

HAWAII TEACHER STANDARDS BOARD SATE PROGRAM REVIEW REPORT

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

April 18, 2009
Date of review

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

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): passing scores

Pass rates meet or exceed 80%

SECTION 2: REVIEWER SUMMARY

2.1 Summary of Strengths:

- Hawaiiiana is incorporated throughout the standards for teacher licensure. Many faculty have experiences with Native Hawaiian culture, history and language.
- Faculty are actively utilizing assessment results to make changes in order to improve candidate knowledge and program performance.
- Signature assignments aligned with standards and provide a thorough evaluation of the student's strengths.
- Assessments provided are aligned with standards.
- Courses address knowledge and skills in special education and some core content areas.
- Course grades, Praxis II and other assessments reflect high levels of teacher candidate performance and proficiency.
- Program's mission, vision, core values and principles are clear and interrelated.
- Rubrics are provided.
- Faculty use an evaluation form to evaluate student dispositions. More than one faculty review student performance. This provides for reliability.
- The exit portfolio is thorough and meets all ten standards. Candidates must submit two pieces of evidence for each standard.
- A minimum of forty hours of Observation and Participation (O&P) allow candidates to "see" the reality of teaching, such as pacing of lessons, effective teaching strategies, and maintaining a positive classroom environment.

HAWAII TEACHER STANDARDS BOARD

SATE PROGRAM REVIEW REPORT

2.2 Areas for Improvement:

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, how faculty are evaluated and how this data is used to improve performance, how the program is evaluated internally and how this data is used to improve performance and how candidate dispositions are evaluated and how this data is used.

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

- There appears to be only one full time faculty teaching SPED courses.
- Information on faculty expertise is lacking, including years of teaching missing for many and not enough description of content area expertise.
- There are no records of online faculty included in this PSSR.

Evidence of specific schools suggested for the Observation and Participation hours was not provided

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

There is no demonstration of candidate growth as a result of this program,

More information needs to be provided on faculty who teach in this program.

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
1. Focuses on the Learner Assessment: 1 2 3 4 5 6 7 8	MET 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 have been met based on O and P hours, student teaching evaluations, successful completion of signature assignments
2. Creates and maintains a safe and positive learning environment Assessment: 1 2 3 4 5 6 7 8	MET 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 have been met based on the completion of ED404/604 with signature assignment. Includes observation hours where host teacher completes disposition form. This form directly relates to maintaining a safe and positive learning environment
3. Adapts to learner diversity Assessment: 1 2 3 4 5 6 7 8	MET 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 have been met based on core academic beliefs, assessed in student teaching evaluation form, differentiated lesson plans, unit plans, portfolios.
4. Fosters effective communication in the learning environment Assessment: 1 2 3 4 5 6 7 8	MET 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 have been met based on student teaching evaluation form, and disposition evaluation form.
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	MET Reviewer Comments: There is a course that pertains to this standard.
Content Knowledge 5.2 Teacher mastery of language, complex	NOT MET Reviewer Comments:

HAWAII TEACHER STANDARDS BOARD SATE PROGRAM REVIEW REPORT

HTSB Standards for SATE	STANDARD MET OR NOT MET AND REVIEWER COMMENTS
<p>processes, concepts and principles unique to content area. Assessment: 1 2 3 4 5 6 7 8</p>	<p>Data from assessment tools is lacking.</p> <p>Assessments limited to K-12 language arts and math. . Concepts and principles related to social studies, sciences and other content areas lacking.</p> <p>Limited evidence of how teacher candidates attain and apply complex principles on a secondary level.</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 Assessment: 1 2 3 4 5 6 7 8</p>	<p style="text-align: center;">MET</p> <p>Reviewer Comments:</p> <p>There are sufficient assignments and assessment tools that are aligned with standards.</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 Assessment: 1 2 3 4 5 6 7 8</p>	<p style="text-align: center;">NOT MET</p> <p>Reviewer Comments:</p> <p>There are sufficient assignments and assessment tools that are aligned with standards for language arts and math. Data from assessment tools is lacking.</p> <p>Can be seen in portfolios, unit plans, student teaching evaluations for language arts and math</p> <p>However, assessments limited to K-12 language and math. Knowledge and connections related to secondary student interests in social studies, sciences and other content areas lacking.</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 Assessment: 1 2 3 4 5 6 7 8</p>	<p style="text-align: center;">NOT MET</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 Assessment: 1 2 3 4 5 6 7 8</p>	<p style="text-align: center;">MET</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, student teaching evaluations. I</p>
<p>7. Uses active student learning strategies Assessment: 1 2 3 4 5 6 7 8</p>	<p style="text-align: center;">MET</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>8. Uses assessment strategies Assessment: 1 2 3 4 5 6 7 8</p>	<p style="text-align: center;">MET</p> <p>Reviewer Comments:</p> <p>There are sufficient assignments and assessment tools that are aligned with</p>

HAWAII TEACHER STANDARDS BOARD SATE PROGRAM REVIEW REPORT

HTSB Standards for SATE	STANDARD MET OR NOT MET AND REVIEWER COMMENTS
	standards. However, data from assessment tools is lacking.
9. Demonstrates professionalism Assessment: 1 2 3 4 5 6 7 8	MET Reviewer Comments: There are sufficient assignments and assessment tools that are aligned with standards, including student teaching evaluations and dispositions. Data from assessment tools is lacking.
10. Fosters parent and school community relationships Assessment: 1 2 3 4 5 6 7 8	NOT MET Reviewer Comments: We are unable to make a determination based on the data provided. No explicit evidence is provided. Though candidates are taking parting the community, we are left wondering how candidates foster parent and school community relationships.

HAWAII TEACHER STANDARDS BOARD

SATE PROGRAM REVIEW REPORT

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.
- Until the second half of 2007-08 academic year, content knowledge was assessed using course grades and GPA. Course grades and GPA do not reflect knowledge of standards.
- Signature assignments were introduced in the second half of 2007-08. Scores from signature assignments served as evidence that teacher candidates are meeting standards.
- There is evidence of courses that address content in language arts and math, but not other core and extended core areas, especially for teacher candidates who are or will be teaching on the secondary level

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

- Teacher candidates have a number of related experiences in this program.
- The program does not measure candidate growth that occurs as a result of the learning in this program.
- Until the second half of 2007-2008 academic year understanding and application of knowledge and skills was assessed through course grades & GPA's. This does not reflect alignment with standards.
- Signature assignments were introduced in the second half of 2007-2008. Data from the assessment of signature assignments is limited. Data is available for only one (the SPED Language Arts Case Study) of the three assignments. This reflects the work of 5 candidates: four met criteria and one needs improvement.
- The PSSR states that the Observation and Participation (O&P) assessment is used to evaluate competencies aligned with standards. Data from the O&P assessments are course grades, and are provided for the courses that use this assessment. The competencies and assessments are not included making it difficult to determine if candidates are proficient.
- There is no data yet available on student dispositions.

HAWAII TEACHER STANDARDS BOARD SATE PROGRAM REVIEW REPORT

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.
- The Student Teaching Final Evaluation is aligned with all ten Standards. There is evidence of four years of candidate proficiency at the “Acceptable” level or above.
- The SPED Exit Portfolio assessment is aligned with all ten Standards. Since there is evidence of the results of only one semester and three candidates, it is difficult to determine proficiency.
- During their student teaching, candidates are observed at least three times.
- The Student Teaching Final Evaluation is aligned with all ten Standards.
- The program does not measure candidate growth that occurs as a result of the learning in this program
- Candidates are asked to conduct 40 observation and participation hours throughout their program. During the student teaching practicum, candidates must pass a minimum of three observations. Observations are conducted by university faculty.
- Mentor teachers provide input on each student teacher’s progress on each of the ten standards.

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:

Praxis scores are being collected as of 2005.

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.

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

We did not see evidence that candidates are being followed as they exit the program.

In at least one instance, the student was counseled out of the based poor scores in the Student Disposition Evaluation – this came from informal communications – specific data is not being kept.

HAWAII TEACHER STANDARDS BOARD SATE PROGRAM REVIEW 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:

There is evidence that candidates are aware of HCPS Standards in language arts and math, but not in other content areas (i.e., science and social studies).

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 (ED 643), but grades, assessments, and data are lacking.

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.

Assignments and grades are not provided from Hawaiian courses

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