

# HAWAII TEACHER STANDARDS BOARD SATE PROGRAM REVIEW REPORT

Dr. Jonathan Schwartz, Dr. Mark Fox, Ms. Sherri Gelbard  
Reviewer(s)

4/18/09  
Date of review

Program(s) included in this Review	Program Type	Degree or Award
Institution: Chaminade University of Honolulu  Program: Dual Elementary/Special Education Program  Grade Level: Special Education K-12 Elementary Education K-6	Initial teacher license in: Elementary Education K-6 and Special Education Mild/Moderate K-12	Baccalaureate

## APPROVAL RECOMMENDATION

### Your Recommended Approval Decision:

Full Approval with Conditions

#### Conditions:

By December 31, 2011, the Special Education Program must submit to the HTSB:

- Plans for a systemized approach describing how data will be gathered.
- Data which has been summarized and interpreted for the purposes of program improvement.

**HAWAII TEACHER STANDARDS BOARD  
SATE PROGRAM REVIEW REPORT**

**SECTION 1 TEST RESULTS**

Test Results

The program meets or exceeds an 80% pass rate on state licensure exams:

Yes

Pass Rate for the IHE Praxis II content area examination(s): Over 80% for each cohort.

# HAWAII TEACHER STANDARDS BOARD

## SATE PROGRAM REVIEW REPORT

### SECTION 2: REVIEWER SUMMARY

#### 2.1 Summary of Strengths:

Hawaiiana is incorporated throughout the standards for teacher licensure. Candidates must take and pass Hawaiian 101 and Hawaiian 102 so that they understand the critical issues related to a “local” climate.

The use of culminating activities for courses provide a thorough evaluation of the student’s strengths and needs for improvement. These signature assignments are clearly aligned with standards.

The exit portfolio is thorough and meets all 10 standards. Two pieces of evidence must be submitted for each standard.

Hybrid courses offer candidates variety in how they take their courses.

Results of course grades, Praxis I and other assessments reflect high levels of teacher candidate performance and proficiency

Program’s mission, vision, core values and principles are clear and interrelated

Faculty are actively utilizing assessment results to make changes in order to improve candidate knowledge and program performance.

#### 2.2 Areas for Improvement:

The program needs leadership as it relates to ensuring consistency of coursework, policies, procedures and evaluations.

Information/data is collected informally:

- The program does not have a systematic approach to data collection.
- A system needs to be identified as to how stakeholders are involved in providing input for program improvement. When such a system is instituted, data will need to be collected.
- A system needs to be identified as to how faculty are evaluated and how this data is used to improve performance. When such a system is instituted, data will need to be collected.
- A system needs to be identified as to how the program is evaluated internally and how this data is used to improve performance. When such a system is instituted, data will need to be collected.

## **HAWAII TEACHER STANDARDS BOARD SATE PROGRAM REVIEW REPORT**

- A system needs to be identified as to how candidate dispositions are evaluated and how this data is used. When such a system is instituted, data will need to be collected.

More information is needed about faculty who teach as part of this program.

- It appears that there is only one full time faculty teaching SPED courses
- There are no records of online faculty included in this PSSR.

### **2.3 Concerns for follow-up by onsite unit review team:**

The program does not have a systematic approach to collecting, maintaining, and utilizing data.

# HAWAII TEACHER STANDARDS BOARD SATE PROGRAM REVIEW REPORT

## SECTION 3 STATUS OF MEETING HTSB STANDARDS

HTSB Standards for SATE	STANDARD MET OR NOT MET AND REVIEWER COMMENTS												
<p>1. Focuses on the Learner</p> <p>Assessment:</p> <table style="margin-left: 20px; border: none;"> <tr> <td style="padding: 0 10px;">1</td> <td style="padding: 0 10px;">2</td> <td style="padding: 0 10px;">3</td> <td style="padding: 0 10px;"><b>4</b></td> <td style="padding: 0 10px;"><b>5</b></td> <td style="padding: 0 10px;">6</td> </tr> <tr> <td style="padding: 0 10px;">7</td> <td style="padding: 0 10px;">8</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	1	2	3	<b>4</b>	<b>5</b>	6	7	8					<p style="margin-top: 0;"><b>MET</b></p> <p>Reviewer Comments:</p> <p>There are sufficient assignments and assessment tools that are aligned with standards. Data from assessment tools is lacking.</p> <p>We believe these requirements are being met based on O &amp; P hours, observation hours, student teaching evaluations, successful completion of signature assignments.</p>
1	2	3	<b>4</b>	<b>5</b>	6								
7	8												
<p>2. Creates and maintains a safe and positive learning environment</p> <p>Assessment:</p> <table style="margin-left: 20px; border: none;"> <tr> <td style="padding: 0 10px;">1</td> <td style="padding: 0 10px;">2</td> <td style="padding: 0 10px;">3</td> <td style="padding: 0 10px;"><b>4</b></td> <td style="padding: 0 10px;"><b>5</b></td> <td style="padding: 0 10px;">6</td> </tr> <tr> <td style="padding: 0 10px;">7</td> <td style="padding: 0 10px;">8</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	1	2	3	<b>4</b>	<b>5</b>	6	7	8					<p style="margin-top: 0;"><b>MET</b></p> <p>Reviewer Comments:</p> <p>There are sufficient assignments and assessment tools that are aligned with standards. However, data from assessment tools is lacking.</p> <p>We believe these requirements are being met based on the completion of ED404/604 with signature assignment. There are observation hours being completed where mentor teacher completes disposition form. This form directly relates to maintaining a safe and positive learning environment</p>
1	2	3	<b>4</b>	<b>5</b>	6								
7	8												
<p>3. Adapts to learner diversity</p> <p>Assessment:</p> <table style="margin-left: 20px; border: none;"> <tr> <td style="padding: 0 10px;">1</td> <td style="padding: 0 10px;">2</td> <td style="padding: 0 10px;">3</td> <td style="padding: 0 10px;"><b>4</b></td> <td style="padding: 0 10px;"><b>5</b></td> <td style="padding: 0 10px;">6</td> </tr> <tr> <td style="padding: 0 10px;">7</td> <td style="padding: 0 10px;">8</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	1	2	3	<b>4</b>	<b>5</b>	6	7	8					<p style="margin-top: 0;"><b>MET</b></p> <p>Reviewer Comments:</p> <p>There are sufficient assignments and assessment tools that are aligned with standards. However, data from assessment tools is lacking.</p> <p>We believe these requirements are being met based on core academic beliefs, assessed in student teaching evaluation form, differentiated lesson plans,</p>
1	2	3	<b>4</b>	<b>5</b>	6								
7	8												

**HAWAII TEACHER STANDARDS BOARD  
SATE PROGRAM REVIEW REPORT**

<b>HTSB Standards for SATE</b>	<b>STANDARD MET OR NOT MET AND REVIEWER COMMENTS</b>
	<p>unit plans, portfolios.</p> <p>Unclear if candidates completing O&amp;P hours are using the inclusion model.</p>
<p>4. Fosters effective communication in the learning environment</p> <p>Assessment:</p> <p style="text-align: center;">1    2    3    <b>4 5</b>    6 7    8</p>	<p><b>MET</b></p> <p>Reviewer Comments:</p> <p>There are sufficient assignments and assessment tools that are aligned with standards. However, data from assessment tools is lacking.</p> <p>We believe these requirements are being met based on student teaching evaluation form, and disposition evaluation form.</p>
<p>5. Demonstrates knowledge of content</p>	<p>MET      (Overall Standard 5)</p>
<p style="text-align: center;">Content Knowledge</p> <p>5.1 Keeps abreast of current developments in content area.</p> <p>Assessment:</p> <p style="text-align: center;">1    2    3    <b>4 5</b>    6 7    8</p>	<p>MET</p> <p>Reviewer Comments:</p>
<p style="text-align: center;">Content Knowledge</p> <p>5.2 Teacher mastery of language, complex processes, concepts and principles unique to content area.</p> <p>Assessment:</p> <p style="text-align: center;">1    2    3    <b>4 5</b>    6 7    8</p>	<p><b>MET</b></p> <p>Reviewer Comments:</p> <p>There are sufficient assignments and assessment tools that are aligned with standards. However, data from assessment tools is lacking.</p> <p>We believe these requirements are being met based on mini units, integrated lesson plans, and signature assignments</p>
<p style="text-align: center;">Content Knowledge</p> <p>5.3 Utilizes the school's current technologies to facilitate learning in the content areas</p>	<p><b>MET</b></p> <p>Reviewer Comments:</p> <p>There are sufficient assignments and assessment tools that are aligned with standards. However, data</p>

**HAWAII TEACHER STANDARDS BOARD  
SATE PROGRAM REVIEW REPORT**

<b>HTSB Standards for SATE</b>	<b>STANDARD MET OR NOT MET AND REVIEWER COMMENTS</b>
<p>Assessment:  1    2    3    4    5    6  7    8</p>	<p>from assessment tools is lacking.</p> <p>Chaminade is changing email to satisfy all participants, offers hybrid classes, and high- and low-technology devices in the classroom, such as the Elmo. Implementation of online portfolios will be starting soon.</p>
<p style="text-align: center;">Content Knowledge</p> <p>5.4. Connects knowledge of content areas to student's prior experiences, personal interests and real life situations</p> <p>Assessment:  1    2    3    4    5    6  7    8</p>	<p style="text-align: center;"><b>MET</b></p> <p>Reviewer Comments:</p> <p>There are sufficient assignments and assessment tools that are aligned with standards. However, data from assessment tools is lacking.</p> <p>We believe these requirements are being met based on the use of portfolios, unit plans, and student teaching evaluations.</p>
<p style="text-align: center;">Content Knowledge</p> <p>5.5 Possesses an understanding of technology appropriate to the content area, e.g. computer assisted instruction</p> <p>Assessment:  1    2    3    4    5    6  7    8</p>	<p style="text-align: center;"><b>NOT MET</b></p> <p>Reviewer Comments:</p> <p>No evidence of use of assistive technology for SPED students and assessment of same.</p>
<p>6. Designs and provides meaningful learning experiences</p> <p>Assessment:  1    2    3    4    5    6  7    8</p>	<p style="text-align: center;"><b>MET</b></p> <p>Reviewer Comments:</p> <p>There are sufficient assignments and assessment tools that are aligned with standards. However, data from assessment tools is lacking.</p> <p>Can be seen in portfolios, unit plans, lesson plans, and student teaching evaluations.</p>
<p>7. Uses active student learning</p>	<p style="text-align: center;"><b>MET</b></p>

**HAWAII TEACHER STANDARDS BOARD  
SATE PROGRAM REVIEW REPORT**

<b>HTSB Standards for SATE</b>	<b>STANDARD MET OR NOT MET AND REVIEWER COMMENTS</b>
strategies Assessment: 1    2    3    4 5    6 7    8	Reviewer Comments:  There are sufficient assignments and assessment tools that are aligned with standards. However, data from assessment tools is lacking.
<b>8. Uses assessment strategies</b> Assessment: 1    2    3    4 5    6 7    8	<b>MET</b>  Reviewer Comments:  There are sufficient assignments and assessment tools that are aligned with standards. Data from assessment tools is lacking.
<b>9. Demonstrates professionalism</b> Assessment: 1    2    3    4 5    6 7    8	<b>MET</b>  Reviewer Comments:  There are sufficient assignments and assessment tools that are aligned with standards. However, data from assessment tools is lacking.  We believe these requirements are being met through student teaching evaluation and dispositions.
<b>10. Fosters parent and school community relationships</b> Assessment: 1    2    3    4 5    6 7    8	<b>NOT MET</b>  Reviewer Comments:  We are unable to make a determination based on the data provided. No explicit evidence (assignments or data) is provided. Though candidates are taking parting the community, we are left wondering how teacher candidates foster parent and school community relationships. Evidence lacking of how teacher candidates collaborate and communicate with other school



**HAWAII TEACHER STANDARDS BOARD  
SATE PROGRAM REVIEW REPORT**

HTSB Standards for SATE	STANDARD MET OR NOT MET AND REVIEWER COMMENTS
	personnel in an inclusion environment, and assessment of same.

**SECTION 4 EVIDENCE FOR MEETING STANDARDS**

**4.1-Candidates' knowledge of content:**

At the end of each methods course, candidates must complete a comprehensive lesson plan/integrated unit. Lesson plans/integrated units are scored using a scoring guide. There are additional efforts being made by faculty to infuse content knowledge into these courses.

The criteria in the scoring guides (rubrics) for lesson plans in various content areas and for the differentiated lesson plans are clearly delineated so that candidate proficiency can be assessed. The general lesson plan rubric requires additional criteria for "needs improvement" and "exceeds" in order for faculty to be able to assess proficiency.

There should be collection of candidates' grades in content area related courses (i.e., ENG, MAT, SCI).

**4.2-Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions:**

Candidates must complete integrated lesson plans/unit plans.

There is not evidence of candidate growth that occurs as a result of the learning in this program.

Signature assignments, along with scoring rubrics, have been recently implemented in some courses. Complete examples, descriptions and results from these assessments were not in the PSSR, or on site.

**4.3. - Candidate effects on P-12 student learning and the creation of environments that support student learning:**

Teacher candidates have a number of related experiences in this program. During their student teaching, candidates are observed at least three times. The Student Teaching Final Evaluation is aligned with all ten Standards.

## HAWAII TEACHER STANDARDS BOARD SATE PROGRAM REVIEW REPORT

There is evidence that three cohorts achieved proficiency at the level of “acceptable” or above.

Data from the Exit Portfolio was not provided. Therefore, it is difficult to determine proficiency.

The program does not provide evidence of candidate growth in these areas. We did not see multiple data points related to: (1) effects on P-12 student learning; and (2) the creation of environments that support student learning.

### **Section 5: EVALUATION OF THE USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE**

Feedback from faculty is being used to improve the extent to which content knowledge is being infused throughout the program. We see no other evidence that assessment results are being used to improve candidate and program performance. Further, there is no clear description as to how assessment results are being used to improve candidate and program performance.

The program does not have a systematic approach to how assessment results are being used to improve candidate and program performance.

### **SECTION 6: HAWAII DEPARTMENT OF EDUCATION AREAS OF SPECIAL EMPASIS**

All integrated units include “connections to the Hawaii State Standards (HCPS III), Benchmarks, and General Learner Outcomes and all lesson plans require teacher candidates to differentiate instruction for students with disabilities. Signature assignments are used to assess candidates’ ability to write lessons of differentiated instruction. Scores from signature assignments were not included.

Evidence of professionalism can also be found in the Student Teaching Evaluation and Exit Portfolio. Evidence that teacher candidates are being prepared to address collaboration and co-teaching in an inclusion environment is limited.

Evidence of teacher candidates’ knowledge and use of assisted technology for SPED students is limited

We did not see feedback from mentor teachers.

The university maintains an extensive library of academic journals but the program does

## HAWAII TEACHER STANDARDS BOARD SATE PROGRAM REVIEW REPORT

not demonstrate how candidates and faculty are keeping up with trends in the field.

### SECTION 7 NATIVE HAWAIIAN CULTURE, HISTORY AND LANGUAGE

#### **Evidence that candidates are prepared to incorporate Native Hawaiian culture, history and language into their instruction:**

Many faculty have experiences with Native Hawaiian culture, history and language.

Feedback from candidates regarding their learning about culture, history and language is lacking.

Candidates take appropriate coursework (Hawaiian 101 and Hawaiian 102).

Applicable assignments are integrated throughout the coursework – assessment data is lacking.

#### **Evidence that student understanding of Native Hawaiian culture, history and language has been enhanced by candidates:**

Feedback from candidates regarding their learning about culture, history and language is lacking.

There is evidence of specific assignments that address student learning of Native Hawaiian culture, history and language. Specific assessments and results are lacking.