HAWAII TEACHER STANDARDS BOARD

SATE REVIEW

September 17, 2009

Reviewers:

Ms. Robyn Chun, Dr. Susan Matoba Adler

Ms. Tiffany Pratt, Ms. Kaleo Kobe-Yamane

Program(s) included in this Review	Program Type	Degree or Award
Institution: Chaminade University of Honolulu Program: Early Childhood Education Grade Level: PK-3	Initial teacher license in: Early Childhood Education PK-3	Post baccalaureate Master's

APPROVAL RECOMMENDATION

Recommended Approval Decision:

Approval with Conditions

Conditions:

A chart showing institutional, state and professional standards, presented at the review, must be revised and submitted to the HTSB showing how candidates will specifically meet the standards before new candidates are accepted into this program.

The Early Childhood Education Program must obtain recognition from the National Association for the Education of Young Children (NAEYC) no later than fall semester 2013.

SECTION 1 TEST RESULTS

Test Results

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

Not able to determine because there are fewer than ten candidates who took the examinations. Because of federal privacy regulations, results cannot be reported for less than ten test takers. However, Attachment 2.1 indicates the average of candidates met or exceeded Hawaii's passing score for the Praxis content examination. It would be more informative to indicate the number of candidates who met the passing score.

SECTION 2: REVIEWER SUMMARY

2.1 Summary of Strengths:

Courses include strength in assessment and content areas (particularly literacy and mathematics). Montessori is one of the significant approaches to early childhood education and it seems this one approach is addressed in abundance. There is a conscious effort to address cultural relevance by incorporating Hawaiian culture, history and language into the integrated curriculum class.

Assessment #1 – Requiring appropriate PK-3 content area PRAXIS for early childhood education field.

Assessment # 2 and #3 – There is a great potential for Integrated Plan, Mini Unit Plan and Lesson plans to demonstrate competencies in many of the HTSB professional standards (I, III, IV, V, VI, VII, VIII and X) and also to address NAEYC Professional Standard 4. New assessments and criteria for scoring will be able to make this visible.

Assessment #4 - Student teaching includes 10 weeks each of supervised student teaching in BOTH a PK and a K-3 setting. This enables teacher candidates to demonstrate professional competency in settings with two ECE age groups. The NAEYC accreditation recommends that teacher candidates to have field experience in 2 of 3 age groups (Infant-Toddler/ PK-K/ and 1st through 3rd grade). This student teaching model has the potential to reflect that national field experience recommendations for a PK-3 specialization. Information on cooperating mentors, field supervisors and ECE specific assessment tools would make visible how these student teaching placements/supervision would provide support for candidates to acquire PK-3 professional standards and competencies.

Assessment #5 – The Student Teaching Exit Portfolio seems to have great potential to demonstrate the teacher candidate's professional competencies. There are specific components such as a resume, philosophy statement and work samples that could provide a capstone for the candidate's professional journey if modified to reflect early childhood principles, practices and professional standards.

The program exhibits:
Strong core values and principles
Aligned to Chaminade's academic beliefs
Teacher candidates participate in a variety of placements, adequate number of hours during O & P and student teaching supported by 5 observations by field supervisor
Reviewed teacher candidate assessment and modified instruction and programs as a result of the assessment

2.2 Areas for Improvement:

Clarify the focus of the coursework so it is clear how courses focus on PK-3 pedagogy. K-3 elementary methods classes should address instructional practices that reflect developmentally appropriate practices for children PK-3 (e.g. play, small groups, inquiry or discovery learning, learning centers) as well as content standards.

The Student Teaching evaluation form is too generic and should reflect PK-3 criteria. This assessment tool could be modified by strengthening the criteria for successful field evaluation to reflect principles and practices consistent with ECE theory and research (outlined in PRAXIS II for PK-3) or by providing candidates with examples so that they are able to document evidence of appropriate practices that demonstrate their competencies in alignment with ECE theory and research.

The Student Teaching Exit Portfolio uses a generic template and should provide explicit information to early childhood candidates so they will have clarity to specialize their portfolio to reflect early childhood principles, practices and professional standards. This could include information such as:
- reference to appropriate PK-3 professional and content standards, core values and practices
- focus on prevalent ECE learning theories and pedagogy that informs philosophy statement
- cross mapping of ECE professional standards and ACEI/HTSB professional standards
- examples of "educational highlights" that would be appropriate for an ECE practitioner

This information would both provide instruction and clear criteria to guide students who are preparing a portfolio and would also make visible to students the overlap as well as the contrasts in K-6 and PK-3 pedagogy and professional content knowledge, skills and dispositions.

Clarification needed on how O & P service learning is assessed.

ECE faculty should be licensed and experienced in ECE (Birth-8) classrooms, as well as the primary grades (1st-3rd). A Ph.D or Ed.D in Curriculum and Teaching in Early Childhood Education is preferable to general doctoral degrees in child psychology or child

development, unless the faculty member has coursework in early childhood curriculum and instruction.

The qualifications of many of the faculty listed appear to have expertise in other fields (elementary and secondary).

Creating family centered programs and partnering with families is an essential component of ECE practice (NAEYC Professional Standard 2) and needs to be strengthened and evident in coursework and assessment.

Montessori is one among a variety of early childhood approaches. Coursework in this degree is heavily focused on this one approach (e.g. High Scope, Project Approach, Reggio Emilia, Developmental Interaction and other constructivist approaches consistent with ECE theory). The overall degree needs to broaden its theoretical and pedagogical base to include many other early childhood curricular models.

Incorporate the principles of Developmentally Appropriate Practice (NAEYC Developmentally Appropriate Practice in Early Childhood Programs) into all coursework PK-K and K-3.

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:
2. Creates and maintains a safe and positive learning environment Assessment: 1 2 3 4 5 6 7 8	MET
	Reviewer Comments:
3. Adapts to learner diversity Assessment: 1 2 3 4 5	MET
	Reviewer Comments: A broader base of diversity needs to be addressed within each course.

6 7 8	
4. Fosters effective communication in the learning environment Assessment: 1 2 3 4 5 6 7 8	MET
	Reviewer Comments:
5. Demonstrates knowledge of content	MET (Overall Standard 5)
Content Knowledge 5.1 Keeps abreast of current developments in content area. Assessment: 1 2 3 4 5 6 7 8	NOT MET
	Reviewer Comments: Did not see evidence that candidates are exposed to theoretical areas other than child development and child psychology, such as critical theory, post-modernism, or feminism. Brain research and play as a teaching strategy are current developments that should be addressed in the program's curriculum.
Content Knowledge 5.2 Teacher mastery of language, complex processes, concepts and principles unique to content area. Assessment: 1 2 3 4 5 6 7 8	NOT MET
	Reviewer Comments: This component is not consistently met throughout the program. The teacher candidates did not demonstrate that they could apply principles of developmentally appropriate practice throughout the program.
Content Knowledge 5.3 Utilizes the school's current technologies to facilitate learning in the content areas Assessment: 1 2 3 4 5 6 7 8	MET
	Reviewer Comments: Does use technology to communicate and complete course work. Did not read evidence of using technology to teach content areas in a classroom setting
Content Knowledge 5.4.Connects knowledge of content areas to student's prior experiences, personal interests and real life situations Assessment: 1 2 3 4 5 6 7 8	MET
	Reviewer Comments:

Content Knowledge	MET
5.5 Possesses an understanding of technology appropriate to the content area, e.g. computer assisted instruction Assessment: 1 2 3 4 5 6 7 8	Reviewer Comments:
6. Designs and provides meaningful learning experiences Assessment: 1 2 3 4 5 6 7 8	MET
	Reviewer Comments:
7. Uses active student learning strategies Assessment: 1 2 3 4 5 6 7 8	MET
	Reviewer Comments:
8. Uses assessment strategies Assessment: 1 2 3 4 5 6 7 8	NOT MET
	Reviewer Comments: Did not see evidence of a variety of authentic assessment measures consistent with early childhood education applied in the K-3 setting.
9. Demonstrates professionalism Assessment: 1 2 3 4 5 6 7 8	MET
	Reviewer Comments: In the field of early childhood, advocacy is considered a professional standard.
10. Fosters parent and school community relationships Assessment: 1 2 3 4 5 6 7 8	NOT MET
	Reviewer Comments: Fostering parent and school community relationships should be embedded throughout the program. Strong interpersonal relationships that support and empower families and involve all families with their children's development and learning are an integral part of an early childhood education program.

SECTION 4 EVIDENCE FOR MEETING STANDARDS

4.1-Candidates' knowledge of content:

ECE content knowledge should include a solid foundation of child development (specifically birth- age 8, beyond general human growth and development across the lifetime).

It should include knowledge of Developmentally and Culturally Appropriate Practice as defined by NAEYC.

It should include pedagogical knowledge from a variety of theoretical orientations (social constructivism, socio-cultural theory, critical theory, developmentalism, behaviorism, feminisms, and postmodernism, to name a few).

It should include content knowledge in multicultural education, culturally relevant teaching, special education/disabilities, and culturally/linguistically different learners.

It should include content knowledge of diverse families and communities in American society. (including non-traditional family configurations, low-income communities, and children "at risk").

Assessments for which description is provided #4, #5, and #7 appear to align with HTSB professional standards. Criteria on assessments provided and in exemplars appear to be generic for K-12 or K-6 evaluation and can be made more specific to reflect professional practices unique to PK-3 settings. There is also no mention of content standards adopted by the State of Hawaii for preschool aged children. It would seem that if this license reflects PK-3, then the document would articulate how these are met in concert with HTPS and state content standards for the age range.

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

Demonstrated through teacher candidate's assessments in their course study.

Need syllabi and updated assessment descriptions to determine criteria to assess candidate's ability to apply pedagogical and professional content knowledge, skills, and dispositions. It seems that the documents are generally aligned with HTSB, however, again, do not demonstrate the application of knowledge, skills and dispositions specific to the field of ECE as articulated by professional standards of the field.

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

This should include literature on community of learners, cooperative learning, and peer teaching and learning.

Field evaluations (Assessment #4 and Assessment #7) seem generic and need more specificity to determine effect on PK-3 children's learning. The criteria "creating of environments that support student learning" takes on special meaning in early childhood programs where so much of the child's experience is grounded in routines of the day, conversations and interactions, active engagement with materials, and play in a carefully designed environment. This is an area where professional standards for the field (PK-3) would define "environment" differently from the criteria offered by HTSB K-12 standards.

Before this can be ascertained, clarity is needed about the definition of "environment" that is being applied.

Demonstrated on the Student Teaching Assessment form.

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:

Page 20 Data results form Final Student Teaching Evaluations showed areas of improvement was knowledge of assessment strategies and meaningful learning experiences. Based on this an assessment course was added.

 This is a reintroduced program with new assessment measures that will potentially provided more specific evidence of teacher candidate competencies. It appears that changes have been instituted to improve program quality. (e.g. coursework, field requirements, choice of assessments). Data for the current courses and assessments has not yet been collected since the program was reintroduced and thus has not been used to strengthen the program. It appears that some of the assessments are still in the process of being created or were omitted from this report.

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:

Some evidence of preparation to address area of special emphasis (PK-3) content is demonstrated in acceptable PRAXIS II scores for PK-3 content area.

Assessment descriptions provided (Assessment #4, #5, #7), need to reflect criteria specific to emphasis area.

SECTION 7 NATIVE HAWAIIAN CULTURE, HISTORY AND LANGUAGE

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

There is evidenced that the program has been strengthened to include multiple learning opportunities for teacher candidates to learn about native Hawaiian culture, history and language and application for instruction (e.g. introduction to *Na Honua Mauli Ola: The Hawaii Guidelines for Culturally Healthy and Responsive Learning Environments*, guest speakers, information on history of Native Hawaiian learners.

- related to Hawaiian values page 8
- participate in Hawaiian course during student teaching
- listen to guest speakers
- Pua Lililehua C3 program

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

The program does not indicate specific assessment or criteria within 7 key assessments that provides evidence that candidates are able to incorporate this knowledge and experience into teaching practices that enhance student's understanding of Native Hawaiian culture, history and language

- through teacher candidate lesson plans