, 2012 meeting were approved as written.

TOPIC: **Executive Director's Report**
DISCUSSION: Executive Director Lynn Hammonds sent her report to the Board with no additions but wanted to show the board progress on the policy and procedures system. Executive Director Hammonds reported that the system now holds 660 new business items approved back to 1999.

TOPIC: **Legislative and By-Laws Committee**
DISCUSSION: Kissida reported that the Committee discussed:

- Hawaii Administrative Rules §8- 54-9, -12, and 13 – continue work on 10 & 11

TOPIC: Teacher Education Committee

DISCUSSION: Pateman reported that the Committee discussed:

- NBI 11-20 Rev.: Additional World Language License Fields and ACTFL Content Tests for State Licensure – recommends approval
- NBI 11-61Rev.: Request Regarding Niihau Teacher Education Candidates – recommends approval as amended
- NBI 12-06: Regarding Chaminade University of Honolulu Report – recommends approval

TOPIC: Joint Teacher Education and Teacher Standards Committees:

DISCUSSION: Pateman/Jose reported that the committees discussed:

- Proposed changes of Tiered Licensure Structure – Committee asking for approval from Deputy Attorney General Kris Murakami to make statutory changes

TOPIC: Committee of the Whole

DISCUSSION: Holck reported that the committee discussed:

- Presentation by Education Testing Service

TESTIMONY, PETITION FROM THE PUBLIC: None.

NEW BUSINESS APPROVED: (See Attachments)

1. **NBI 11-20 Rev.: Additional World Language License Fields and ACTFL Content Tests for State Licensure**
(Pateman on behalf of Teacher Education Committee)
2. **NBI 11-61 Rev.: Request Regarding Niihau Teacher Education Candidates**
(Pateman on behalf of Teacher Education Committee)
3. **NBI 12-05: Ratification of Hawaii Provisional Licenses, Standard Licenses, Advanced Licenses, Added Fields to Existing Licenses, Renewed Licenses, and Career and Technical Education Special Permits**
(Holck reported out approved in executive session)
4. **NBI 12-06: Regarding Chaminade University of Honolulu Report**
(Pateman/Jose on behalf of the Joint Teacher Education and Teacher Standards Committees)

MOTIONS:

1. (Cayetano/Patrick) Motion to move into executive session to approve executive session minutes from the August 24, 2012 meeting, review license ratification list for approval and to discuss the report of legal issues from Deputy Attorney General Murakami.
2. (Cayetano/Jose) Motion to amend the agenda to remove the time references of 4:00 p.m. and 4:10 p.m. from the agenda.

ADJOURNMENT:

Chairperson Holck adjourned the meeting at 3:16 p.m.

RECORDER:



Jill Agena

DATE: September 21, 2012

TITLE: Additional World Language License Fields and ACTFL Content Tests for State Licensure

The Hawaii Teacher Standards Board (HTSB) adds the following World Language license fields, effective as soon as the corresponding ACTFL tests below are available to license applicants:

World Language License Field	License Levels
Afrikaans	K-6, 5-9, 7-12 and K-12
Akan-Twi	K-6, 5-9, 7-12 and K-12
Albanian	K-6, 5-9, 7-12 and K-12
Amharic	K-6, 5-9, 7-12 and K-12
Arabic (Modern Standard Arabic)	K-6, 5-9, 7-12 and K-12
Azerbaijani	K-6, 5-9, 7-12 and K-12
Baluchi	K-6, 5-9, 7-12 and K-12
Bengali	K-6, 5-9, 7-12 and K-12
Bulgarian	K-6, 5-9, 7-12 and K-12
Burmese	K-6, 5-9, 7-12 and K-12
Cambodian	K-6, 5-9, 7-12 and K-12
Cantonese	K-6, 5-9, 7-12 and K-12
Cebuano	K-6, 5-9, 7-12 and K-12
Chavacano	K-6, 5-9, 7-12 and K-12
Czech	K-6, 5-9, 7-12 and K-12
Dari	K-6, 5-9, 7-12 and K-12
Dutch	K-6, 5-9, 7-12 and K-12
Gujarati	K-6, 5-9, 7-12 and K-12
Haitian Creole	K-6, 5-9, 7-12 and K-12
Hausa	K-6, 5-9, 7-12 and K-12
Hebrew	K-6, 5-9, 7-12 and K-12
Hindi	K-6, 5-9, 7-12 and K-12
Hmong/Mong	K-6, 5-9, 7-12 and K-12
Hungarian	K-6, 5-9, 7-12 and K-12
Igbo	K-6, 5-9, 7-12 and K-12
Indonesian	K-6, 5-9, 7-12 and K-12
Italian	K-6, 5-9, 7-12 and K-12
Kurdish-Kurmanji	K-6, 5-9, 7-12 and K-12

Lao	K-6, 5-9, 7-12 and K-12
Malay	K-6, 5-9, 7-12 and K-12
Mandarin	K-6, 5-9, 7-12 and K-12
Nepali	K-6, 5-9, 7-12 and K-12
Norwegian	K-6, 5-9, 7-12 and K-12
Persian Farsi	K-6, 5-9, 7-12 and K-12
Polish	K-6, 5-9, 7-12 and K-12
Portuguese	K-6, 5-9, 7-12 and K-12
Punjabi	K-6, 5-9, 7-12 and K-12
Romanian	K-6, 5-9, 7-12 and K-12
Serbian-Croatian	K-6, 5-9, 7-12 and K-12
Sindhi	K-6, 5-9, 7-12 and K-12
Sinhalese	K-6, 5-9, 7-12 and K-12
Slovak	K-6, 5-9, 7-12 and K-12
Somali	K-6, 5-9, 7-12 and K-12
Swahili	K-6, 5-9, 7-12 and K-12
Swedish	K-6, 5-9, 7-12 and K-12
Tagalog	K-6, 5-9, 7-12 and K-12
Tajik	K-6, 5-9, 7-12 and K-12
Tamil	K-6, 5-9, 7-12 and K-12
Tausug	K-6, 5-9, 7-12 and K-12
Telugu	K-6, 5-9, 7-12 and K-12
Thai	K-6, 5-9, 7-12 and K-12
Turkish	K-6, 5-9, 7-12 and K-12
Turkmen	K-6, 5-9, 7-12 and K-12
Urdu	K-6, 5-9, 7-12 and K-12
Vietnamese	K-6, 5-9, 7-12 and K-12
Wu	K-6, 5-9, 7-12 and K-12
Yoruba	K-6, 5-9, 7-12 and K-12

Requirements for the new license fields are the same criteria as for existing Provisional, Standard and Advanced licenses.

The Hawaii Teacher Standards Board (HTSB) adopts following ACTFL tests as World Language Content Tests for State Licensure

The ACTFL Oral Proficiency Interview tests are adopted to demonstrate oral language proficiency:

- Oral Proficiency Interview (OPI): A telephonic interview that is interactive and adaptive to the experiences and linguistic competence of the candidate.

- Oral Proficiency Interview by Computer (OPIc): Can be delivered electronically and on demand. It is individualized to the test taker and designed to elicit a sample of ratable speech delivered via the internet.
- OPI through Academic Institutional Upgrade: An OPI conducted by a certified tester for a student within the tester's own academic institution.
- Advanced Level Check: A truncated version of an OPI and determines whether or not the candidate meets the National Council for Accreditation of Teacher Education (NCATE) standard of Intermediate High.

The ACTFL Writing Proficiency tests are adopted to demonstrate written language proficiency:

- Writing Proficiency Test (WPT): A proctored, standardized test for global assessment of functional writing ability, measuring how well a person writes in a language.
- Advanced Level Check - Writing (AL Check): A truncated version of the WPT that measures whether a candidate meets the requirements of an Advanced- Low level of writing proficiency.

The Board adopts the NCATE minimum required levels of oral and writing proficiency for the ACTFL tests:

- Roman alphabet based languages in both oral and writing are adopted at the Intermediate/High level.
- Non-Roman based languages in both oral and writing are adopted at the Intermediate/Middle level.

The Board adopts the following ACTFL Proficiency Assessments immediately and directs the Executive Director to complete the necessary agreements with ACTFL to deploy the tests:

Language	Tests Required	OPI Score Required	Writing Score Required
French	OPI / WPT	Intermediate High	Intermediate High
German	OPI / WPT	Intermediate High	Intermediate High
Spanish	OPI / WPT	Intermediate High	Intermediate High
Latin	N/A	N/A	N/A
Chinese	OPI / WPT	Intermediate Mid	Intermediate Mid
Japanese	OPI / WPT	Intermediate Mid	Intermediate Mid
Korean	OPI / WPT	Intermediate Mid	Intermediate Mid

Russian	OPI / WPT	Intermediate High	Intermediate Mid
Afrikaans	OPI	Intermediate High	N/A
Akan-Twi	OPI	Intermediate High	N/A
Albanian	OPI / WPT	Intermediate High	
Amharic	OPI	Intermediate High	N/A
Arabic MSA	OPI / WPT	Intermediate Mid	Intermediate Mid
Azerbaijani	OPI	Intermediate High	N/A
Baluchi	OPI	Intermediate High	N/A
Bengali	OPI	Intermediate High	N/A
Bulgarian	OPI	Intermediate High	N/A
Burmese	OPI	Intermediate High*	N/A
Cambodian	OPI	Intermediate High*	N/A
Cantonese	OPI	Intermediate Mid	[Chinese] Intermediate Mid
Cebuano	OPI	Intermediate High	N/A
Chavacano	OPI	Intermediate High	N/A
Czech	OPI	Intermediate High	N/A
Dari	OPI	Intermediate High	N/A
Dutch	OPI / WPT	Intermediate High	Intermediate High
English	OPI	Intermediate High	N/A
Gujarati	OPI	Intermediate High	N/A
Haitian Creole	OPI	Intermediate High	N/A
Hausa	OPI	Intermediate High	N/A
Hebrew	OPI	Intermediate High	N/A
Hindi	OPI / WPT	Intermediate High	Intermediate <u>Low</u> High
Hmong/Mong	OPI	Intermediate High*	N/A
Hungarian	OPI	Intermediate High	N/A
Igbo	OPI	Intermediate High	N/A
Indonesian	OPI	Intermediate High	N/A
Italian	OPI / WPT	Intermediate High	Intermediate High
Kurdish-Kurmanji	OPI	Intermediate High	N/A
Lao	OPI	Intermediate High*	N/A
Malay	OPI	Intermediate High*	N/A
Mandarin	OPI	Intermediate Mid	[Chinese] Intermediate Mid
Nepali	OPI	Intermediate High*	N/A
Norwegian	OPI	Intermediate High	N/A
Persian Farsi	OPI / WPT	Intermediate High	Intermediate Mid
Polish	OPI / WPT	Intermediate High	Intermediate High
Portuguese	OPI / WPT	Intermediate High	Intermediate High
Punjabi	OPI	Intermediate High	N/A

Romanian	OPI	Intermediate High	N/A
Serbian-Croatian	OPI / WPT	Intermediate High	[Latin] Intermediate High
Sindhi	OPI	Intermediate High	N/A
Sinhalese	OPI	Intermediate High	N/A
Slovak	OPI	Intermediate High	N/A
Somali	OPI	Intermediate High	N/A
Spanish	OPI	Intermediate High	N/A
Swahili	OPI	Intermediate High	N/A
Swedish	OPI	Intermediate High	N/A
Tagalog	OPI	Intermediate High*	N/A
Tajik	OPI	Intermediate High	N/A
Tamil	OPI	Intermediate High	N/A
Tausug	OPI	Intermediate High	N/A
Telugu	OPI	Intermediate High	N/A
Thai	OPI	Intermediate High*	N/A
Turkish	OPI / WPT	Intermediate High	Intermediate Mid◇
Turkmen	OPI	Intermediate High	N/A
Urdu	OPI / WPT	Intermediate High	Intermediate Mid◇
Vietnamese	OPI / WPT	Intermediate High*	Intermediate High
Wu	OPI	Intermediate Mid	N/A
Yoruba	OPI	Intermediate High	N/A

* Indicates change from Intermediate Mid. Languages with this symbol are Category III, and therefore have NCATE recommendations of Intermediate High. States can determine final recommendations independently.

◇ Indicates change from Intermediate Low. Language with this symbol have non-romanized alphabet and therefore have NCATE recommendations of Intermediate Mid. States can determine final recommendations independently

Candidates admitted to a World Language SATEP before August 1, 2011 must pass their content test(s) prior to being recommended for licensure.

Candidates admitted to a World Language SATEP between August 1, 2011 and June 30, 2013 must meet one of the following options for validating content expertise prior to student teaching:

- Passing scores listed on the chart above for the ACTFL Oral Proficiency Interview and the ACTFL Writing Proficiency tests; or
- Completion of a college major in the World Language field; or
- Completion of a minimum of 30 college credits in the World Language.

Candidates admitted to a Hawaii SATEP on or after July 1, 2013 must pass the

required ACTFL oral and written test(s) prior to being placed in a school for student teaching/internship. For World Language fields with both an ACTFL and a PRAXIS content test, either may be used to meet this requirement.

The Hawaii Department of Education and State Approved Teacher Education Programs shall be notified within 30 days of this decision.

Submitted by: Terry Lynn Holck

Referred to: Teacher Education and Teacher Standards Committees

New Business Item 11-61Rev

Introduced 6/1/12

App. 6/1/12

Rev. 9/21/12

App. 9/21/12

TITLE: Request Regarding Niihau Teacher Education Candidates

The Hawaii Teacher Standards Board approves the Executive Director's recommendation regarding four Niihau teacher education candidates enrolled as of June 1, 2012 that:

- Notwithstanding NBI 09-30, to waive the requirement for the basic skills test for entry and content test prior to student teaching to allow the four Niihau teachers to complete their bachelor's degree and teacher preparation program at the University of Hawaii-Manoa.
- Instruct HTSB Executive Director and two UH-Manoa College of Education representatives appointed by the Dean of the College to develop alternative methods for validating basic skills and content knowledge for the four Niihau candidates and report back to the Board no later than December 31, 2012.

The HTSB adopts the written proposal entitled Alternative Assessment for Niihau Teachers, submitted by the University of Hawaii-Manoa College of Education which sets forth the following methods for validating basic skills and content knowledge for the four teacher candidates completing their degree and teacher preparation program at the University of Hawaii-Manoa and employed as instructors on the island of Niihau:

- For basic skills: evaluation of associate's degree transcript;
- For content knowledge:
 - Candidate Ability to Plan Instruction: Unit Plan
 - Candidate Effect on Student Learning
 - Clinical Evaluation: Student Teaching Evaluation
 - Elementary Content in Context
 - Professional Teaching Portfolio

Submitted by: Terry Lynn Holck

Referred to: Teacher Education Committee

Niihau Alternative Assessment
Candidate Ability to Plan Instruction: Unit Plan

Assessment Documentation

The Unit Plan assessment is designed for Niihau candidates—in teacher education. This assessment is aligned with the ACEI standards.

Standard 1 Development, Learning and Motivation	
ACEI Standards	Description
1.0	Development and Learning Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development and acquisition of knowledge.
Standard 3 Instruction	
ACEI Standards	Description
3.1	Integrating and applying knowledge for instruction Candidates plan and implement instruction based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community.
3.2	Adaptation to diverse students Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
3.3	Development of critical thinking and problem solving Candidates understand and use a variety of teaching strategies that encourage elementary students' development and use of critical thinking and problem solving.
3.4	Active engagement in learning Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self- motivation, and positive social interaction and to create supportive learning environments.
3.5	Communication to foster learning Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster activity inquiry, collaboration, and supportive interaction in the elementary classroom.

Standard 4 Assessment	
ACEI Standards	Description
4.0	Assessment for instruction Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Instructions to Candidates

All Niihau teacher candidates must complete a unit plan in ITE 390. Candidates will be evaluated with a common rubric. Candidates must earn a passing score of Acceptable or Target for each category on the rubric. Candidates who receive an Unacceptable score on any of the categories are required to complete a formal Plan for Remediation under the supervision of the course instructor. The rubrics are found in the *Scoring Guide*.

Design a unit plan that consists of a minimum of five lesson activities implemented over a course of five days. The unit plan provides an opportunity to learn about a topic or concept in depth. Base each lesson on appropriate content standards and benchmarks and form a logical sequence of study.

Submit a plan for the unit to your university supervisor for approval. This submission should include the title, rationale for the unit, a daily lesson plan for each lesson in the series, and a description of the unit’s formative and summative assessments.

Identify a topic by consulting with your faculty advisor and by surveying the curriculum and Hawaii Content and Performance Standards (HCPS) and Common Core Standards for your grade level. You also may consider topics based upon interests of the students in your class or your particular expertise.

When selecting your theme, keep in mind that it should allow students to assimilate big ideas, rather than a collection of facts.

It is important for your growth as an educator to be able to articulate your intentions. In a short rationale, explain why this topic is important for students to learn, and how the unit will help them develop a deep understanding of the topic. In addition, include a detailed lesson plan for each day and plan enough content for at least five lessons. Lesson plans must be written in the format provided by your university supervisor and include, at a minimum, an introduction, an activity, and a conclusion. Often, a project that encourages the creativity of the students and integrates various subject areas can promote student engagement. This kind of planning can also allow the teacher to interact with students during work time and conduct daily observations.

Describe and explain the assessments you will use for the unit. Include the daily formative assessment and a description of your summative assessment for the end of the unit. These assessments should be designed to ascertain the student's understanding of the topic and give you, as a teacher, the opportunity to adjust lessons and timeframes as the need arises.

Give thought to how the lessons will build upon each other and scaffold the learning for the student. What will be the enduring understanding of the lessons and the unit as a whole? What will be the essential questions that drive the unit? Strive to provide experiences that are hands-on and sensory to enhance the unit. For example, in addition to reading about the body parts of insects, students might gently hold insects in their hands before looking at them under the microscope. Remember that hands-on experiences are important for older students as well as younger ones.

Finally, be prepared to process your experiences with teaching the unit through reflection and discussion with your university supervisor, your fellow teacher candidates and most importantly, your students. The unit plan and reflections will be included in your professional portfolio.

Unit Design Step-by-Step

(1) Title of Unit:

What topic or concept will students understand upon completion of this unit? Use an active verb to describe the process of learning in the title. For example: *Exploring Animal Adaptation* or *Discovering the Culture of Samoa*.

(2) Rationale:

Write a paragraph that explains the reason for planning and teaching the unit to this particular group of students. List the appropriate standards or benchmarks for the unit as well as your educational intentions. Here are some questions to aid you in the writing of the rationale:

- Is the subject particularly important for students in Hawaii to study? Why? (For example, the concept of sustainability is important for students in Hawaii because it can make a difference in their future as island residents.)
- Does it provide cultural or place-based experiences that would meet the interest of students in your class? (For example, the students at my school celebrate May Day, but have very little experience with Hawaiian culture. My unit seeks to compensate for this by . . .)
- Does the topic provide an intellectual challenge worthy of the students' attention? (For example, although I use a program that teaches the students new vocabulary words every week, the students rarely receive the opportunity to use these words in a meaningful context. My poetry unit will provide this opportunity by . . .)

(3) Lesson Planning:

Write an individual lesson plan for each day of the unit, using the template provided in this assignment. The lessons should form a logical sequence of learning for the students and give them the opportunity to practice a wide range of skills while exploring the topic. When designing these lessons, it might be helpful to think about the unit as a project and organize the lessons as a web or mind map.

Lesson 1: The first lesson in the unit should introduce the topic and elicit questions or ideas about the topic based upon the students' prior knowledge. This lesson will communicate the goals that will be met by the end of the unit, and most importantly, your enthusiasm for the topic!

Lesson 2: The second lesson begins the purposeful process of learning, and includes an activity and a formative assessment. If the summative assessment for the unit is embedded in the lessons, students may begin work on this as you indicate.

Lesson 3: The third lesson continues the process of purposeful learning and includes an activity and a formative assessment.

Lesson 4: The fourth lesson continues the process of purposeful learning and includes an activity and a formative assessment.

Lesson 5: the final lesson provides the students with a culminating activity and your summative assessment. The summative assessment should not be limited to the form of a written response or a test. Students may explain their findings, discuss a process, or share a project, and engage in self-reflection.

(4) Reflection:

After you teach the unit, reflect on what went well, what was unexpected, and what you would do to improve teaching and learning the next time you teach this unit.

Example 5-Day Unit Plan Format

Candidate:

Unit Title:

Rationale:

Stage 1—Desired Results				
Goals (G): Standards/benchmarks, other goals				
Enduring Understandings		Essential Questions		
Knowledge		Skills		
Stage 2—Assessment Evidence (attach copies of everything you will use)				
Summative Assessment Task		Other Evidence—Formative in daily lessons		
Stage 3—Learning Plan (Titles of your lessons)				
Day 1:	Day 2:	Day 3:	Day 4:	Day 5:

Daily lesson plans continue on next page

Example Daily Lesson Plan Format for Each Lesson

Title: _____ Lesson # _____

Stage 1—Today's standards/benchmarks/other goals
Stage 2—Today's formative assessments for learning (attach copies)
Stage 3—Today's learning strategies (attach copies of all materials you use)
<ol style="list-style-type: none">1. Introduction (the "hook"—e.g., anticipatory set, grabber, other attention-getter)2. Activities (step by step—for example, modeling, guided practice, independent practice, or other step-by-step organization)3. Conclusion (review: what did we learn today and why does it matter to us?) <p style="text-align: center; margin-top: 100px;">Important: Detailed enough for someone else to follow!</p>

F. Scoring Guide (Attachment B)

Elementary:

- Elementary candidates must provide evidence of meeting ACEI standards 1, 3.1-3.5, and 4.

Addendum pages follow.

Unit Plan ACEI Standards for **All Elementary Candidates**

Candidate Name _____ Date _____ Assessor _____

Elementary candidates	Target Wow!	Acceptable Yes	Unacceptable No (or not yet)
<p>ACEI 1 Development, Learning, and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation</p>	<p>Candidate addresses the Acceptable indicators and reflects upon the unit plan's ability to promote appreciation of diversity in students and encourage inquiry, cultural expression, and individual aspiration.</p>	<p>Candidate's plan demonstrates a knowledge of the developmental characteristics of children and an understanding of the ways in which cultures differ, are important, and affect learning; the plan includes differentiation, motivates every student, and evidences the belief that all children can learn; the content is achievable, meaningful and shows an appreciation of the diverse ways in which students learn, express themselves, and explore meaning.</p>	<p>Candidate's plan does not demonstrate a knowledge of the developmental characteristics of children or an understanding of the ways in which cultures differ; plan does not motivate students and does not evidence the belief that all children can learn; the content is not achievable, or meaningful. and does not demonstrate an appreciation of the diverse ways students learn.</p>
<p>ACEI 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community</p>	<p>Candidate addresses the Acceptable indicators and provides students with opportunities to think critically and actively involve themselves in the development of the unit's goals.</p>	<p>The unit makes connections across content areas. The unit plan is based upon learning theory, content, curriculum development, and knowledge of students and utilizes active teaching strategies. The plan utilizes technology and print resources to benefit students. The plan encourages the application of ideas and skills across fields of knowledge; the plan allows students to relate concepts and content to their lives.</p>	<p>The unit fails to make connections across content areas. The unit plan is not based upon learning theory, content, curriculum development, or a knowledge of students and does not utilize active teaching strategies. Technology and print resources are not included in the unit plan. The plan does not encourage the application of ideas and skills across fields of knowledge; students cannot relate concepts and content in the unit to their lives.</p>

<p>ACEI 3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students</p>	<p>Candidate addresses the acceptable indicators and includes contributions from specialists, families, and other expert resources in the design of the unit.</p>	<p>The plan demonstrates an understanding that development is influenced by special needs, culture, and family environment; candidates know and understand how individual experiences, disabilities, prior learning, and culture influence student learning. The plan is appropriate for students' levels of development and learning styles, and is consistently sensitive to children's needs.</p>	<p>The plan does not demonstrate an understanding that development is influenced by special needs, culture, and family environment; candidates do not show an understanding of how student learning is influenced by individual experiences, disabilities, prior learning, and culture. The plan is inappropriate to students' levels of development and learning styles.</p>
<p>ACEI 3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;</p>	<p>Candidate addresses the Acceptable indicators and provides a rationale for the plan's instructional framework, employment of materials, and teaching strategies in terms of promoting critical thinking and open-ended problem solving.</p>	<p>The plan demonstrates an understanding of children's learning and how cognitive processes can be developed in students. The candidate draws upon principles and techniques, and appropriate uses of teaching strategies when designing the plan. The plan incorporates materials, resources, and teaching strategies that promote the development of critical thinking, problem solving, and performance skills.</p>	<p>The plan does not demonstrate an understanding of children's learning and cognitive processes. The candidate does not draw upon principles and techniques, and appropriate uses of teaching strategies when designing the plan. The plan incorporates materials, resources, and teaching strategies that promote the development of critical thinking, problem solving, and performance skills.</p>
<p>ACEI 3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;</p>	<p>Candidate addresses the Acceptable indicators and reflects upon student motivation and behavior while enacting the unit plan and adjusts teaching strategies to promote positive social interactions among students accordingly.</p>	<p>The plan demonstrates effective classroom management and employs strategies that foster active engagement, self-motivation, and positive social interaction. The plan promotes cooperation, encourages students to assume responsibility for themselves and one another, participate in decision-making, and</p>	<p>The plan does not demonstrate effective classroom management and does not employ strategies that foster active engagement, self-motivation, and positive social interaction. The plan does not plan promote cooperation or responsible classroom behaviors in students and individuals are not encouraged to collaborate with other</p>

		work collaboratively and independently as individuals and as small-groups.	members of the class.
<p>ACEI 3.5 Communication to foster collaboration— Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</p>	<p>Candidate addresses the Acceptable indicators and incorporates knowledge of communication theory, which encourages students to actively collaborate and communicate with one another. The plan includes proficient use of communication technologies and an exceptional skill in oral and written discourse.</p>	<p>A basic understanding of communication theory and language development informs the unit plan. The plan demonstrates proficiency in oral and written discourse and incorporates basic use of communication technology. The plan utilizes communication strategies that help students learn using visual, aural, and kinesthetic cues and oral and written discourse to extend students' understanding.</p>	<p>Communication theory and language development are not present in the unit plan. The plan does not demonstrate proficiency in oral and written discourse and does not include the use of communication technology. Communication strategies that help students learn using visual, aural, and kinesthetic cues and oral and written discourse is not present in the unit plan's design.</p>
<p>ACEI 4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	<p>Candidate addresses the Acceptable indicators and provides opportunities for students to self-assess their own learning and to design strategies for improving their own understanding of the subject content in relation to unit plan content.</p>	<p>The plan integrates assessment as an integral part of its design; the administration of formal and informal assessments allow decisions about the effectiveness of the teaching to unfold during the teaching of the unit. An understanding of the advantages and disadvantages of these assessments inform the unit plan's rationale. The plan includes opportunities for the candidate to use assessment data to monitor teaching and adapt instruction for every student.</p>	<p>The plan does not integrate effective assessment into its design; the effectiveness of the teaching is not informed by assessment. An understanding of the advantages and disadvantages of is not addressed. The plan does not include opportunities for the candidate to use assessment data to monitor teaching and adapt instruction.</p>

Niihau Alternative Assessment
Candidate Effect on Student Learning (CESL)

Assessment Documentation

The Candidate Effect on Student Learning (CESL) assessment is designed for all ITE candidates. This assessment is aligned with ACEI standards.

Standard 4 Assessment	
ACEI Standards	Description
4.0	Assessment for instruction Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
Standard 5 Professionalism	
ACEI Standards	Description
5.1	Professional growth, reflection and evaluation Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.
5.2	Collaboration with families Candidates know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.

Instructions to Candidates

All Niihau teacher candidates must complete a Candidate Effect on Student Learning (CESL) assessment in ITE 390. Candidates will be evaluated with a common rubric. Candidates must earn a passing score of Acceptable or Target for each category on the rubric. The rubrics are found in the *Scoring Guide*.

Candidates complete the Candidate Effect on Student Learning (CESL) assessment during student teaching. Candidate select a unit of study they designed to teach during the student-teaching semester as the basis for the CESL. The information required for the CESL can be formatted as a written paper or as a PowerPoint presentation.

CESL Step by Step

(1) Justification

Briefly explain your justification for the unit you taught, including the intended learning goals for your students.

(2) Assessments

Describe each of the assessments you used (e.g., pre-, formative, summative). Explain how the assessments were aligned with your learning goals, and how you decided they were appropriate for your students.

(3) Use of Data

Explain how you used the assessment data you collected throughout the planning and implementation of the unit to (a) inform and make your instructional decisions and (b) monitor and promote student learning.

(4) Diverse Learning Needs

Describe how you adapted your assessment strategies to accommodate and promote the developmental and diverse needs of your students.

(5) Overall Class Achievement

Using your assessment data, summarize and discuss the progress and achievement of your class overall. Refer to and include visuals (e.g., graphs, tables, charts) that depict your students' learning as a group.

(6) Individual Student Achievement

Describe in detail the progress and achievement of **three students** who demonstrated different levels of performance. Attach work samples as evidence of these students' learning, and show an analysis of their individual data. Discuss the next steps you implemented (or would implement) to further the learning and development of each of these students.

(7) Beyond the Classroom

Describe the extent to which you were able to (a) communicate with families about curriculum and students' progress and (b) develop collaborative relationships with specialists to support students' learning and well-being, as needed.

(8) Reflection

Reflect on your performance as a teacher and link your performance to student learning results. Describing your personal growth as a knowledgeable, caring and effect teacher, and identify specific future actions you can take to improve your practice and professional growth.

The CESL can be formatted as a written paper or as a PowerPoint presentation.

Scoring Guide

Elementary:

- Elementary candidates must provide evidence of meeting ACEI standards 4 and 5.1-5.2.

Addendum pages follow.

CESL ACEI Standards for All Elementary Candidates

Candidate Name _____ Date _____ Assessor _____

Elementary candidates	Target Wow!	Acceptable Yes	Unacceptable No (or not yet)
<p>ACEI 4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	<p>Candidate addresses the acceptable indicators and provides opportunities for students to self-assess their own learning and to design strategies for improving their own understanding of the subject content in relation to content.</p>	<p>Candidate’s plan demonstrates the integration of formal and informal assessments that are clearly aligned with the learning goals, objectives, and Hawaii standards and benchmarks, clearly targeting the developmental levels of the students.</p>	<p>Candidate’s plan does not clearly demonstrate the integration of formal and informal assessments that are aligned with the learning goals and objectives, and/or appropriate for the developmental levels of the students.</p>
<p>ACEI 5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.</p>	<p>Candidate addresses the acceptable indicators and invites children to give evaluative feedback to the candidate in regards to classroom practice, learning environment, and professionalism.</p>	<p>Candidate responds positively to evaluations and adjusts practice to reflect the suggestions of professional educators, specialists and peers. The candidate submits thoughtful written and verbal reports that combine reflection on field experience with a knowledge of research on teaching, ethics, and educational resources that benefit the learning of children.</p>	<p>Candidate does not respond to evaluations and fails to adequately adjust practice to reflect the suggestions of professional educators, specialists and peers. The candidate does not submit written and verbal reports that combine reflection on field experience with a knowledge of research on teaching, ethics, and educational resources.</p>

<p>ACEI 5.2 Collaboration with families, colleagues, and community agencies— Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.</p>	<p>The candidate addresses the acceptable indicators and designs collaborative projects that are center upon the collaboration between children and family members and members of the school community.</p>	<p>Candidate creates and maintains professional and positive relationships with children and their families and collaborates actively with members of the school community and community agencies. The candidate maintains professional and appropriate records of interactions with school community members that promote the well-being of children in their care.</p>	<p>Candidate fails to create professional and positive relationships with children and their families. Candidate does not collaborates with members of the school community and community agencies. The candidate fails to maintain professional and appropriate records of interactions with school community members.</p>
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Niihau Alternative Assessment Elementary Content in Context

Assessment Documentation

The Content in Context assessment is designed for the Niihau candidates. This assessment is aligned with **Hawaii Teacher Performance Standard 5 Content Knowledge** and the following **ACEI Standards**:

- 2.1 Reading, Writing, and Oral Language
- 2.2 Science
- 2.3 Mathematics
- 2.3 Social Studies
- 2.5 The Arts
- 2.6 Health Education
- 2.7 Physical Education

Instructions to Candidates

Niihau candidates must complete the Content in Context assessment in their ITE 390, Student Teaching semester. Candidates must earn a score of Acceptable or Target for each category on the rubric, found in *the Scoring Guide*. During the **Student Teaching semester**, candidates are the teachers of record in their own classrooms for the entire semester. Thus, the **Student Teaching course** provides ample opportunity for candidates to demonstrate the content knowledge and application skills that they have gained throughout their educational program.

The College of Education conceptual framework calls for teacher candidates to demonstrate that they are *knowledgeable, effective, and caring* educators for all students. Candidates must possess curriculum content knowledge and be able to facilitate all students' comprehension of the curriculum within the unique cultural contexts of the Niihau classrooms. The Content in Context assessment is designed to measure the elementary candidates' content knowledge, while also addressing culturally relevant pedagogical issues in teacher education on the island of Niihau.

During their Student Teaching, candidates must demonstrate their content knowledge to plan, implement, and assess instruction in their own classrooms. As part of this assessment, Hookulaiwi faculty content experts conduct regular field-based teaching observations. As the summative task for this assessment, candidates must present evidence of their content knowledge in all elementary curriculum areas through a compilation of their diverse units and lessons, student work, faculty observations, and professional reflections to their faculty advisors. Candidate must present at least two artifacts to demonstrate each curriculum content standard (2.1-2.7).

Scoring Guide

Candidates provide evidence through the compilation and presentation of diverse units and lessons, student work, faculty observations, and professional reflections that they:

Content Area	Target Wow!	Acceptable Yes	Unacceptable No (or not yet)
ACEI 2.1-2.7	<ul style="list-style-type: none"> • Demonstrate a high level of accuracy in use of content-specific knowledge in the classroom as identified in the ACEI content standards • Select content specifically aligned with grade-level benchmarks • Are consistently evaluated by content faculty as highly competent in planning, instruction, and assessment in the content area • Use results from a range of student assessments to improve and differentiate instruction in the content area 	<ul style="list-style-type: none"> • Demonstrate acceptable accuracy in the use of content knowledge in the classroom as identified in the ACEI content standards • Select content generally aligned with grade-level benchmarks • Are evaluated by content faculty as satisfactorily competent in planning, instruction, and assessment in the content area • Use results from at least one student assessment to improve instruction in the content area 	<ul style="list-style-type: none"> • Demonstrate frequent inaccuracy in the use of content knowledge in the classroom as identified in the ACEI content standards • Selects content poorly or not aligned with grade-level benchmarks • Are evaluated by content faculty as unable to plan, instruct, and assess competently in the content area • Are unable to results from student assessments to improve instruction in the content area

ACEI Elementary Content Standards

ACEI 2.1 Reading, Writing, and Oral Language

Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas

ACEI 2.2 Science

Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social

applications, and to convey the nature of science

ACEI 2.3 Mathematics

Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

ACEI 2.4 Social Studies

Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

ACEI 2.5 The Arts

Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

ACEI 2.6 Health Education

Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

ACEI 2.7 Physical Education

Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

Niihau Alternative Assessment
Professional Teaching Portfolio

Assessment Documentation

The Portfolio assessment is designed for all Niihau candidates in elementary education. This assessment is aligned with the ACEI standards.

Standard 1 Development, Learning and Motivation	
ACEI Standards	Description
1.0	Development and Learning Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development and acquisition of knowledge.
Standard 2 Curriculum	
ACEI Standards	Description
2.1	Reading, Writing, and Oral Language Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;
2.2	Science Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;
2.3	Mathematics Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;
2.4	Social Studies Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

2.5	The Arts Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;
2.6	Health Education Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;
2.7	Physical Education Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.
Standard 3 Instruction	
ACEI Standards	Description
3.1	Integrating and applying knowledge for instruction Candidates plan and implement instruction based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community.
3.2	Adaptation to diverse students Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
3.3	Development of critical thinking and problem solving Candidates understand and use a variety of teaching strategies that encourage elementary students' development and use of critical thinking and problem solving.
3.4	Active engagement in learning Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self- motivation, and positive social interaction and to create supportive learning environments.
3.5	Communication to foster learning Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster activity inquiry, collaboration, and supportive interaction in the elementary classroom.

Standard 4 Assessment	
ACEI Standards	Description
4.0	Assessment for instruction Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
Standard 5 Professionalism	
ACEI Standards	Description
5.1	Professional growth, reflection and evaluation Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.
5.2	Collaboration with families Candidates know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.

Instructions to candidates

All Niihau teacher candidates must complete a professional teaching portfolio in ITE 390. Candidates will be evaluated with a common rubric based on the 10 Hawaii Teacher Performance Standards. Candidates must earn a passing score of Acceptable or Target for each category on the rubric. The rubrics are found in the *Scoring Guide*.

Throughout the program, candidates collect and organize evidence to demonstrate that they meet professional teaching standards set by the Hawaii Teacher Standards Board, NCATE, and Specialty Professional Associations (SPAs) in their subject areas. The portfolio is a personal and professional affirmation and celebration of the candidate's accomplishments and achievements in the classroom throughout the program.

Purposes of the portfolio

1. To provide an opportunity for candidates to demonstrate their learning and growth across the program.

2. To document candidate learning and outcomes and present evidence of the mastery of knowledge, skills, and dispositions set through standards at the national, state and university levels.
3. To make a positive statement of identity on entry or re-entry to the educational community as licensed professionals.
4. To help clarify thinking as candidates prepare for career opportunities and the job application process and interviews

Evaluation

The primary reader and evaluator for your portfolio is your UHM faculty advisor. Successful completion and evaluation of the portfolio is one requirement for the UH Manoa Elementary degree. The Professional Teaching Portfolio contains specific evidence of demonstrating mastery in your content area, which also is part of meeting NCATE standards, derived from the ACEI SPA standards.

The basic format and organization for the portfolio is:

- (1) Introduction
- (2) Artifacts organized by the 10 Hawaii' Teacher Performance Standards (HTPS)
- (3) Additional documentation demonstrating ACEI Standards for elementary candidates.

Portfolio artifacts must demonstrate a mindful selection of professionally finished materials that reflect the principles of Theory in Practice, Inquiry, Collaboration and Reflection as evidenced throughout the candidate's clinical observations, participation, and teaching experiences. The portfolio should be well organized, professionally competent, and aesthetically pleasing. Compiling a portfolio is not only a process of collection and selection, but also involves critical reflection and connection. Candidates are advised to consider thoughtfully what they select to demonstrate their teaching competency.

Artifacts

Candidates demonstrate competency in the Hawaii Teacher Performance Standards (HTPS), NCATE, and ACEI Standards through the selection of artifacts. The number of required artifacts required will be determined in consultation with your cohort coordinator to meet the standards and criteria noted in the attached rubrics.

Candidates must prepare an **Introductory Sheet** to accompany each artifact as follows:

- ✓ Title of artifact
- ✓ Brief description
- ✓ HTPS and ACEI Standards addressed
- ✓ Rationale for inclusion (explain how and why the artifact demonstrates that you meet standards)

Candidates should consider the following key words in developing portfolio artifacts:

- Collect
- Select
- Reflect
- Connect

Scoring guide

Candidates' Professional Teaching Portfolios are evaluated on the 10 Hawaii Teacher Performance Standards (HTPS). In addition, they are evaluated on NCATE and SPA principles, standards, and elements as follows.

Elementary:

- Elementary candidates must provide evidence of meeting ACEI standards 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.3.

Addendum pages follow.

Portfolio ACEI Standards for All Elementary Candidates

Candidate Name _____ Date _____ Assessor _____

Elementary Candidates	Target Wow!	Acceptable Yes	Unacceptable No (or not yet)
<p>ACEI 1 Development, Learning, and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p>	<p>Candidate addresses the acceptable indicators and demonstrate the critical approach to theory and research related to the development of children within the context of localized and specific educational and community contexts.</p>	<p>Candidate's portfolio demonstrates an understanding of the major concepts, principles, theories, and/or research related to the development of children and provide examples of utilizing this knowledge to plan curriculum that is achievable, meaningful, challenging, and motivating for children at various developmental levels.</p>	<p>Candidate's portfolio does not demonstrate knowledge and use of the major concepts, principles, theories, and research related to development of children to plan curriculum that is achievable, meaningful, and motivating for children at various developmental levels.</p>
<p>ACEI 2.1-2.7 (for each area) 2.1 Reading, Writing, and Oral Language 2.2 Science 2.3 Mathematics 2.4 Social Studies 2.5 The Arts 2.6 Health Education 2.7 Physical Education</p>	<p>Candidate addresses the acceptable indicators and demonstrates a capacity for integrating subject areas and offering children the opportunity to form meaningful connections between subject areas and lived experience.</p>	<p>Candidate's portfolio demonstrates satisfactory competence and understanding of the fundamental skills, concepts and themes necessary for the teaching of elementary English language arts, Science, Mathematics, Social Studies, Visual Arts, Health, and Physical Education.</p>	<p>Candidate's portfolio does not demonstrate satisfactory competence and an understanding of the fundamental skills and concepts necessary for the teaching of elementary English language arts, Science, Mathematics, Social Studies, Visual Arts, Health, and Physical Education.</p>
<p>ACEI 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;</p>	<p>Candidate addresses the acceptable indicators and identifies and describes opportunities for children to engage in reflective and metacognitive processes while learning.</p>	<p>Candidate's portfolio evidences effective teaching strategies that foster student engagement in meaningful subject matter content through instruction based upon knowledge of learning theory, subject matter, curricular goals and knowledge of students and community.</p>	<p>Candidate's portfolio does not evidence effective teaching strategies or foster student engagement in subject matter content through instruction based upon learning theory, subject matter, curricular goals and knowledge of student and community.</p>

ACEI 3.2	Candidate addresses the	Candidate's portfolio	Candidate's portfolio
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<p>Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;</p>	<p>acceptable indicators and shows evidence of promoting positive interdependence, individual accountability, and equal status among students to build trust, respect, and rapport among all members of the classroom.</p>	<p>evidences the student-centered instruction that is appropriate to the diverse needs of students and demonstrates modifications and adaptations in instruction that accommodate varying individual student needs and abilities. Candidate shows evidence that he or she has sought assistance and guidance from specialists and other resources to address students' diverse needs.</p>	<p>does not show evidence of student-centered instruction that is appropriate to the diverse needs of students and does not demonstrate modifications and adaptations in instruction to accommodate varying individual student needs and abilities. Candidate does not show evidence of seeking guidance from specialists and other resources to address students' diverse needs.</p>
<p>ACEI 3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;</p>	<p>Candidate addresses the acceptable indicators and demonstrates critical thinking in regards to his or her development as a teacher in relation to his or her classroom practice.</p>	<p>Candidate's portfolio references an and demonstrate understanding of the concepts, principles, theories, and research related to the cognitive processes associated with various kinds of learning and provide examples of using this knowledge to plan curriculum that develops critical thinking, problem solving, and performance skills in students.</p>	<p>Candidate's portfolio does not demonstrate an understanding of the concepts, principles, theories, and research related to cognitive processes associated with various kinds of learning. The portfolio does not include evidence that the development of critical thinking, problem solving, and performance skills in students is in practice.</p>
<p>ACEI 3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;</p>	<p>Candidate addresses acceptable indicators and demonstrates that students exercise independence and a desire to assume responsibility for learning through co-construction of the curriculum and classroom culture.</p>	<p>Candidate's portfolio demonstrates use of effective classroom management strategies that create learning opportunities in which active engagement in learning, motivation, positive social interaction and collaboration are fostered, and where students may assume responsibility for themselves and participate in decision-making.</p>	<p>Candidate's portfolio does not demonstrate the use of effective classroom management strategies and fails to evidence an understanding of the value of offering opportunities for active engagement in learning, motivation, positive social interaction and collaboration to the student.</p>

<p>ACEI 3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</p>	<p>Candidate addresses acceptable indicators and demonstrates an ability to invite students to engage in a classroom discourse and communicate and collaborate with each other with little or no teacher interruption.</p>	<p>Candidate evidences the use of instruction that effectively uses oral and written discourse between themselves and learners, and fosters student use of active inquiry and communication strategies in the classroom. Candidates demonstrate an understanding of communication strategies that help students learn, such as monitoring the effects of messages, restating ideas, drawing connections, using visual, aural, and kinesthetic cues, and being sensitive to nonverbal cues both given and received.</p>	<p>Candidate does not evidence the use of instruction that uses oral and written discourse between themselves and learners. Candidate does not demonstrate the ability to foster active student inquiry and communication strategies or the modeling of appropriate communication strategies that can help students learn.</p>
<p>ACEI 4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	<p>Candidate addresses the acceptable indicators and includes evidence that opportunities for students to self-assess their own learning and to design strategies for improving their own understanding of the subject content in relation to content, has been offered in the classroom.</p>	<p>Candidate includes a plan demonstrates the integration of formal and informal assessments that are clearly aligned with the learning goals, objectives, and Hawaii standards and benchmarks, and clearly target the developmental levels of the students in his or her portfolio.</p>	<p>Candidate does not include a plan that clearly demonstrates the integration of formal and informal assessments that are aligned with the learning goals and objectives, and/or appropriate for the developmental levels of the students in his or her portfolio.</p>
<p>ACEI 5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other</p>	<p>Candidate addresses the acceptable indicators and demonstrates the capacity to be a knowledgeable resource for members of the school community.</p>	<p>Candidate demonstrates a positive response to evaluations and adjustment of practice to reflect the suggestions of professional educators, specialists and peers. The candidate submits thoughtful written and verbal reports that combine reflection on field experience with a knowledge of research on teaching, ethics, and educational resources.</p>	<p>Candidate does not demonstrate a positive response to evaluations and fails to adequately adjust practice to reflect the suggestions of professional educators, specialists and peers. The candidate does not submit written and verbal reports that combine reflection on field experience with a knowledge of research on teaching, ethics, and</p>

professionals in the learning community and actively seek out opportunities to grow professionally.			educational resources.
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<p>ACEI 5.2 Collaboration with families, colleagues, and community agencies— Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.</p>	<p>The candidate addresses the acceptable indicators and evidence of projects that invited family members and members of the school community to actively participate and contribute to curriculum that celebrated the learning experiences of the children.</p>	<p>Candidate evidences creation and maintenance of professional and positive relationships with children and their families. Candidate demonstrates active collaboration with members of the school community and community agencies. The candidate provides demonstrates the ability to maintain professional and appropriate records of interactions with school community members that promotes the well-being of children.</p>	<p>Candidate fails to create professional and positive relationships with children and their families. Candidate does not collaborate with members of the school community and community agencies. The candidate fails to maintain professional and appropriate records of interactions with school community members.</p>
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Niihau Alternative Assessment
Clinical Evaluation: Student Teaching Evaluation

Assessment Documentation

The Student Teaching Evaluation is designed for all Niihau candidates in teacher education. This assessment is aligned with the ACEI standards.

Standard 1 Development, Learning and Motivation	
ACEI Standards	Description
1.0	Development and Learning Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to

	construct learning opportunities that support individual students' development and acquisition of knowledge.
Standard 2 Curriculum	
ACEI Standards	Description
2.1	Reading, Writing, and Oral Language Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;
2.2	Science Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;
2.3	Mathematics Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;
2.4	Social Studies Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

2.5	The Arts Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;
2.6	Health Education Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;
2.7	Physical Education Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

Standard 3 Instruction	
ACEI Standards	Description
3.1	Integrating and applying knowledge for instruction Candidates plan and implement instruction based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community.
3.2	Adaptation to diverse students Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
3.3	Development of critical thinking and problem solving Candidates understand and use a variety of teaching strategies that encourage elementary students' development and use of critical thinking and problem solving.
3.4	Active engagement in learning Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self- motivation, and positive social interaction and to create supportive learning environments.
3.5	Communication to foster learning Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster activity inquiry, collaboration, and supportive interaction in the elementary classroom.

Standard 4 Assessment	
ACEI Standards	Description
4.0	Assessment for instruction Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Standard 5 Professionalism	
ACEI Standards	Description
5.1	Professional growth, reflection and evaluation Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2	<p>Collaboration with families</p> <p>Candidates know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.</p>
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Instructions to Candidates

All Niihau teacher candidates must participate in a student teaching evaluation in ITE 390. Candidates will be evaluated with a common rubric related to the 10 Hawaii Teacher Performance Standards (HTPS) as well as ACEI. Candidates must earn a passing score of Acceptable or Target for each category on the rubric. The rubrics are found in the *Scoring Guide*.

Student Teaching Evaluation Guidelines

Student teaching is a capstone educational experience for elementary candidates. It provides many opportunities to plan, instruct, and assess students in a classroom setting. The university supervisor conducts classroom observations and uses the Hookulaiwi Student Teaching Evaluation (a common rubric based on the 10 Hawaii Teacher Performance Standards **and** ACEI rubrics) to evaluate teacher candidates' ability to engage students in and affect student learning.

Frequently Asked Questions

Who needs to do this?

All Niihau teacher candidates must successfully complete student teaching by earning Acceptable or Target scores for each category on the Student Teaching Evaluation (common and ACEI rubrics).

What do I need to do?

You must demonstrate competence to the university supervisor by earning Acceptable or Target on the common and subject-specific rubrics that comprise the Student Teaching Evaluation.

When do I need to complete the Student Teaching Evaluation?

You must earn Acceptable or Target scores for all rubric categories on the Student Teaching Evaluation rubrics prior to being recommended for teacher licensure to the Hawaii Teacher Standards Board.

Where do I complete the Student Teaching Evaluation?

Student teaching must be completed in a classroom that is aligned with your anticipated field of licensure. Candidates must teach full-time in the elementary classroom.

Why do I need to complete the Student Teaching requirement?

The ITE teacher education program at UH Manoa is accredited by the National Council for Accreditation of Teacher Education (NCATE). This is the premier national accrediting

organization for teacher education programs in the United States. In addition to establishing standards for teaching as noted on the common rubric of the ITE Student Teaching Evaluation, NCATE has designated Specialized Professional Associations (SPAs) for the academic disciplines of English, mathematics, science, social studies, and elementary education. These associations are responsible for setting teacher preparation standards for the disciplines that are reflected in the subject-specific rubrics for each of the five fields (English, mathematics, science, social studies, and elementary education).

To complete the assessment, all candidates must successfully complete supervised student teaching by earning Acceptable or Target scores for all categories found on the common and subject-specific rubrics that comprise the Student Teaching Evaluation. The university supervisor will evaluate candidate performance.

Elementary:

- Elementary candidates must provide evidence of meeting ACEI standards 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.2.

Addendum pages follow.

Student Teaching Evaluation ACEI Standards for **All Elementary Candidates**

Candidate Name _____ Date _____ Assessor _____

Elementary Candidates	Target Wow!	Acceptable Yes	Unacceptable No (or not yet)
<p>ACEI 1 Development, Learning, and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p>	<p>Candidate addresses the acceptable indicators and demonstrate the ability to think critically about theory and research related to the development of children within the context of localized and specific educational and community contexts.</p>	<p>Candidates demonstrate an understanding of major concepts, principles, theories, and/or research related to the development of children and provide examples of utilizing this knowledge to plan curriculum that is achievable, meaningful, challenging, and motivating for children at various developmental levels.</p>	<p>Candidates do not demonstrate knowledge and use of the major concepts, principles, theories, and research related to development of children to plan curriculum that is achievable, meaningful, and motivating for children at various developmental levels.</p>
<p>ACEI 2.1-2.7 (for each area) 2.1 Reading, Writing, and Oral Language 2.2 Science 2.3 Mathematics 2.4 Social Studies 2.5 The Arts 2.6 Health Education 2.7 Physical Education</p>	<p>Candidate addresses the acceptable indicators and demonstrates a capacity for planning curriculum that integrates subject areas while offering children the opportunity to form meaningful connections between subject areas and the student's lived experience.</p>	<p>Candidates plan instruction that demonstrates satisfactory competence and understanding of the fundamental skills, concepts and themes necessary for the teaching of elementary English language arts, Science, Mathematics, Social Studies, Visual Arts, Health, and PE.</p>	<p>Candidates do not plan instruction that demonstrates satisfactory competence and an understanding of the fundamental skills and concepts necessary for the teaching of elementary English language arts, Science, Mathematics, Social Studies, Visual Arts, Health, and PE.</p>
<p>ACEI 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;</p>	<p>Candidate addresses the acceptable indicators and identifies opportunities for the children to engage in reflective and metacognitive processes while learning.</p>	<p>Candidates plan effective teaching strategies that foster student engagement in meaningful subject matter content through instruction based upon knowledge of learning theory, subject matter, curricular goals and knowledge of students and community.</p>	<p>Candidates do not plan effective teaching strategies or foster student engagement in subject matter content through instruction based upon learning theory, subject matter, curricular goals and knowledge of student and community.</p>

<p>ACEI 3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;</p>	<p>Candidate addresses the acceptable indicators and promotes positive interdependence, individual accountability, and equal status among students to build trust, respect, and rapport among all members of the classroom.</p>	<p>Candidates design student-centered instruction that is appropriate to the diverse needs of students and plan modifications and adaptations in instruction to accommodate varying individual student needs and abilities. Candidates seek assistance and guidance from specialists and other resources to address students' diverse needs.</p>	<p>Candidates do not design student-centered instruction that is appropriate to the diverse needs of students and do not plan modifications and adaptations in instruction to accommodate varying individual student needs and abilities. Candidates fail to seek guidance from specialists and other resources to address students' diverse needs.</p>
<p>ACEI 3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;</p>	<p>Candidate addresses the acceptable indicators and thinks critically about his or her development as a teacher in relation to his or her classroom practice.</p>	<p>Candidates reference and demonstrate understanding of the concepts, principles, theories, and research related to the cognitive processes associated with various kinds of learning and provide examples of using this knowledge to plan curriculum that develops critical thinking, problem solving, and performance skills in students.</p>	<p>Candidates do not demonstrate an understanding of the concepts, principles, theories, and research related to the cognitive processes associated with various kinds of learning and fail to use this knowledge to plan a curriculum that develops critical thinking, problem solving, and performance skills in students.</p>
<p>ACEI 3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;</p>	<p>Candidate addresses acceptable indicators and invites students to co-construct the curriculum and classroom culture as students demonstrate independence and a desire to assume greater responsibility for their learning.</p>	<p>Candidates plan instruction that demonstrates use of effective classroom management strategies to create learning opportunities in which active engagement in learning, motivation, positive social interaction and collaboration are fostered, and where students assume responsibility for them</p>	<p>Candidates do not plan instruction that demonstrates effective classroom management strategies and fail to create learning opportunities in which active engagement in learning, motivation, positive social interaction and collaboration is fostered.</p>

		and participate in decision-making.	
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<p>ACEI 3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</p>	<p>Candidate addresses acceptable indicators and invites students to engage in a classroom discourse and communicate and collaborate with each other with little or no teacher interruption.</p>	<p>Candidates plan instruction that effectively uses oral and written discourse between themselves and learners, and fosters student use of active inquiry and communication strategies in the classroom. Candidates model communication strategies that help students learn, such as monitoring the effects of messages, restating ideas, drawing connections, using visual, aural, and kinesthetic cues, and being sensitive to nonverbal cues both given and received.</p>	<p>Candidates do not plan instruction that uses oral and written discourse between themselves and learners. Candidates fail to foster active student inquiry and communication strategies. Candidates do not model appropriate communication strategies that can help students learn.</p>
<p>ACEI 4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	<p>Candidate addresses the acceptable indicators and provides opportunities for students to self-assess their own learning and to design strategies for improving their own understanding of the subject content in relation to content.</p>	<p>Candidate's plan demonstrates the integration of formal and informal assessments that are clearly aligned with the learning goals, objectives, and Hawaii standards and benchmarks, and clearly target the developmental levels of the students.</p>	<p>Candidate's plan does not clearly demonstrate the integration of formal and informal assessments that are aligned with the learning goals and objectives, and/or appropriate for the developmental levels of the students.</p>
<p>ACEI 5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and</p>	<p>Candidate addresses the acceptable indicators and demonstrates the capacity to be a knowledgeable resource for members of the school</p>	<p>Candidate responds positively to evaluations and adjusts practice to reflect the suggestions of professional educators, specialists and peers. The candidate submits</p>	<p>Candidate does not respond to evaluations and fails to adequately adjust practice to reflect the suggestions of professional educators, specialists and peers. The</p>

resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.	community.	thoughtful written and verbal reports that combine reflection on field experience with a knowledge of research on teaching, ethics, and educational resources.	candidate does not submit written and verbal reports that combine reflection on field experience with a knowledge of research on teaching, ethics, and educational resources.
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ACEI 5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.	The candidate addresses the acceptable indicators and invites family members and members of the school community to actively participate and contribute to a curriculum that celebrates the learning experiences of the children.	Candidate creates and maintains professional and positive relationships with children and their families and collaborates actively with members of the school community and community agencies. The candidate maintains professional and appropriate records of interactions with school community members that promote the well-being of children in their care.	Candidate fails to create professional and positive relationships with children and their families. Candidate does not collaborate with members of the school community and community agencies. The candidate fails to maintain professional and appropriate records of interactions with school community members.
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New Business Item 12-05

Introduced 9/21/12

App. 9/21/12

**TITLE: Ratification of Hawaii Provisional Licenses, Standard Licenses,
Advanced Licenses, Added Fields to Existing Licenses, Renewed
Licenses, and Career and Technical Education Special Permits**

The Hawaii Teacher Standards Board ratifies the issuance of Provisional Hawaii licenses, Standard Hawaii licenses, Advanced licenses, Added Fields to existing licenses, and Career and Technical Education Permits as indicated on the attached list.

The Board ratifies the issuance of a renewed license for teachers as indicated on the attached list showing those who have met the criteria.

Submitted by: Terry Lynn Holck

Referred to: Committee

SEPTEMBER 9/21/12 BOARD REPORT						
ADVANCED LICENSES						
License	First	Middle	Last	Teaching Field	Effective Date	Expiration Date
AL	Sheldon	L.	Ormsby	Early Childhood Education PK - 3	8/1/2012	6/30/2023
AL	Sheldon	L.	Ormsby	Spanish 7 - 12	8/1/2012	6/30/2023
AL	Daniela	L.	Smith	Elementary Education K - 6	8/1/2012	6/30/2023
AL	Michele	K.	Vaughn	Early Childhood Education PK - 3	8/1/2012	6/30/2023
AL	Michele	K.	Vaughn	Elementary Education K - 6	8/1/2012	6/30/2023
AL	Michele	K.	Vaughn	English 5 - 9	8/1/2012	6/30/2023
AL	Michele	K.	Vaughn	French 7 - 12	8/1/2012	6/30/2023
AL	Michele	K.	Vaughn	Spanish 7 - 12	8/1/2012	6/30/2023
AL	Michele	K.	Vaughn	Mathematics 5 - 9	8/1/2012	6/30/2023
AL	Michele	K.	Vaughn	Science 5 - 9	8/1/2012	6/30/2023
AL	Michele	K.	Vaughn	Social Studies 5 - 9	8/1/2012	6/30/2023
AL	Michele	K.	Vaughn	Special Education K - 12	8/1/2012	6/30/2023
STANDARD LICENSES						
License	First	Middle	Last	Teaching Field	Effective Date	Expiration Date
SL	Leanna	Kristin	Agcaoili	Early Childhood Education PK - 3	8/1/2012	6/30/2018
SL	Leanna	Kristin	Agcaoili	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Nicholas	John	Antonelli	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Elizabeth	Ann	Armstrong	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Elizabeth	Ann	Armstrong	Special Education K - 12	9/1/2012	6/30/2018
SL	Natasha	Gabrielle	Arruda	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Jennifer	Ashley-Tuttle	Baker	SPED - Mild/Moderate 7 - 12	9/1/2012	6/30/2018
SL	Tulia	Allen	Baker	Elementary Education K - 6	2/1/2012	6/30/2017
SL	Jeffrey	James	Baumann	SPED - Mild/Moderate K - 12	8/1/2012	6/30/2018
SL	John		Bertrand	Social Studies 7 - 12	9/1/2012	6/30/2018
SL	Jessica		Blankenship	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Michelle	L.	Brown	Art K - 12	8/1/2012	6/30/2018
SL	Mary Joy	Bautista	Cabading	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Lara		Charnin	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Lara		Charnin	SPED - Mild/Moderate K - 12	9/1/2012	6/30/2018

SL	Rhonda		Choy Foo	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Tara	Elizabeth	Clare	English 7 - 12	9/1/2012	6/30/2018
SL	William	Jayme	Cogo	Science 7 - 12	8/1/2012	6/30/2018
SL	Roxanne	Jennie Kehaulani	Cosier	Science 7 - 12	8/1/2012	6/30/2018
SL	Meghan	McKenzie	Crawford	Early Childhood Education PK - 3	9/1/2012	6/30/2018
SL	Meghan	McKenzie	Crawford	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Lorna	A	Duldulao	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Robyn	J.	Ehrlich	Science 7 - 12	8/1/2012	6/30/2018
SL	Duane	P. K.	Eldredge	Mathematics 5 - 9	8/1/2012	6/30/2018
SL	Michelle	N.	Esperon	Drama/Theatre Arts 7 - 12	8/1/2012	6/30/2018
SL	Mary	Alexandria	Fahey	Social Studies 7 - 12	8/1/2012	6/30/2018
SL	Sheri		Fitzgerald	Science 7 - 12	8/1/2012	6/30/2018
SL	Angelica	Annice	Floyd	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Charles	Richard	Foulks	Science 7 - 12	8/1/2012	6/30/2018
SL	Nicole	Dympna	Frost	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Robert	Raymond	Gillchrest	English 7 - 12	9/1/2012	6/30/2018
SL	Kristina	E.	Goetz	English 7 - 12	8/1/2012	6/30/2018
SL	Justine	Joy	Hanchar	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Gabriel	Kaleonahe nahe	Hanohano	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Gabriel	Kaleonahe nahe	Hanohano	SPED - Mild/Moderate K - 12	8/1/2012	6/30/2018
SL	Sasha	Elizabeth	Hanvey	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Michael		Heintz	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Michael		Heintz	Science 5 - 9	8/1/2012	6/30/2018
SL	Rachel	Ann	Hinds	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Carol	F.	Hoffman	Early Childhood Education PK - 3	8/1/2012	6/30/2018
SL	Carol	F.	Hoffman	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Carol	F.	Hoffman	Special Education PK - 3	8/1/2012	6/30/2018
SL	Jeffrey	M.	Ideta	Art 7 - 12	8/1/2012	6/30/2018
SL	Sharon		Isidro	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Alexis		Jinbo- Doran	Science 7 - 12	9/1/2012	6/30/2018
SL	Renee	E	Kaahaaina	School Counselor K - 12	9/1/2012	6/30/2018
SL	Daniel	B.	Kaetsu	School Counselor K - 12	9/1/2012	6/30/2018
SL	Rebecca	L.	Keenan	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Rebecca	L.	Keenan	Reading Specialist K - 12	9/1/2012	6/30/2018
SL	Shelby	Renee	Kelly	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Shelby	Renee	Kelly	Teaching English to Speakers of	9/1/2012	6/30/2018

				Other Languages K - 6		
SL	Tracy	Scott	Kent	Science 7 - 12	9/1/2012	6/30/2018
SL	Alexander		Kim	Mathematics 5 - 9	8/1/2012	6/30/2018
SL	Alexander		Kim	Mathematics 7 - 12	8/1/2012	6/30/2018
SL	Monica		Knight	Art K - 12	8/1/2012	6/30/2018
SL	Monica		Knight	CTE-Arts and Communication 7-12	8/1/2012	6/30/2018
SL	Alison	Elizabeth	Lagon	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Michelle	Gar Yuen	Lai	Music K - 12	9/1/2012	6/30/2018
SL	Vance	Alan	Lang	SPED - Severe/Profound K - 12	9/1/2012	6/30/2018
SL	Ann	Sayoko	Lau	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Kristen		Lum	School Counselor K - 12	8/1/2012	6/30/2018
SL	Timothy	Wahon	Lum	SPED - Mild/Moderate K - 12	8/1/2012	6/30/2018
SL	Valerie	Nichole	Luna	Social Studies 7 - 12	9/1/2012	6/30/2018
SL	Maribel	V.	Marquez	Social Studies 7 - 12	8/1/2012	6/30/2018
SL	Kristian	Light	Massey	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Kristian	Light	Massey	Special Education K - 12	9/1/2012	6/30/2018
SL	Christy	Ann	Mendoza	School Counselor K - 12	8/1/2012	6/30/2018
SL	Kristin	Ashley	Merritt	Early Childhood Education PK - 3	9/1/2012	6/30/2018
SL	Kristin	Ashley	Merritt	Special Education K - 12	9/1/2012	6/30/2018
SL	Andrew	B.	Middleton	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Andrew	B.	Middleton	Special Education PK - 3	9/1/2012	6/30/2018
SL	Andrew	B.	Middleton	Special Education K - 6	9/1/2012	6/30/2018
SL	Peggy		Mierzwa	English 7 - 12	8/1/2012	6/30/2018
SL	Renee	Delean	Murphy	SPED - Mild/Moderate K - 12	8/1/2012	6/30/2018
SL	Renee	Delean	Murphy	SPED - Severe/Profound K - 12	8/1/2012	6/30/2018
SL	Charee	K	Nelson	English 7 - 12	8/1/2012	6/30/2018
SL	Charee	K	Nelson	Special Education K - 12	8/1/2012	6/30/2018
SL	Alyssa	Katheryn	Newby	Early Childhood Education PK - 3	8/1/2012	6/30/2018
SL	Alyssa	Katheryn	Newby	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Kelley	Alise	Nugent	English 7 - 12	8/1/2012	6/30/2018
SL	RaeAnne	Marie	Nye	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Marissa	M.	Onaga	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Libby	Pulelehua	Oshiyama	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Heather	J.	Ott	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Matthew	A.	Pearce	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Blair	Louise	Phelan	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Micah	S.	Pignolet	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Thomas	W.	Redfern	Social Studies 7 - 12	8/1/2012	6/30/2018

SL	Katherine	Elizabeth	Roberts	Early Childhood Education PK - 3	8/1/2012	6/30/2018
SL	Katherine	Elizabeth	Roberts	SPED - Mild/Moderate K - 12	8/1/2012	6/30/2018
SL	Christina		Rygiol	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Elaine	S.K.	Shin	SPED - Severe/Profound K - 12	8/1/2012	6/30/2018
SL	Katherine	C.	Simonds	SPED - Mild/Moderate K - 12	9/1/2012	6/30/2018
SL	Ah-Sun	Kelekino	Sipman	Science 7 - 12	8/1/2012	6/30/2018
SL	Kelly	Megan	Stewart	Spanish 7 - 12	8/1/2012	6/30/2018
SL	Kaci	B	Sublette-Marks	English 7 - 12	9/1/2012	6/30/2018
SL	Kaci	B	Sublette-Marks	Social Studies 7 - 12	9/1/2012	6/30/2018
SL	Sawako	S.	Suzuki	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Sawako	S.	Suzuki	Special Education K - 6	8/1/2012	6/30/2018
SL	Richard		Sypniewski	Science 7 - 12	8/1/2012	6/30/2018
SL	Shu		Tan	Mathematics 7 - 12	9/1/2012	6/30/2018
SL	Vera	Teresa	Toilolo	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Donald	Michael	Torian	Social Studies 7 - 12	8/1/2012	6/30/2018
SL	Donald	Michael	Torian	SPED - Mild/Moderate K - 12	8/1/2012	6/30/2018
SL	Leonel		Vela	Mathematics 7 - 12	8/1/2012	6/30/2018
SL	Meredith		Wheelock	Art K - 12	8/1/2012	6/30/2018
SL	Meredith		Wheelock	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Meredith		Wheelock	Social Studies 5 - 9	8/1/2012	6/30/2018
SL	Deidre	Nichola	Wibberley	SPED - Mild/Moderate PK - 3	9/1/2012	6/30/2018
SL	Megan	E.	Wilson	SPED - Severe/Profound 7 - 12	8/1/2012	6/30/2018
SL	Melvin		Won Pat-Borja	English 7 - 12	8/1/2012	6/30/2018
SL	Chrisna	Trumata	Woo	School Counselor K - 12	8/1/2012	6/30/2018
SL	Jaycie	Kehaunani kui	Yasuhara	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Megan		Yonamine	English 7 - 12	9/1/2012	6/30/2018
SL	Wendy	S.	Zippwald	Early Childhood Education PK - 3	8/1/2012	6/30/2018
SL	Alexis		Zoder	Physical Education K - 12	9/1/2012	6/30/2018
				PROVISIONAL LICENSES		
License	First	Middle	Last	Teaching Field	Effective Date	Expiration Date
PL	Jorgia		Bass	Health 7 - 12	9/1/2012	8/31/2013
PL	Carolyn	N.	Blum	Elementary Education K - 6	7/1/2012	6/30/2013

PL	Carolyn	N.	Blum	School Counselor K - 12	7/1/2012	6/30/2013
				ADD A FIELDS		
License	First	Middle	Last	Teaching Field	Effective Date	Expiration Date
SL	Eren		Avegalio	School Counselor K - 12	9/1/2012	9/30/2015
SL	Cassie	Jean	Bryson-Evans	Science 5 - 9	8/1/2012	1/26/2015
SL	Regina	J	Byrom	Mathematics 7 - 12	8/1/2012	6/30/2017
SL	Sarita	L.	Cupp	SPED - Mild/Moderate 7 - 12	8/1/2012	6/30/2015
SL	Patricia		Farrar	SPED - Mild/Moderate K - 12	8/1/2012	6/30/2017
SL	Robert	C.	Flemm	Physical Education 7 - 12	8/1/2012	6/30/2016
SL	Davidene	Lynelle Cababag	Iman	SPED - Mild/Moderate K - 12	8/1/2012	6/30/2017
SL	Kristin	H.	Kline	Art 7 - 12	8/1/2012	6/30/2017
SL	Genevieve	Naomi	Matsumura	Special Education 7 - 12	8/1/2012	6/30/2017
SL	Dana	Ayako	Nakasone	English 5 - 9	8/1/2012	9/30/2015
SL	Jamie	E.	Sentelle	Mathematics 5 - 9	8/1/2012	6/28/2014
SL	Maury	Y.	Shimizu	Teaching English to Speakers of Other Languages K - 6	8/1/2012	4/30/2015
SL	Richard	Anton	St. Onge	Science 5 - 9	7/1/2012	6/30/2015
SL	Jaqueline	G.	Vallejo	Mathematics 5 - 9	9/1/2012	6/30/2016
SL	Mary	E.G.	Wellein	English 5 - 9	9/1/2012	6/30/2016
SL	Robert	A.	Zellner	Mathematics 5 - 9	9/1/2012	6/30/2016
				SPECIAL PERMITS		
License	Last	Middle	First	Teaching Field	Effective Date	Expiration Date
None						
				CORRECTIONS		
License	Last	Middle	Last	Teaching Field	Effective Date	Expiration Date
SL	Angie	Mia	Lead	Elementary Education K-6, English 5-9	6/1/2012	6/30/2017

September 9/21/12 Board Report of Renewed Licenses						
License	Last	Middle	First	Teaching Field	Effective Date	Expiration Date
SL	Abbas	L.	Corrie	SPED - Mild/Moderate K - 12	9/1/2012	6/30/2018
SL	Abbas	L.	Corrie	English 5 - 9	9/1/2012	6/30/2018
SL	Abbas	L.	Corrie	Social Studies 5 - 9	9/1/2012	6/30/2018
SL	Abdelahad	L.	Sandra	English 7 - 12	8/1/2012	6/30/2018
SL	Acoba	Y.M.	Corrie	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Acoba	Y.M.	Corrie	Special Education K - 6	8/1/2012	6/30/2018
SL	Ah Quin	M.	Kehaulani	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Ah Quin	M.	Kehaulani	SPED - Mild/Moderate K - 12	8/1/2012	6/30/2018
SL	Aiona	L M	Moani	School Counselor K - 12	8/1/2012	6/30/2018
SL	Akemoto		Daniel	Music K - 12	8/1/2012	6/30/2018
SL	Alghussein	Winter	Maryilyn	SPED - Mild/Moderate K - 12	9/1/2012	6/30/2018
SL	Amparo	Leanna	Rachelle	English 7 - 12	8/1/2012	6/30/2018
SL	Bailey		Weyland	Mathematics 7 - 12	9/1/2012	6/30/2018
SL	Buckland		Linda	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Carlos		Melanie	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Carlson	L.	Mary	English 7 - 12	9/1/2012	6/30/2018
SL	Carol		Nancy	Art K - 12	9/1/2012	6/30/2018
SL	Carol		Nancy	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Cassler	S. F.	Shelly	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Cassler	S. F.	Shelly	Reading Specialist K - 12	9/1/2012	6/30/2018
SL	Caulford	Nalani	Kristin	SPED - Mild/Moderate K - 12	8/1/2012	6/30/2018
SL	Chan	Joy A.	Evie	School Counselor K - 12	8/1/2012	6/30/2018
SL	Chan		Jana	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Chan		Jana	English 5 - 9	9/1/2012	6/30/2018
SL	Cline	L.	Paul	English 7 - 12	8/1/2012	6/30/2018
SL	Cortez	S.	Pablo	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Cullen		Evelyn	SPED - Mild/Moderate K - 12	9/1/2012	6/30/2018
SL	Diggs	S	Michael	Social Studies 7 - 12	8/1/2012	6/30/2018
SL	Doi		Douglas	Art 7 - 12	8/1/2012	6/30/2018
SL	Domingo		Erick	Physical Education K - 12	9/1/2012	6/30/2018
SL	Duncan		Heddy	SPED - Mild/Moderate K - 12	9/1/2012	6/30/2018
SL	Engleman	Hiroko	Tina	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Fraser		Vince Anna	English 7 - 12	8/1/2012	6/30/2018
SL	Fraser		Vince	SPED - Mild/Moderate K - 12	8/1/2012	6/30/2018

			Anna			
SL	Fretto		Amanda	Special Education K - 12	9/1/2012	6/30/2018
SL	Fujii		Rayna	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Fukuda	S K	Jennifer	School Counselor K - 12	8/1/2012	6/30/2018
SL	Fukuyama	Yukiko	Leslie	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Fukuyama	Yukiko	Leslie	Early Childhood Education PK - 3	9/1/2012	6/30/2018
SL	Hagino		Danielle	Special Education K - 12	9/1/2012	6/30/2018
SL	Han		Davelyn	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Harman	Napuaalao nu'uano	Pelehonumea	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Harman	Napuaalao nu'uano	Pelehonumea	Hawaiian Language 7 - 12	8/1/2012	6/30/2018
SL	Harman	Napuaalao nu'uano	Pelehonumea	Hawaiian Studies 7 - 12	8/1/2012	6/30/2018
SL	Harman	Napuaalao nu'uano	Pelehonumea	Hawaiian Language Immersion K - 12	8/1/2012	6/30/2018
SL	Hashimoto		Curt	Social Studies 7 - 12	9/1/2012	6/30/2018
SL	Hermes		Dian	Music K - 12	8/1/2012	6/30/2018
SL	Hill	A.	Odin	Science 7 - 12	8/1/2012	6/30/2018
SL	Hirakawa		Shawna	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Hirakawa		Shawna	Special Education K - 6	8/1/2012	6/30/2018
SL	Hue	A. N.	Lianne	Social Studies 7 - 12	9/1/2012	6/30/2018
SP	Ibarra		Christopher	Career and Technical Education	9/1/2012	8/31/2013
SL	Iguchi		Heather	School Counselor K - 12	8/1/2012	6/30/2018
SL	Itamoto	A.	Tori	English 7 - 12	9/1/2012	6/30/2018
SL	Javier	T.	Lorie	Science 7 - 12	9/1/2012	6/30/2018
SL	Kaneshiro		Rona	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Kaneshiro		Rona	Science 5 - 9	8/1/2012	6/30/2018
SL	Kapuniai	M.	Elvera	SPED - Mild/Moderate K - 12	9/1/2012	6/30/2018
SL	Kim		James	SPED - Mild/Moderate K - 12	9/1/2012	6/30/2018
SL	Kim	K.	Lauren	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Kloepfel	Kaylani	Christie	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Kloepfel	Kaylani	Christie	Early Childhood Education PK - 3	9/1/2012	6/30/2018
SL	LaMontagne	L. K. J.	Carmen	Elementary Education K - 6	9/1/2012	6/30/2018
SL	LaMontagne	L. K. J.	Carmen	School Counselor K - 12	9/1/2012	6/30/2018
PL	Lee	J.	Helen	Science 5 - 9	9/1/2012	8/31/2013
PL	Lee	J.	Helen	Science 7 - 12	9/1/2012	8/31/2013
SL	Lewis		Summer	Elementary Education K - 6	9/1/2012	6/30/2018

SL	Long	Atwood	Dorrance	School Counselor K - 12	8/1/2012	6/30/2018
SL	Ludwig	T.	Jamie	CTE-Public and Human Services Vocational 7-12	9/1/2012	6/30/2018
SL	Lung	Wai Mun Lam	Serena	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Mahuna-Kukahiko	O.	Sandra	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Mano	M.	Melissa	Mathematics 7 - 12	8/1/2012	6/30/2018
SL	McGerity		Nichole	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Miklas	Y.	Melissa	SPED - Mild/Moderate K - 12	9/1/2012	6/30/2018
SL	Millwood		Arlette	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Miranda		Morag	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Mitchell		Jeanne	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Mock	Pedicone	Jane	Special Education K - 6	8/1/2012	6/30/2018
SL	Moninger		Michele	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Monson		Janice	Special Education K - 12	9/1/2012	6/30/2018
SL	Nakamaejo		Barbara	Music K - 12	8/1/2012	6/30/2018
SL	Nakayama	T.	Todd	CTE-Business 7-12	8/1/2012	6/30/2018
SL	Ng		Deborah	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Nishimiya	M.	Tora	Special Education K - 12	9/1/2012	6/30/2018
SL	Pacheco Jr.	D.	William	Special Education K - 12	9/1/2012	6/30/2018
SL	Pak	L.	Jennifer	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Perruso	Anastasia	Amy	Social Studies 7 - 12	8/1/2012	6/30/2018
SL	Pires		Delia	SPED - Mild/Moderate K - 12	9/1/2012	6/30/2018
SL	Pratt	A	Cynthia	CTE-Public and Human Services 7-12	8/1/2012	6/30/2018
SL	Reed		Kristina	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Rhein		Megan	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Richards		Lindsey	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Rohr	H.	Michael	Special Education K - 12	9/1/2012	6/30/2018
SL	Rohr	H.	Michael	Special Education PK - 3	9/1/2012	6/30/2018
SL	Rohr	H.	Michael	Reading 7 - 12	9/1/2012	6/30/2018
SL	Rothrock	P.	Patricia	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Savage	L.	Jerod	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Seguritan		Chantel	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Seguritan		Chantel	SPED - Mild/Moderate K - 12	8/1/2012	6/30/2018
SL	Simms	P.	Marilyn	Special Education K - 12	9/1/2012	6/30/2018
SL	Smith		Nathan	Mathematics 7 - 12	8/1/2012	6/30/2018
SL	Smith		Nathan	Mathematics 5 - 9	8/1/2012	6/30/2018
SL	Smith		Nathan	Social Studies 5 - 9	8/1/2012	6/30/2018

SL	Smith		Nathan	Social Studies 7 - 12	8/1/2012	6/30/2018
SL	Soon		Charles	Physical Education K - 12	9/1/2012	6/30/2018
SL	Soon		Charles	Social Studies 7 - 12	9/1/2012	6/30/2018
SL	St. George		Susan	Teaching English to Speakers of Other Languages 7 - 12	9/1/2012	6/30/2018
SL	Sugrue	M.	Ann	Mathematics 7 - 12	8/1/2012	6/30/2018
SL	Sze	B.	Aimee	Mathematics 7 - 12	8/1/2012	6/30/2018
SL	Takekawa	Iwasaki	Jolie	Japanese 7 - 12	8/1/2012	6/30/2018
SL	Teramoto		Kathy	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Tevis		Danielle	Special Education K - 12	8/1/2012	6/30/2018
SL	Tokuno	K. L.	Jaclyn	Music K - 12	9/1/2012	6/30/2018
SL	Uchida	A. T.	Tiffany	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Unten	H. Y.	Heidi	Science 7 - 12	8/1/2012	6/30/2018
SL	Valera	Lee Kehaulani	Jasa	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Verble		Larry	Special Education K - 12	9/1/2012	6/30/2018
SL	Verble		Larry	Special Education PK - 3	9/1/2012	6/30/2018
SL	Vidal	R	Laora	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Walker	A.	Lory	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Weber	A.	Donald	Physical Education K - 12	8/1/2012	6/30/2018
SL	Werner	M.	Eunice	SPED - Severe/Profound PK - 3	9/1/2012	6/30/2018
SL	Werner	M.	Eunice	SPED - Severe/Profound K - 12	9/1/2012	6/30/2018
SL	Werner	M.	Eunice	Science 7 - 12	9/1/2012	6/30/2018
SL	Wong	T.	Matthew	Elementary Education K - 6	8/1/2012	6/30/2018
SL	Wright		Michael	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Wright		Michael	Special Education K - 6	9/1/2012	6/30/2018
SL	Yamamoto		Jared	School Counselor K - 12	9/1/2012	6/30/2018
SL	Yamamoto		Shalayne	Early Childhood Education PK - 3	9/1/2012	6/30/2018
SL	Yamamoto		Shalayne	Elementary Education K - 6	9/1/2012	6/30/2018
SL	Yokota		Ayumu	Social Studies 7 - 12	8/1/2012	6/30/2018

New Business Item 12-06

Introduced

9/21/12

App. 9/21/12

**TITLE: Chaminade Report Regarding the Status of the Recommendations of its
State Approved Teacher Education (SATE) Unit and Program Review**

The Hawaii Teacher Standards Board accepts the attached report and data from Chaminade required in NBI 11-18Rev., passed on September 23, 2011:

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

Submitted by: Terry Lynn Holck

Referred to: Teacher Education Committee

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Unapproved Minutes for September 21, 2012



August 15, 2012

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

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

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

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

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

Respectfully submitted,

A handwritten signature in cursive script that reads "Joseph Peters".

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

**Report to the Hawaii Teacher's Standards Board
Chaminade University**

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

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

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

DISAGGREGATED DATA

Praxis Information

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

Analysis of Data

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

Program Improvement Decision

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

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

Analysis of Data

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

Program Improvement Decision

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

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

*Currently, there are no undergraduate special education majors.

Analysis of Data

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

Program Improvement Decision

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

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

Analysis of Data

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

Program Improvement Decision

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

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

*No current Masters of Education students in secondary education.

Analysis of Data

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

Program Improvement Decision

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

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

*Currently there are no undergraduate special education majors.

Analysis of Data

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

Program Improvement Decision

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

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

Analysis of Data

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

Program Improvement Decision

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

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

Student Teaching Midterm Evaluation

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

Analysis of Data

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

Program Improvement Decision

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

Student Teaching Final Evaluation

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

Analysis of Data

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

- Developing (D) Student displays trait or performance indicator less than 79% of the time is a "0" score;
- Meets (M) Student displays trait or performance indicator between 80 - 94% of the time is a "1" score; and
- Exceeds (E) Student displays trait or performance indicator more than 95% of the time is a "2" score.
- Note that students do not pass student teaching if they have a "0"/"Developing" summary score overall or in any subsection.

The student teaching forms are attached as Appendix B.

Program Improvement Decision

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

KSD Referrals

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

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

Analysis of Data

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

Program Improvement Decision

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

Observation and Participation

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

Analysis of Data

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

Program Improvement Decision

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

Lesson and Unit Planning

Program Improvement Decision

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

Technology

Program Improvement Decision

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

Grade Point Averages

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

Analysis of Data

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

Program Improvement Decision

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

Service Learning

Program Improvement Decision

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

**Appendix A
Alignment Matrix**

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

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

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

<p>TEAC Quality Principles</p> <p>3.2 Sufficient capacity for quality</p>	<p>3.2 Internal Capacity for Quality: The program must also show that it has adequate and sufficient capacity in the same areas. The curriculum is adequate to support a quality program that meets the candidate learning requirements of Quality Principle I. The program must also demonstrate that the faculty members associated with the program are qualified for their assigned duties in the program consistent with the goal of preparing competent, caring, and qualified educators. The program must demonstrate that the facilities provided by the institution for the program are sufficient and adequate to support a quality program. The program must have adequate and appropriate fiscal and administrative resources that are sufficient to support the mission of the program and to achieve the goal of preparing competent, caring, and qualified educators. The program must make available to candidates regular and sufficient student services such as counseling, career placement, advising, financial aid, health care, and media and technological support. The institution that offers the program must publish in its catalog, or other appropriate documents distributed to candidates,</p>	<p>3.2.2 Faculty: Faculty members must be qualified to teach the courses in the program to which they are assigned, as evidenced by advanced degrees held, scholarship, advanced study, contributions to the field, and professional experience. TEAC requires that a majority of the faculty members must hold a graduate or doctoral level degree in subjects appropriate to teach the educational program of study and curricula. The program may, however, demonstrate that faculty not holding such degrees are qualified for their roles based on the other factors than those stated above.</p>	<p>3.2.1 Curriculum: The curriculum must reflect an appropriate number of credits and credit hour requirements for the components of Quality Principle I. An academic major, or its equivalent, is necessary for subject matter knowledge (1.1) and no less than an academic minor, or its equivalent, is necessary for pedagogical knowledge and teaching skill (1.2 and 1.3).</p>	<p>3.2.3. Facilities: The program must demonstrate that there are appropriate and adequate budgetary and other resource allocations for program space, equipment, and supplies to promote success in candidate learning as required by Quality Principle I.</p> <p>3.2.5. Student Support Services: Student services available to candidates in the program must be sufficient to support successful completion of the program and success in candidate learning. In cases where the program does not directly provide student support services, the program must show that candidates have equal access to, and benefit from, student support services provided by the institution.</p> <p>3.2.4. Fiscal and Administrative: The financial condition of the institution that supports the program must be sound, the institution must be financially viable, and the resources available to the program must be sufficient to support the operations of the program and to promote success in candidate learning as required by Quality Principle I. The program must demonstrate that there is an appropriate level of institutional investment in and</p>	<p>3.2.6. Policies and Practices: The program must distribute an academic calendar to candidates. The academic calendar must list the beginning and end dates of terms, holidays, and examination periods. If the program's academic calendar coincides with the institution's academic calendar, it may distribute the institution's academic calendar.</p> <p>Claims made by the program in its published materials must be accurate and supported with evidence. Claims made in the Inquiry Brief regarding the program must be consistent with, and inclusive of, the claims made about the program that appear in the institution's catalog, mission statements, website, and other promotional literature.</p> <p>The program must have a fair and equitable published grading policy, which may be the institution's grading policy.</p> <p>The program must have a published transfer of credit and transfer of student enrollment policy.</p> <p>The institution is required to keep a file of complaints from its candidates about the program's quality and must provide TEAC with access to all complaints</p>
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	<p>accurate information that fairly describes the program, policies and procedures directly affecting admitted candidates in the program, charges and refund policies, grading policies, and the academic credentials of faculty members and administrators.</p> <p>The quality of a program depends on its ability to meet the needs of its candidates. One effective way to determine if those needs are met is to encourage candidates to evaluate the program and express their concerns, grievances, and ideas about the program. The faculty is asked to provide evidence that it makes a provision for the free expression of candidate views about the program and responds to candidate feedback and complaints.</p>			<p>commitment to faculty development, research and scholarship, and national and regional service. Faculty workload obligations must be commensurate with the institution's expectations for promotion, tenure, and other program obligations</p>	<p>regarding the program and their resolution.</p>
<p>TEAC Quality Principles</p> <p>3.3. State Standards</p> <p>Hawaii Teacher Standards Board Teacher Performance Standards</p> <p>Support for the Common Core Standards in Math & English/ Language Arts</p>	<p>3.3. State Standards: When appropriate, usually because of TEAC's protocol agreement with a state, a third component to the TEAC capacity standards (3.3) is added with subcomponents (3.3.1, etc.), in accordance to the state's particular additional requirements.</p>	<p>HTSB III: Adapts to Learner Diversity: The effective teacher consistently provides opportunities that are inclusive and adapted to diverse learners.</p> <p>HTSB V: Demonstrates Knowledge of Content: The effective teacher consistently demonstrates competency in content area(s) to develop student knowledge and performance.</p> <p>HTSB IX: Demonstrates Professionalism: The</p>	<p>HTSB I: Focuses on the Learner: The effective teacher consistently engages students in appropriate experiences that support their development as independent learners.</p> <p>HTSB II: Creates and Maintains A Safe and Positive Learning Environment: The effective teacher consistently creates a safe and positive learning environment that encourages social interaction, civic</p>	<p>HTSB X: Fosters Parent and School Community Relationships: The effective teacher establishes and maintains strong working relationships with parents and members of the school community to support student learning.</p> <p>Awareness and Use of Common Core Standards-Math: http://www.corestandards.org/assets/CCSS1_Math%20Standards.pdf</p> <p>Awareness and Use of</p>	

		<p>effective teacher continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally.</p>	<p>responsibility, active engagement in learning, and self-motivation.</p> <p>HTSB IV: Fosters Effective Communication in the Learning Environment: The effective teacher consistently enriches communication in the learning environment.</p> <p>HTSB VI: Designs and Provides Meaningful Learning Experiences: The effective teacher consistently plans and implements, meaningful learning experiences for students.</p> <p>HTSB VII: Uses Active Student Learning Strategies: The effective teacher consistently uses a variety of active learning strategies to develop students' thinking, problem-solving and learning skills.</p> <p>HTSB VIII: Uses Assessment Strategies: The effective teacher consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.</p>	<p>Common Core Standards-English/ Language Arts: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf</p>	
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<p>InTASC Standards</p> <p>Alignment to Marianist Core Academic Values</p> <p>The Learner and Learning</p>		<p>Standard #1 Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>Standard #2 Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>Standard #3 Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p>		
<p>InTASC Standards Alignment to Marianist Core Academic Values</p> <p>Content</p>		<p>Standard #4 Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>Standard #5 Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>		
<p>InTASC Standards Alignment to Marianist Core Academic Values</p> <p>Instructional Practice</p>		<p>Standard #8 Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>Standard #6 Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>		<p>Standard #7 Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>

InTASC Standards Alignment to Marianist Core Academic Values Professional Responsibility	Standard #8: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.			Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	
Program Learning Outcomes (All Licensure Programs)	Program Learning Outcome 8: Professional & Ethical Dispositions and Communication: (Professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues.)	Program Learning Outcome 1: Content Knowledge (Knowledge of subject matter such as reading/language arts, mathematics, social sciences, visual arts, musical arts, and kinesthetic arts.) Program Learning Outcome 3: Pedagogical Content Knowledge (Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner.)	Program Learning Outcome 2: Developmentally Appropriate Practice (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning.) Program Learning Outcome 5: Assessment for Learning (Knowledge and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning.)	Program Learning Outcome 6: Diversity (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe, positive, caring, and inclusive learning environments.)	Program Learning Outcome 4: Educational Technology (Knowledge and application of appropriate technology for student learning.)

			Program Learning Outcome 7: Focus on Student Learning (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology.)		
TEAC Claims (Require at least two sources of evidence to support candidates performance)	Strand: Intrapersonal Claim 1: Professionalism: Chaminade teacher candidates demonstrate professionalism and ethical behavior in the classroom.	Strand: Interpersonal Claim 2-Knowledge of Subject Matter: Chaminade teacher candidates demonstrate knowledge of subject matter.	Strand: Classroom Claim 3-Learning Environment: Chaminade teacher candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	Strand: Community Claim 4- Community: Chaminade teacher candidates are culturally aware, know the needs in the community, and serve to support the communities in which they live.	Strand: World Claim 5-Technology: Chaminade teacher candidates can apply 21 st Century methodologies in support of standards-based teaching and learning.
Assessment Method 1	Professional Teaching Disposition Survey	Praxis I Scores	UbD Lesson Plan	Integrated Unit Plan	Technology Plan
	Signature Assignment: Professional Teaching Dispositions Survey This survey is being revised for use at the undergraduate and graduate levels.	Signature Assignment: Praxis I Test [These data are already available through ETS] Data will be collected through ETS reports. Scores will be disaggregated by program.	Signature Assignment: Understanding By Design (Backwards Design) Lesson Plan Construct a lesson plan based on the principles of backwards design (see Wiggins & McTighe, Understanding by Design 2 nd ed.). See LiveText for Rubric	Signature Assignment: Understanding By Design (Backwards Design) Unit Plan. Construct a unit plan based on the principles of backwards design (see Wiggins & McTighe, Understanding by Design 2 nd ed.). See LiveText for Rubric	Signature Assignment: Technology Plan A new faculty member in IT has been hired for the 2012-2013 academic year in order to create this plan.
Assessment Method 2	Demonstrates Professionalism	Praxis II Scores	Concept Analysis	Multicultural PowerPoint	Common Core Standards
	Signature Assignment: Student Teaching Evaluation – Final Revised per INTASC standards. See LiveText for form.	Signature Assignment: Praxis II Content Test. [These data are already available through ETS] Data will be collected through ETS reports. Scores will be disaggregated by program.	Signature Assignment: Concept Analysis Section of the Educational and Psychological Foundations courses. Assignment and rubric are in development.	Signature Assignment: Multicultural Research Paper and PowerPoint Presentation. Assignment and rubric are in development.	Signature Assignment: Backwards Design Lesson Plan and Unit Plan (see attached template) Awareness and Use of Common Core Standards data will be collected as part of the lesson plan and unit plan rubrics.

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

Appendix B
Student Teaching Final Observation

Multiple files are bound together in this PDF Package.

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

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

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

Appendix C
KSD Referral Form



KNOWLEDGE/SKILLS/DISPOSITIONS

REMEDATION PLAN

Teacher Candidate/CID #:

Faculty Member:

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

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

Signed:

_____ Date: _____
Teacher Candidate

_____ Date: _____
Faculty Member

_____ Date: _____
Dean of Education

cc: Student File

FOR OFFICE USE ONLY:

Verification of Satisfactory Completion of Remediation Plan:

Faculty Member: _____ Date: _____

Dean of Education: _____ Date: _____

Appendix D
O&P Observation Form

O&P Evaluation Form

1. First Name

2. Last Name

3. O&P School

4. O&P Host Teacher's Full Name

5. Indicate the Program in which you are currently enrolled

- Elementary K - 6 Education
- Secondary Math Education
- Secondary Science Education
- Secondary Social Studies Education
- Secondary English Education
- Special Education (K - 12) Education

6. O&P Course Number(s)

- EDUC 610: Elementary LA Methods
- EDUC 612: Elementary Science Methods
- EDUC 614: Elementary Math Methods
- EDUC 618: Elementary Social Studies Methods
- EDUC 620/ 621/622: Secondary Teaching in the Area of Specialization
- EDUC 623: Secondary Teaching Strategies
- EDUC 642: Literacy in the Content Area
- EDUC 650: Managing School Environments
- EDUC 667: SPED K - 12 Math Methods
- EDUC 668: SPED K - 12 LA Methods

Click on all courses for which you received a placement

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

HTSB InTASC Standard 1: Learner Development

Not at all

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

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

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

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

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

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

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

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

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

HTSB InTASC Standard 5: Application of Content

Not at all

Some of the time

Most of the time

Always

ONA (Did not have the opportunity to observe this Standard)

Refer to HTSB's website for more information on the InTASC standards

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

HTSB InTASC Standard 6: Assessment

Not at all

Some of the time

Most of the time

Always

ONA (Did not have the opportunity to observe this Standard)

Refer to HTSB's website for more information on the InTASC standards

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

HTSB InTASC Standard 7: Planning for Instruction

Not at all

Some of the time

Most of the time

Always

ONA (Did not have the opportunity to observe this Standard)

Refer to HTSB's website for more information on the InTASC standards

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

HTSB InTASC Standard 8: Instructional Strategies

Not at all

Some of the time

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

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

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

16. Did the teacher seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession?

- HTSB InTASC Standard 10: Leadership and Collaboration
- Not at all
 - Some of the time
 - Most of the time
 - Always
 - ONA (Did not have the opportunity to observe this Standard)
- Refer to HTSB's website for more information on the InTASC standards

17. I would recommend this O&P teacher for future placements.

- Yes
- No

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

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

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



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

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Appendix E
Understanding by Design Unit and Lesson Plan Templates and Rubrics

Charlotte-Mecklenburg
University

Understanding by Design (UBD) Unit Plan Template

Classroom Teacher: _____		Grade (K-12)/Developmental Level: _____		Dates Unit Will Be Taught: _____	
Unit Subject Area(s): _____		Unit Topic: _____		Presence Teacher: _____	
Stage 1- Desired Results					
Established Goals What content standards and program- or mission-related goal(s) will this unit address? What habits of mind and cross-disciplinary goals—for example, 21 st century skills, core competencies—will this unit address? Common Core Standards addressed include _____		Big Ideas What are the big picture concepts, conceptual anchors, and connections? Students will be able to independently use their learning to _____ What kinds of long-term independent accomplishments are desired? Transfer		Essential Questions Students will keep considering _____ What thought-provoking questions will foster inquiry meaning and transfer?	
Knowledge Acquisition Students will know _____ What facts and basic concepts should students know and be able to recall?		Skills Acquisition Students will be skilled at _____ What discrete skills and processes should students be able to use?			
Stage 2- Evidence					
Results Are all desired results being appropriately addressed?		Evaluative Criteria What criteria will be used in each assessment to evaluate attainment of the desired results? Regardless of the format of the assessment, what qualities are most important?		Performance Tasks Students will show that they may understand by evidence of _____ How will students demonstrate their understanding through complex performance? Other Evidence Students will show they have achieved Stage 1 goals by _____	
Stage 3- Learning Plan					
Pre-Assessments					
Goals What is the goal for each learning event?		What pre-assessments will you use to check students' prior knowledge, skill levels, and potential misconceptions? How will you monitor students' progress toward acquisition meaning and transfer? How will students get the feedback that they need? Does the learning plan reflect principles of learning and best practices? Will the plan be effective and engaging for students?			
Acknowledged _____		Date _____		Grade (if applicable) _____	

Chaminade University

Understanding by Design (UbD) Lesson Plan Template

Classroom Teacher: _____ Grade (K-12)/Developmental Level: _____	
Date Lesson Will Be Taught: _____ Lesson Subject Area: _____	
Lesson Topic: _____ Preservice Teacher: _____	
Stage 1- Desired Results	
Established Goals/Big Ideas (Include): <i>What are the big picture concepts, conceptual anchors, and connections?</i>	
Common Core Standards: http://www.corestandards.org/assets/CCSSI_Math_Standards.pdf http://www.corestandards.org/assets/CCSSI_ELA_Standards.pdf	
Understandings: <i>Students will understand that . . .</i>	Essential Questions: <i>What questions highlight the big ideas?</i>
Content Acquisition (Objectives): <i>Student will know . . .</i>	Skill Acquisition (Objectives): <i>Student will be able to . . .</i>
Stage 2- Assessment Evidence	
Performance Tasks: <i>What tasks will students be able to do to demonstrate understanding?</i>	Other Evidence: <i>What other things can students do to show what they know?</i>
Self-Assessments: <i>What ways can students check understandings to set future goals?</i>	Reflections: <i>What did you identify during self-evaluation?</i>
Stage 3 Learning Plan	
Learning Activities: <i>What will the students do during the lesson so that they achieve the stated goals? How will you guide the students? What resources are needed?</i>	
Acknowledged: _____ Date: _____ Grade (if applicable): _____ <small>(Course instructor, university supervisor, and/or cooperating teacher)</small>	

Understanding by Design Unit Plan Rubric			
	Exceeds Standard	Meets Standard	Does Not Meet Standard
Goals & Standards	Common Core Standards are properly identified and relate to the unit goals. Hawaii Content and Performance Standards (HGPS) II are used as appropriate to the unit. Unit goals are clearly identified and stated in terms of measurable outcomes. Stated goals include elements of knowledge acquisition, comprehension, and transfer of learning.	Common Core Standards are properly identified and relate to the unit goals. Hawaii Content and Performance Standards (HGPS) III are used as appropriate to the unit. Unit goals are clearly identified and stated in terms of measurable outcomes. Stated goals include elements of knowledge acquisition, comprehension, and transfer of learning.	Common Core Standards are NOT properly identified. Unit goals are NOT clearly identified or stated in terms of measurable outcomes.
Big Ideas	Big ideas provide a conceptual focus through which content can be organized and prioritized into nice to know, foundational knowledge and skills, and core tasks which should be explored in depth.	Big ideas provide a conceptual focus through which content can be organized and prioritized into nice to know, foundational knowledge and skills, and core tasks which should be explored in depth.	Big ideas DO NOT help focus the content represented by the standard.
Essential Questions	Big ideas yield great depth and breadth of insight into the subject and apply to multiple developmental levels. Big ideas include transferability to other settings, situations, and content areas and include a framework for theories, concepts, principles, themes, issues/debates, problems, assumptions/ perspectives, challenges, paradoxes, and processes that are representative of the essential focal points.	Essential questions are interpretive in that they do not have a single right answer. Essential questions are stated in a way that will provoke and sustain student inquiry, while focusing learning and final performances. Essential questions address conceptual or philosophical foundations of the discipline/content area and raise other important questions.	Essential questions are NOT stated in a way that will provoke and sustain student inquiry.
Enduring Understandings (Transfer, Meaning, Knowledge Acquisition, Skill Acquisition)	Essential questions stimulate vital, ongoing rethinking of big ideas, assumptions, and prior lessons.	Essential questions are interpretive in that they do not have a single right answer. Essential questions are stated in a way that will provoke and sustain student inquiry, while focusing learning and final performances. Essential questions address conceptual or philosophical foundations of the discipline/content area and raise other important questions.	Enduring understanding is mismatched to goals or NOT aligned with goals.

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

Understanding by Design Lesson Plan Rubric			
	Exceeds Standard	Meets Standard	Does Not Meet Standard
Goals & Standards	<p>Common Core Standards are properly identified and relate to the lesson goals. Hawaii Content and Performance Standards (HCPS) III are used as appropriate to the lesson. Lesson goals are clearly identified and stated in terms of measurable outcomes. <i>Stated goals include elements of knowledge acquisition, comprehension, and transfer of learning.</i></p> <p>Goals will facilitate all levels of the revised Bloom's taxonomy (<i>remembering, understanding, applying, analyzing, evaluating, and creating</i>). Goals will allow for multiple intelligences (<i>logical-mathematical, spatial, linguistic, bodily-kinesthetic, musical, interpersonal, intrapersonal, and existential</i>).</p>	<p>Common Core Standards are properly identified and relate to the lesson goals. Hawaii Content and Performance Standards (HCPS) III are used as appropriate to the lesson. Lesson goals are clearly identified and stated in terms of measurable outcomes. <i>Stated goals include elements of knowledge acquisition, comprehension, and transfer of learning.</i></p>	<p>Common Core Standards are NOT properly identified. Lesson goals are NOT clearly identified or stated in terms of measurable outcomes.</p>
Big Ideas	<p>Big ideas provide a conceptual focus through which content can be organized and prioritized into nice to know, foundational knowledge and skills, and core tasks which should be explored in depth.</p> <p>Big ideas yield great depth and breadth of insight into the subject and apply to multiple developmental levels. Big ideas include transferability to other settings, situations, and content areas and include a framework for theories, concepts, principles, themes, issues/debates, problems, assumptions/ perspectives, challenges, paradoxes, and processes that are representative of the essential focal points.</p>	<p>Big ideas provide a conceptual focus through which content can be organized and prioritized into nice to know, foundational knowledge and skills, and core tasks which should be explored in depth.</p>	<p>Big ideas DO NOT help focus the content represented by the standard.</p>
Essential Questions	<p>Essential questions are interpretive in that they do not have a single right answer. Essential questions are stated in a way that will provoke and sustain student inquiry, while focusing learning and final performances. Essential questions address conceptual or philosophical foundations of the discipline/content area and raise other important questions.</p> <p>Essential questions stimulate vital, ongoing rethinking of big ideas, assumptions, and prior lessons.</p>	<p>Essential questions are interpretive in that they do not have a single right answer. Essential questions are stated in a way that will provoke and sustain student inquiry, while focusing learning and final performances. Essential questions address conceptual or philosophical foundations of the discipline/content area and raise other important questions.</p>	<p>Essential questions are NO stated in a way that will provoke and sustain student inquiry.</p>
Enduring Understandings (Transfer, Meaning, Knowledge Acquisition, Skill Acquisition)	<p>Enduring understandings are derived from and aligned with goals. They are framed in complete sentences and are measurable.</p> <p>Transfer statements reflect the anticipated enduring value beyond the specific topic. The meaning statements provide specific topical and overarching understandings. The knowledge acquisition includes the basic concepts the students should know. The skill acquisitions include the things students should be able to do as a result of the lesson. Knowledge and skills include all levels of the revised Bloom's taxonomy (<i>remembering, understanding, applying, analyzing, evaluating, and creating</i>). Knowledge and skills address multiple intelligences (<i>Logical-mathematical, spatial, linguistic, bodily-kinesthetic, musical, interpersonal, intrapersonal, and existential</i>).</p>	<p>Enduring understanding is derived from and aligned with goals. They are framed in complete sentences and are assessable.</p>	<p>Enduring understanding is mismatched to goals or NO aligned with goals.</p>

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