

HAWAII TEACHER STANDARDS BOARD SATE PROGRAM REVIEW REPORT WORKSHEET

Ms. Jane Dickson & Dr. Mary Heller

April 18, 2009

Reviewer(s)

Date of review

Program(s) included in this Review	Program Type	Degree or Award
Institution: Chaminade University of Honolulu Program: Elementary Education Grade Level: K-6	Initial teacher license in: Elementary Education K-6	Baccalaureate Post baccalaureate Master's <hr/>

APPROVAL RECOMMENDATION

Your Recommended Approval Decision:

Full Approval with Conditions

Conditions:

By December 31, 2011, Chaminade University Teacher Education Programs must submit to the HTSB:

- Disaggregated data that illustrates teacher candidate performance in each of the three programs: 4-year baccalaureate; Post-baccalaureate; Masters.
- A revision of the Live-text tables in the PSSR, Attachment 2, pp.63-65 & 79-81, that more clearly describe the source of signature assignment data. A compilation of data with regard to signature assignments for all teacher candidates is required.

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SECTION 1 TEST RESULTS

Test Results

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

X Yes No Not applicable Not able to determine

Pass rates are not reported in the PSSR; we determined that an 80% pass rate occurred by viewing the data table present in the USSR.

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SECTION 2: REVIEWER SUMMARY

2.1 Summary of Strengths:

It is evident that thought has been given to both the sequence and the content of the courses offered to teacher candidates. For example, a course focusing on Assessment (ED 408) was recently added. Also, the program now requires Introduction to Exceptional Children, with emphasis on differentiation, be taken later in the program. The focus on diversity during the student teaching seminar, in response to both collected data and perceived needs of teacher candidates, is also a strength.

Chaminade student teachers appear to receive high marks from their mentor teachers.

Common grading rubrics are a good thing. Chaminade has made an attempt to address SPA content standards assessment.

Teaching Reading appears to be a major focus in the curriculum, with multiple assignments/ways of assessing candidate proficiency in this critical area.

2.2 Areas for Improvement:

Reporting of Data:

- It is highly recommended that data be reported by program: 4-year baccalaureate, Post-baccalaureate, and Master's Degree program, and NOT pooled.
- Tables that summarize Signature Assignment data should clearly indicate the exact assignment, as well as the alignment with HTSB Standards.
- Student Teaching Assessment Data table does not clearly show who evaluated the teacher candidates: Mentor Teacher or University Supervisor. (p. 110 or PSSR)
- Assessment of Student Teaching by University Supervisors appears to be absent from the report. This information is vital to the overall evaluation of programs that train highly qualified teachers.
- Live-text tables that more clearly describe the source of signature assignment data. For example, Lesson Plan data shown on pages 63-64 does not indicate where the lesson plans were constructed and at what point in the candidates' plan of study.

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Program Requirements: Field-based

- 60 hours of observation/practicum for the undergraduate baccalaureate and 40 hours for the post-baccalaureate and masters programs are minimal field-based requirements.
- Chaminade states on page 20, "A teacher candidate is deemed to have made a positive impact on student learning if he or she successfully passes student teaching, and receives satisfactory grades in O & P related coursework and the Student Teaching Seminar (where the exit portfolio is assigned and assessed)." This statement begs the question—Where is the evidence that children actually benefited from the teacher candidate's presence in the classrooms?" Teacher work samples should be required in the teacher candidates' exit portfolios.
- Mentor teacher evaluation of the teacher candidate's "participation" would be very helpful information.

Program Requirements: Education Courses

- Technology in the service of teaching and learning: ED 470 and ED 612 are excellent 3-credit technology courses that are fully aligned with HTSB standards.
- In addition to the required general education, global awareness course (AN 340), more attention to Hawaiian Culture, Language, & History needs to be infused across the Education curriculum. Evidence of candidate involvement in the NHEA grant project (Palolo Valley) needs to be visible in the exhibits.
- ED 460 (ED326) & ED 660. The Introduction to Exceptional Children course includes content not only on students with special needs but also multicultural education and teaching English language learners. Because this is only a 3-credit course, in-depth attention cannot be realistically given to these critical areas. It is highly recommended that more analytical and application-level attention be given to both multicultural education and ELL/CLD learners, across the education curriculum. For example, while it is evident that teacher candidates may choose to illustrate knowledge of teaching ELL learners via their exit portfolios, such evidence is not required.

HDOE Areas of Special Emphasis

- As described on pages 27-28, attention to Hawaiian Culture, History, and Language is minimal at best. The recently funded NHEA grant is commendable;

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however, it is not clear how Hawaiian Studies are addressed across the K-6 curriculum.

- The Multicultural lesson plan assignment required in ED 460 neither requires nor guarantees that teacher candidates focus upon Native Hawaiian Culture, History, and Language.

Program Requirements: General Education & Content Courses

- It is not clear whether or not teacher candidates are required to complete courses in biological, physical, and earth science, as required by ACEI.

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

SECTION 3 STATUS OF MEETING HTSB STANDARDS

HTSB Standards for SATE	STANDARD MET OR NOT MET AND REVIEWER COMMENTS
1. Focuses on the Learner Assessment: 1 2 3 4 5 6 7 8	MET
	Reviewer Comments: The culture of Chaminade University provides a wonderful context for teacher candidates to practice the art of focusing on the learner.
2. Creates and maintains a safe and positive learning environment Assessment: 1 2 3 4 5 6 7 8	MET
	Reviewer Comments: Evidence contained in Assessment of Student Teacher data and in the teacher candidates' exit portfolios.
3. Adapts to learner diversity Assessment: 1 2 3 4 5 6 7 8	MET
	Reviewer Comments: Chaminade's conceptual framework requires teacher candidates to "adapt." Other evidence is provided in Assessment of Student Teacher data and in the teacher candidates' exit portfolios.
4. Fosters effective communication in the learning environment Assessment: 1 2 3 4 5 6 7 8	MET
	Reviewer Comments: Evidence contained in Assessment of Student Teacher data and in the teacher candidates' exit portfolios.

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HTSB Standards for SATE	STANDARD MET OR NOT MET AND REVIEWER COMMENTS
5. Demonstrates knowledge of content	<p>MET (Overall Standard 5)</p> <p>GPA in the content areas provides some evidence, as well as Standard 5 assessments in lesson plans and integrated unit planning. Further evidence contained in Assessment of Student Teacher data and in the teacher candidates' exit portfolios. Attention to ACEI Standards needs to be addressed in a more substantive manner, however.</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 4 5 6 7 8</p>	<p>MET</p> <p>Reviewer Comments:</p> <p>This benchmark is mentioned in the exit portfolio assignment guidelines; however, it is difficult to assess whether or not teacher candidates choose to provide evidence in this regard.</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 4 5 6 7 8</p>	<p>MET</p> <p>Reviewer Comments:</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>Assessment:</p> <p style="text-align: center;">1 2 3 4 5 6 7 8</p>	<p>MET</p> <p>Reviewer Comments:</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:</p> <p style="text-align: center;">1 2 3 4 5 6 7 8</p>	<p>MET</p> <p>Reviewer Comments:</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:</p> <p style="text-align: center;">1 2 3 4 5 6 7 8</p>	<p>MET</p> <p>Reviewer Comments:</p>
<p>6. Designs and provides meaningful learning experiences</p> <p>Assessment:</p> <p style="text-align: center;">1 2 3 4 5 6 7 8</p>	<p>MET</p> <p>Reviewer Comments:</p> <p>Evidence contained in Assessment of Student Teacher data and in the teacher candidates' exit portfolios.</p>
<p>7. Uses active student learning strategies</p> <p>Assessment:</p> <p style="text-align: center;">1 2 3 4 5 6 7 8</p>	<p>MET</p> <p>Reviewer Comments:</p> <p>Evidence contained in Assessment of Student Teacher data and in the teacher candidates' exit portfolios.</p>
<p>8. Uses assessment strategies</p> <p>Assessment:</p> <p style="text-align: center;">1 2 3 4 5 6 7 8</p>	<p>MET</p> <p>Reviewer Comments: Evidence contained in Assessment of Student Teacher data and in the teacher candidates' exit portfolios.</p>

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HTSB Standards for SATE	STANDARD MET OR NOT MET AND REVIEWER COMMENTS
9. Demonstrates professionalism Assessment: 1 2 3 4 5 6 7 8	MET Chaminade's systematic way of dealing with candidate dispositions is to be commended. Reviewer Comments:
10. Fosters parent and school community relationships Assessment: 1 2 3 4 5 6 7 8	MET Reviewer Comments: Chaminade University's reputation for service to the community supports teacher candidate's work with the schools and community at large. Evidence contained in Assessment of Student Teacher data and in the teacher candidates' exit portfolios.

SECTION 4 EVIDENCE FOR MEETING STANDARDS

4.1-Candidates' knowledge of content:

Page 4 narrative indicates that ACEI content standards are addressed; however, Attachment 1 reveals that teacher candidates are not required to complete biological, physical, and, earth science courses, as required by the SPA. The rubric, however, does mention earth science. The content of the respective disciplines should be directly assessed via liberal arts and sciences coursework, as opposed to education methods courses, which focus on pedagogy and pedagogical content knowledge.

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

There seems to be a great deal of effort and attention devoted to helping teacher candidates to understand and practice the knowledge, skills, and dispositions needed to be an effective and caring teacher.

The lesson planning data, as well as field experience evaluations and impact on student learning appear to be strong, given the percentages reported.

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

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

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program:

We could see many ways in which the Chaminade faculty used assessment results to review and strengthen their program, especially as reported on pp. 21-23. Some courses have been redesigned, some courses have been added, and consideration has been given to the program sequence and materials covered in specific courses. Moreover, Chaminade views assessment as an on-going process and an opportunity for continued growth.

SECTION 6 HAWAII DEPARTMENT OF EDUCATION AREAS OF SPECIAL EMPASIS

Evidence that candidates are prepared to address the Hawaii Department of Education areas of special emphasis:

Professionalism -- Professionalism is emphasized in the Professional Teaching Dispositions that are now included, discussed, and assessed in each course (pg. 19).

Standards -- Teacher candidates are required to identify and include the appropriate HCPS III standards and benchmarks in the unit and lesson plans they complete.

Reading – Courses in Language Arts have been redesigned and are given over two semesters. Theory and practical applications are stressed. The importance of skill development and also fostering a love of reading are focused upon in the Language Arts courses.

Technology – At present, technology is being used to support communication, encourage collaborative learning, and improve assessment and data collection. This is an area that is developing.

SECTION 7 NATIVE HAWAIIAN CULTURE, HISTORY AND LANGUAGE

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

All teacher candidates are introduced to a document developed by the Native Hawaiian Education Council (2002) during the Student Teaching Seminar. They also have the opportunity to hear guest speakers discuss Hawaiian language and cultural practices. A

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federal NHEA grant supports a partnership with two Hawaiian language and culture-based public elementary schools in Palolo Valley.

While teacher candidates are given opportunities to understand issues of language and culture, it isn't clear how they would integrate this knowledge in lesson planning.