

# **Application for State Approval of**

## **Teacher Education Programs**

### **PROGRAM SELF STUDY REPORT (PSSR) Dual Licensure in Elementary and Special Education Program (EA)**



**Chaminade University**  
O F H O N O L U L U

**Submitted December 31, 2008**

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## COVER SHEET

**Institution:** Chaminade University of Honolulu

**Date submitted:** December 31, 2008

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**Program Report Status:**

Initial Review                       Rejoinder                       Response to Condition

**Preparation Report** (Please identify the appropriate program, field, level, and specialization area)

| Type of Program                     |   | Program Area                        |                                    | Level                               |      | Licensing Fields                    |                                       |
|-------------------------------------|---|-------------------------------------|------------------------------------|-------------------------------------|------|-------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> | Undergraduate   | <input checked="" type="checkbox"/> | Early Childhood                    | <input checked="" type="checkbox"/> | PK-3 | <input checked="" type="checkbox"/> | Agricultural Arts /Agric Arts Voc Art |
|                                     | Post-baccalaureate<br><b>Leads to HTSB licensure, not a degree program</b>    |                                     | Elementary Education               |                                     | K-6  |                                     | Business Education                    |
|                                     |   |                                     | Middle School                      |                                     | 5-9  |                                     | Computer Education                    |
|                                     | Masters<br><b>Leads to HTSB licensure &amp; Masters, not a degree program</b> |                                     | Secondary                          |                                     | 7-12 |                                     | English                               |
|                                     |   |                                     | Special Education                  |                                     | K-12 |                                     | Family Consumer Science / Voc         |
|                                     |   |                                     | Dual Elementary/Sped               |                                     |      |                                     | Hawaiian Language                     |
|                                     |   |                                     | School Counseling                  |                                     |      |                                     | Hawaiian Language Immersion           |
|                                     | School Librarian  |                                     | Hawaiian Studies                   |                                     |      |                                     |                                       |
|                                     |   |                                     | Health                             |                                     |      |                                     |                                       |
|                                     |   |                                     | Industrial Arts                    |                                     |      |                                     |                                       |
|                                     |   |                                     | Industrial Technical               |                                     |      |                                     |                                       |
|                                     |   |                                     | Marketing                          |                                     |      |                                     |                                       |
|                                     |   |                                     | Mathematics                        |                                     |      |                                     |                                       |
|                                     |   |                                     | Music                              |                                     |      |                                     |                                       |
|                                     |   |                                     | Office Education / Voc             |                                     |      |                                     |                                       |
|                                     |   |                                     | Physical Education                 |                                     |      |                                     |                                       |
|                                     |   |                                     | Reading                            |                                     |      |                                     |                                       |
|                                     |   |                                     | School Counselor                   |                                     |      |                                     |                                       |
|                                     |   |                                     | School Librarian                   |                                     |      |                                     |                                       |
|                                     |   |                                     | Science                            |                                     |      |                                     |                                       |
|                                     |   |                                     | Social Studies                     |                                     |      |                                     |                                       |
|                                     |   |                                     | Special Education                  |                                     |      |                                     |                                       |
|                                     |   |                                     | World Languages: Identify area(s): |                                     |      |                                     |                                       |
|                                     |   |                                     | _____                              |                                     |      |                                     |                                       |
|                                     |   |                                     | Teaching English Second Language   |                                     |      |                                     |                                       |

## SECTION I - CONTEXTUAL DATA

### **1. Description of any state or institutional policies that may influence the application of the standards, e.g., changes in state licensure requirements for the discipline.**

The Dual Elementary/Special Education program at Chaminade University complies with the Administrative Rules of the Hawai'i Department of Education's (HDOE) Chapter 54 in providing an education for teacher candidates that promotes the concept that all public school children deserve to be taught by qualified professional teachers. In this regard the highest standards must be applied to the training of teacher candidates. The application of teacher standards will strengthen any school system's accountability in serving the students of Hawai'i. By complying with HTSB's Performance Standards (HTPS), we can create effective teacher candidates who will focus on each student's long term development into responsible and independent learners. The general outcomes sought for all teacher candidates are to develop the following proficiencies: taking responsibility for one's own learning; working effectively with others; using complex thinking and problem-solving skills; recognizing and generating quality performance and quality products; communicating effectively; and using technology effectively and ethically.

Chaminade also complies with the HDOE's Hawai'i Content and Performance Standards III (HCPSIII). The general outcomes in the HTPS are also infused in the HCPS III. The HCPS III supports standards-based education through curriculum and assessment components. Teacher candidates learn to fulfill the vision of the HDOE's graduates who will: realize their goals and aspirations, possess attitudes, knowledge and skills necessary to contribute positively and compete in a global society, exercise the rights and responsibilities of citizenship, and pursue post secondary education and/or careers without need for remediation.

Chaminade's faculty is committed to providing a quality education based on Catholic Marianist values. The teacher candidates learn through relating theory to practice, collaboration, and action-based research to make the standards come alive in the professional education classes.

The Dual Elementary/Special Education Program follows Chaminade's Elementary program outcomes when applicable. These consist of Plan, Teach, Assess, Reflect, and Adapt (PTARA). Program outcomes are aligned with courses with signature assignments/culminating activities. These have grading rubrics and are aligned to Hawai'i Teacher Standards Board (HTSB) standards. Signature assignments/culminating activities are sequenced and scaffold to ensure teacher candidates learn the necessary skills, e.g., writing lesson plans before developing unit plans.

The rigorous undergraduate course requirements are listed on the attached Dual Elementary/Special Education Advising Sheet (Attachment 1.1). This indicates that content courses are designed to prepare teacher candidates to meet the HTSB standards and those of Association for Childhood Education International (ACEI).

## **2. Description of the field and clinical experiences required for the Dual Elementary/Special Education program, including the number of hours for early field experience and the number of hours/weeks for student teaching or internships.**

For Chaminade's dual licensure undergraduate program in Elementary and Special Education, the following field and clinical experiences are required. After successfully completing the coursework required for licensure, teacher candidates are then ready to engage in student teaching. Student Teaching includes two ten (10) week sessions (one for sped and one for elementary) of the teacher candidates working closely with their Cooperating Teacher (CT), the Field Services Director, and the Chaminade University Supervisor. During this period of student teaching experience, student teachers are observed at least three (3) times during each practicum by the University Supervisor to assess implementation of the ten (10) Hawai'i Teaching Standards Board standards by the teacher candidates. Feedback by the CT and the University Supervisor includes informal weekly evaluations, and formal midterm and final evaluations, communicate with teacher candidates on their strengths, and provide recommendations for areas of improvement. Concurrently with student teaching must take the Student Teaching Seminar course (ED 490, ED 468 respectively) that facilitates the connection between their experience and the HTSB performance standards.

## **3. Description of the criteria for admission, retention and exit from the program, including required GPAs and minimum grade requirements for the content courses.**

### **Undergraduate dual licensure program**

**Admission.** Before being accepted into the education degree program and being eligible to enroll in education methods courses, education licensure candidates must do the following:

1. Cumulative undergraduate GPA of 2.50 or better;
2. Application to the Program;
3. Original transcripts from all previous colleges/universities; and
4. Receive a letter of acceptance from the Education Division.

**Retention:** Continuous assessment throughout the program will include:

1. Candidates must have a B average or better in all education courses;
2. Candidates must maintain an average GPA of 3.0 or higher.

**Student Teaching.** Placement in student teaching is contingent on the following:

1. Attendance at a mandatory Student Teaching Orientation;
2. Completion of all courses required by the program, and
3. Active membership in SNEA.
4. Student registers for student teaching and the seminar. The seminar requires an exit portfolio for both elementary and special education. Evidence of teaching abilities like video teaching clips may also be required.

***Exit:*** Criteria for exit from licensure programs are the following:

1. Candidates must have a B or better in all education courses;
2. Maintain an average GPA of 3.0 or better;
3. Completion of student teaching with satisfactory or better evaluation from the Cooperating Teacher and the University Supervisor that are accompanied by letters of recommendation;
4. Completion of Exit Portfolios which documents the teacher candidate's ability to demonstrate the Hawai'i Teaching Standards Board (HTSB) and demonstrates the teacher candidate's effect on the learning of learners;
5. Completion of all required course work.

#### **4. Description of the relationship of the program to the unit's Conceptual Framework. The conceptual framework for the Education Programs essentially models the Unit's Conceptual Framework.**

The philosophy for the Dual Licensure in Elementary and Special Education Program is based on a set of beliefs that flow from the Education Division's **Mission** and **Vision Statements**, and the **CORE academic beliefs** of Chaminade University. These values and belief structures provide the framework for each of the programs in the Education Division.

##### ***Mission Statement***

The Chaminade Education Division provides a collaborative educational learning environment based on the Catholic Marianist values of moral character, personal and professional competencies, and commitment in striving toward peace and social justice.

##### ***Vision Statement***

Chaminade University will continue to have a quality Education Division guided by the Marianist Principles of faith, education, family spirit, service and the adaptation of change, for our community of learners.

Our vision focuses on teacher candidates at the bachelor's level who are preparing to teach and work with teacher candidates from a diverse society. The vision addresses and includes the following: The Hawai'i Teacher Performance and Licensing Standards, the Hawai'i Content and Performance Standards, Hawai'i General Learner Outcomes, specific areas of emphasis identified by the Department of Education, the standards of the recognized professional organizations (i.e. NCSS, NCATE, INTASC, ACEI, NCTM, NCTE, IRA, CEC) and the Catholic Marianist values which are at the core of Chaminade University education. Further, the vision rests on current theories, research and best practice. It incorporates constructivism, active learning, inquiry, assessment, technology and reflection to prepare teachers who will be learning, growing and serving the community for many years. Chaminade Education Division faculty is well prepared in the areas they teach and they model best practice for their teacher candidates.

##### ***Core Values and Principles***

These beliefs are based on the Catholic Marianist values, a commitment to mentor teacher candidates to their fullest potential, a commitment to teaching, scholarship and research, and a commitment to serve the university and the larger community.

***The Theme of the Education Licensure Programs.*** The shared vision of the Licensure Programs is summarized in its overarching theme. This theme directs the members of the program in their work with teacher candidates, and with in-service teachers to meet the multiple challenges in the schools they serve. ***Teaching and learning are reciprocal processes that provide continual growth and transformation when you view each day as an opportunity for growth. Teaching and learning continues as a journey of a lifetime.***

***Marianist Tradition.*** An education in the Marianist tradition is marked by five principles:

1. **Education for Formation in Faith (Mana):** In the community of learners, reason and personal faith are seen as mutually complementary roads to truth. All scholars are invited to join the larger community of faith, hope and love.
2. **Integral, Quality Education (Aloha):** The Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty 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.
3. **Education and the Family Spirit (Ohana):** The community of learners is a second family, which encourages the personal development of each of its members. Mutual respect for all members of the family allows the Marianist-based scholarly community to share responsibility for decision making at all levels.
4. **Education for Service, Peace and Justice (Pono):** All members of the community strive to serve the university community and the larger community and to dispense and receive justice to and from each other and to the larger community.
5. **Education for Adaptation and Change (Aina):** True to the tradition of faith, a Marianist-founded education prepares teacher candidates for tomorrow and adapts to its time. This scholarly community of learners regards technology as a critical aid in the quest for understanding in a changing world.

These beliefs are at the foundation of our practice and are aligned with our core academic principles as well as our performance outcomes for teacher candidates, as illustrated in the following chart:

| <b>Marianist Principles</b>                               | <b>Education Division's Core Academic Beliefs</b>  |
|---|--|
| Education for Formation in Faith<br><b>(Mana)</b>         | ~ All children can learn   |
| Integral, Quality Education<br><b>(Aloha)</b>             | ~ Education is an active process<br>~ Teaching and learning are reciprocal processes<br>~ Diversity enriches education by providing many different cultural values and viewpoints<br>~ Varied instruction for individual differences and learning styles facilitates learning<br>~ Learning is facilitated by integrating curriculum, using cooperative learning strategies, having high expectations of the learner, and making curriculum relevant to the world outside of the classroom<br>~ Teachers are responsible for nurturing the teacher candidates' desire to learn |
| Education and the Family Spirit<br><b>(Ohana)</b>         | ~ Learning requires a safe, stimulating environment where each student is nurtured<br>~ School, community and family collaboration support learning  |
| Education for Service, Peace and Justice<br><b>(Pono)</b> | ~ Teacher candidates must be educated for responsible citizenship, and self-directed lifelong learning   |
| Education for Adaptation and Change<br><b>(Aina)</b>      | ~ Creative problem solving, divergent thinking and effective communication are nurtured<br>~ Reflection facilitates learning<br>~ Technology enriches the learning environment and the learning experience<br>~ Assessment improves instruction and increases student achievement<br>~ Teacher candidates must be educated for responsible citizenship, and self-directed lifelong learning  |

**Role of the Faculty.** Education Program faculty are committed to mentoring the traditional and nontraditional teacher candidates, who bring a variety of talents, traditions, cultures, and abilities. This diversity enriches the Chaminade University community. Faculty use this diversity to nourish and guide each student to reach their full potential, and to attain educational and career goals.

**6. Indication of whether the program has a unique set of program assessments, which are different from those expected for the unit's assessment system, and the relationship of the program's assessment to the unit's assessment system.**

The education program assessments are derived from the candidate proficiencies described in the unit's conceptual framework and are used to obtain evidence that the candidates have acquired the knowledge, skills and dispositions to be effective teachers based on institution, state and professional standards. The Chaminade Education Unit selected or developed these assessments to be used for the program and the unit does not require more components than those necessary for program completion.

**6. A program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (May be provided as an attachment from the college catalog or as a student advisement sheet.)**

For Dual Licensure in Elementary and Special Education Student Advising Sheets, please see Attachment 1.1.

**Candidate Information**

For Candidate Information, please see Attachment 1.2.

**Faculty Expertise and Experiences**

For Faculty Expertise and Experiences, please see Attachment 1.3.

**SECTION II – ASSESSMENTS AND RELATED DATA**

|   | Name of Assessment                                  | Type or Form of Assessment (2004 to 2007)        | Type or Form of Assessment (2007 to present)  | When Administered                | Attachments  |                          |             |
|---|---|--|---|----------------------------------|--------------|--------------------------|-------------|
|   |   |  |   |                                  | Assessment   | Scoring Guides/ Criteria | Data Table  |
| 1 | Praxis I  | Praxis I   | Praxis I  | Required before student teaching |              |                          | Attach. 2.1 |
| 2 | Assessment of candidate Content Area                | Grade in Course after final project or portfolio | Grades<br><br>Culminating Activity/Signature Assignment<br><br>Lesson Plans<br><br>Integrated Unit Plan   | End of each course               | Attach. 2.2  |                          |             |
| 3 | Assessment of candidate ability to plan instruction | Course Grade<br><br>Integrated Unit Plan         | Grades<br><br>Lesson Plans<br><br>Differentiated Lesson Plan<br><br>Integrated Unit Plan<br><br>Portfolio | End of each course               | Attach. 2.3  | Attach. 2.4              |             |
| 4 | Assessment of student teaching                      | Student Teaching Evaluation                      | Student Teaching Evaluation   | Mid and end of Student Teaching  | Attach. 2.5  | Attach. 2.6              | Attach. 2.7 |
| 5 | Assessment of candidate effect on student learning  | Student Teaching Exit Portfolios                 | Student Teaching Exit Portfolios  | End of Student Teaching          | Attach. 2.8  | Attach. 2.9              |             |
| 6 | Dispositions  | N/A  | Dispositions Evaluations  | Throughout the courses           | Attach. 2.10 | Attach. 2.11             |             |

**SECTION III – STANDARDS ASSESSMENT CHART**

| STANDARDS AND STANDARD STATEMENTS   | Content Knowledge<br>Pedagogical Professional KSD<br>Effect on Student Learning | APPLICABLE ASSESSMENTS FROM SECTION II  |
|---|---|---|
| <p><b>HTSB Standard I. FOCUSES ON THE LEARNER.</b> <i>The effective teacher (candidate) consistently engages teacher candidates in appropriate experiences that support their development as independent learners.</i></p>  | <p align="center">■      ■      ■</p>   | <p>□ #1   ■ #4   ■ #7<br/>           ■ #2   ■ #5<br/>           ■ #3   ■ #6</p> |
| <p><b>HTSB Standard II. CREATES AND MAINTAINS A SAFE AND POSITIVE LEARNING ENVIRONMENT.</b> <i>The effective teacher (candidate) consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation.</i></p> | <p align="center">□      ■      ■</p>   | <p>□ #1   ■ #4   ■ #7<br/>           □ #2   ■ #5<br/>           □ #3   ■ #6</p> |
| <p><b>HTSB Standard III. ADAPTS TO LEARNER DIVERSITY.</b> <i>The effective teacher (candidate) consistently provides opportunities that are inclusive and adapted to diverse learners.</i></p>  | <p align="center">■      ■      ■</p>   | <p>□ #1   ■ #4   ■ #7<br/>           ■ #2   ■ #5<br/>           ■ #3   ■ #6</p> |
| <p><b>HTSB Standard IV. FOSTERS EFFECTIVE COMMUNICATION IN THE LEARNING ENVIRONMENT.</b> <i>The effective teacher (candidate) enriches communication in the learning environment.</i></p>   | <p align="center">■      ■      ■</p>   | <p>□ #1   ■ #4   ■ #7<br/>           ■ #2   ■ #5<br/>           ■ #3   ■ #6</p> |
| <p><b>HTSB Standard V. DEMONSTRATES KNOWLEDGE OF CONTENT.</b> <i>The effective teacher (candidate) consistently demonstrates competency in content area(s) to develop student knowledge and performance when he/she:</i></p>  |   |   |
| <p><b>STANDARD V.1 - KEEPS ABREAST OF CURRENT DEVELOPMENTS IN CONTENT AREA(S) BY DEMONSTRATING THAT HE/SHE:</b></p>   |   |   |
| <p><b>1.</b> <i>Knows his/her discipline and understands how knowledge in the discipline is created, organized, and linked to other disciplines.</i></p>  | <p align="center">■      ■      ■</p>   | <p>■ #1   ■ #4   □ #7<br/>           ■ #2   ■ #5<br/>           ■ #3   ■ #6</p> |

| <b>STANDARD V.2 - TEACHES MASTERY OF LANGUAGE, COMPLEX PRECESSES, CONCEPTS AND PRINCIPLES UNIQUE TO CONTENT AREA(S) BY DEMONSTRATING THAT HE/SHE:</b>  |   |  |
|--|---|--|
| <i>2.1 Designs instruction that addresses the core skills, concepts, and ideas of the discipline to help teacher candidates meet the goals of the Hawai'i Content and Performance Standards System and General Learner Outcomes.</i> | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | <input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #7<br><input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5<br><input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #6 |
| <i>2.2 Selects instructional materials and resources based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.</i>  | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | <input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #7<br><input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5<br><input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #6 |
| <i>2.3 Represents and uses differing viewpoints, theories, and methods of inquiry when teaching concepts of the discipline.</i>  | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | <input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #7<br><input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5<br><input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #6 |
| <b>STANDARD V.3 - UTILIZES THE SCHOOL'S CURRENT TECHNOLOGIES TO FACILITATE LEARNING IN THE CONTENT AREA(S) BY DEMONSTRATING THAT HE/SHE:</b>   |   |  |
| <i>3.1 Incorporates appropriate technological resources to support student exploration of the disciplines.</i>   | <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>            | <input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #7<br><input type="checkbox"/> #2 <input checked="" type="checkbox"/> #5<br><input checked="" type="checkbox"/> #3 <input type="checkbox"/> #6                       |
| <b>STANDARD V.4 - CONNECTS KNOWLEDGE OF CONTENT AREA(S) TO TEACHER CANDIDATES' PRIOR EXPERIENCES, PERSONAL INTERESTS AND REAL-LIFE SITUATIONS BY DEMONSTRATING THAT HE/SHE:</b>  |   |  |
| <i>4.1 Uses a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations that help teacher candidates develop conceptual understanding.</i>    | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | <input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #7<br><input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5<br><input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #6 |
| <i>4.2 Generates multiple paths to knowledge and encourages teacher candidates to see, question, and interpret concepts from a variety of perspectives.</i>  | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | <input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #7<br><input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5<br><input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #6 |

| STANDARD V.5 - POSSESSES AN UNDERSTANDING OF TECHNOLOGY APPROPRIATE TO THE CONTENT AREA, E.G. COMPUTER ASSISTED INSTRUCTION BY DEMONSTRATING THAT HE/SHE:   |   |   |
|---|---|---|
| 5.1 <i>Incorporates appropriate technological resources to support student exploration of the disciplines.</i>  | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #7<br><input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5<br><input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #6 |
| <b>HTSB STANDARD VI. DESIGNS AND PROVIDES MEANINGFUL LEARNING EXPERIENCES.</b> <i>The effective teacher (candidate) consistently plans and implements meaningful learning experiences for teacher candidates.</i>   | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | <input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #7<br><input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5<br><input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #6            |
| <b>HTSB STANDARD VII. USES ACTIVE STUDENT LEARNING STRATEGIES.</b> <i>The effective teacher (candidate) consistently uses a variety of active learning strategies to develop teacher candidates' thinking, problem solving and learning skills.</i>                   | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | <input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #7<br><input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5<br><input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #6            |
| <b>HTSB STANDARD VIII. USES ASSESSMENT STRATEGIES.</b> <i>The effective teacher (candidate) consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.</i> | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | <input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #7<br><input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5<br><input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #6            |
| <b>HTSB STANDARD IX. DEMONSTRATES PROFESSIONALISM.</b> <i>The effective teacher (candidate) continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally.</i>  | <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>            | <input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #7<br><input type="checkbox"/> #2 <input checked="" type="checkbox"/> #5<br><input type="checkbox"/> #3 <input checked="" type="checkbox"/> #6                       |
| <b>HTSB STANDARD X. FOSTERS PARENT AND SCHOOL COMMUNITY RELATIONSHIPS.</b> <i>The effective teacher (candidate) establishes and maintains strong working relationships with parents and members of the school community to support student learning.</i>              | <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>            | <input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #7<br><input type="checkbox"/> #2 <input checked="" type="checkbox"/> #5<br><input checked="" type="checkbox"/> #3 <input type="checkbox"/> #6                                  |

## SECTION IV – EVIDENCE FOR MEETING STANDARDS

The six assessments listed in Section II are assessments that all teacher candidates in the program are required to complete and are used by the program faculty to determine teacher candidate proficiencies aligned with the 10 HTSB standards. Each assessment and its use in the program is described below, followed by a brief summary of the data findings attached in Section II and an interpretation of how that data provides evidence for meeting the Standards.

### 1. Content Knowledge

Candidates demonstrate their mastery of content knowledge in our Dual Elementary/Special Education program in two ways.

#### **Praxis I (Assessment 1)**

As of the third cohort, all Dual Elementary/Sped candidates are required to pass Praxis I prior to student teaching. This was changed after the first two cohorts, when we realized that we needed to have this condition for the teacher candidates to be able to be employed. See attachment 4.2 for Praxis I result.

#### **Course Grades and GPAs (Assessment 2)**

Teacher candidates are required to have a B average in their education courses. In the Bachelor of Science in Elementary and Special Education program, teacher candidates take a total of 127 credits. A complete list of courses can be seen in attachment 4.1. Proficiency in content knowledge is indicated through student grade point average and final student teaching evaluation scores (attachment 4.2). All Dual Elementary/Special Education teacher candidates are required to take the following courses that focus on content.

ED 418 Elementary Language Arts Methods  
ED 415 Children's Lit & Reading in Elem  
ED 419 Elementary Math Methods  
ED 448 Elementary Science Methods  
ED 420 Curriculum Foundations

These courses have been aligned with Chaminade's Program standards and with HTSB standards. While the primary focus of each methods course is on pedagogical strategies, we believe that teachers who lack a competent grasp of content fare poorly in addressing meaningful learning. Therefore, faculty has incorporated content into their respective methods courses as reflected in the course syllabi.

Instructors include content assessments into ED 418 Elementary Language Arts Methods, ED 415 Children's Lit & Reading in Elem, ED 419 Elementary Math Methods, ED 448 Elementary Science Methods, ED 420 Curriculum Foundations. The instructors of the methods courses have identified content that candidates are expected to know and understand based on the Hawai'i Content and Performance Standards III (HCPS III) documents, sample Praxis II Content exercises, Association for Childhood Education

International (ACEI) standards. The alignment of HTSB standards, program assessments, signature assignments/culminating activities can be seen in attachment 4.1.

Recently, signature assignments/culminating activities were introduced in elementary courses and the Dual Elementary/Sped program used these where applicable. Each signature assignment/culminating activity has a grading rubric that instructors use to assess student work. Identified signature assignments/culminating activities that are built around content knowledge are lesson plans and integrated unit plans. This report focuses primarily on the course grade data due to the recent implementation of signature assignment/culminating activity.

Lesson plan: Student knowledge of content is assessed through the creation of lesson plans written in all methods courses in the Dual Elementary/Sped program. Lesson plans are available in the evidence room for your perusal.

Integrated unit plan: Teacher candidates will complete a unit plan (minimum 2 weeks) that provides for the integration of four content areas (math, literacy, science, and social studies) as well as exploratory areas (music, art, and PE.). The plan will be developed around a theme determined in collaboration with the instructor and cooperating teacher. The intent of the assignment is that the unit will be something to be used, at least partially, during student teaching. Connections to the Hawai'i State Standards (HCPS III), Benchmarks, and GLOs must be clearly identified. Examples of these plans are available in the evidence room.

## **2. Pedagogical and Professional Knowledge, Skills and Dispositions**

Teacher candidates gain the pedagogical and professional knowledge, skills and dispositions through six distinct assessment types across six different courses in the Dual Elementary/Special Education Program.

### **Candidates' ability to plan instruction (Assessment 3)**

Candidates gain the pedagogical and professional knowledge, skill, and dispositions throughout their courses in the Dual Elementary/Sped Program. Candidates' instructional planning competencies are reflected in the grades, in which teacher candidates need to receive a B average or better. Course grades for the program can be viewed in the evidence room although student GPA is presented in attachment 4.2.

Signature assignment/culminating activities are aligned to Chaminade Program Outcomes (PTARA), HTSB, and, at the end of school year 2008, ACEI and national standards. Candidates are assessed for their ability to know and apply theories related to pedagogy and learning. Signature assignment/culminating activities have a scoring guide that is used. In the corresponding courses teacher candidates are required to provide evidence that they can integrate and apply knowledge for instruction by writing and implementing lesson and/or unit plans that relate to the areas of instruction. These plans must provide accommodations for diverse learners, develop critical thinking and problem-solving

skills, provide for active engagement in learning, and provide a positive classroom climate that fosters collaboration and communication.

Lesson Plans: Using the Dual Elementary/Sped Lesson Plan Template, teacher candidates must write or adapt (with proper attribution) Lesson Plans that are grade and content appropriate for a particular course. Connections to the Hawai'i State Standards (HCPS III), Benchmarks, and GLOs must be clearly identified.

Differentiated Lesson Planning: This signature assignment/culminating activity consists of lesson plans using different grade levels based around one subject area. Lesson plans will be differentiated for the following diverse learners:

1. Lesson plans will be differentiated for teacher candidates with Specific Learning Disabilities (in reading and writing)
2. Lesson plans will be differentiated for teacher candidates with other Learning Disabilities.

Integrated Unit Plan: Teacher candidates complete a unit plan (minimum 2 weeks with 10 lessons) that provides for the integration of three to four content areas (math, literacy, science, and/or social studies). The plan must be developed around a theme determined in collaboration with the instructor and cooperating teacher. The intent of the assignment is that the unit will be used in student teaching. Connections to the Hawai'i State Standards (HCPS III), Benchmarks, and GLOs must be clearly identified.

Assessment data from the signature assignment/culminating activities listed above seen in the evidence room. Exemplars are in hard copy and can be seen in the evidence room. The assessment data from the signature assignment/culminating activities listed above can be seen in the evidence room.

#### **Student Teaching (Assessment 4)**

The data reflected in teacher candidates' Final Student Teaching Evaluation indicate all teacher candidates scored 'above the acceptable level.' Some components on the evaluation form were not as high as we would have liked. These were professional dispositions, assessment, and adapts to learner diversity. To address these needs, we have implemented the Student Dispositions evaluation and training tool. This tool is discussed and assessments conducted in all elementary and special education methods classes prior to the student teaching practicum.

#### **Dispositions (Assessment 5)**

Teacher candidates are made aware of desired professional teaching dispositions in all of Chaminade's Education programs. This has been an area of emphasis for the Chaminade faculty during the past year as evidenced by the implementation of the professional dispositions assessment. In each Education course, the instructor will discuss the dispositions along with the syllabus during the first week of class. Discussion will focus on how each disposition specifically relates to the work in the class. Each student will

self-assess, providing specific evidence that standards are being met or a plan for improvement. This will be submitted to the instructor by the end of week 3. Within two weeks after the end of the semester, every instructor will informally assess each teacher candidate in the class referring to the Dispositions Assessment form. Evidence is needed if the teacher candidate is not meeting the standard. If an instructor notes a serious repeated dispositional problem prior to the end of the semester, he or she will discuss it with the student when the problem is noted. Instructor will note the content and outcome of this meeting in a letter to be acknowledged with the student's signature. This letter will be attached to the Dispositions form.

All Dispositions Assessments will be placed into the confidential student-working file in the education department, and the advisor for the student's program will be notified. Upon their request, teacher candidates will have the right to view these disposition forms. Teacher candidates also have the right to dispute the assessments. If a student wishes to dispute the assessment, he or she must do so in a written letter, to be attached to the assessment form.

Teacher candidates whose dispositions do not "meet expectations" as assessed by more than one member of the education division will be called to a formal meeting with two faculty members and their advisor to devise an improvement plan to address the issue(s). This plan will include specific suggestions for remediation, expected behaviors, and a timeline for improvement. The teacher candidate will meet with the faculty mentor until standards are met.

In the event a student does not meet the standard by the time he/she is to embark on student teaching, the involved faculty and advisor will meet with the dean to determine the course of action. This may include asking the student to leave the program.

Attachment 2.11 shows the scoring rubrics for assessing Professional Teaching Dispositions and their correlation with HTSB standards. Those behaviors include, but are not limited to HTSB standard 9. .

### **3. Effects on Student Learning**

#### **Student Teaching Exit Portfolio (Assessment 6)**

Candidate effects on student learning were determined by exit portfolio and student teaching evaluations. During candidates' student teaching term, they are also required to take the Student Teaching Seminar. The capstone project in both ED 490 and ED 464 is the student teaching exit portfolio. This requires candidates to produce documented evidence that meets the ten Hawai'i Teacher Standard Board (HTSB) standards.

Teacher candidates must produce two pieces of evidence for each standard and have an accompanying reflection. Teacher candidates turn in lesson plans, unit plans, classroom management plans and student work that is graded by the candidate, as evidence of meeting those standards. Examples of these exit portfolios exist in hard copy form and will be available for viewing during the on-site visit. Candidates must receive a B grade or better in their exit portfolio and this is reflected in course grades.

## **SECTION V – USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE**

### **1. Content Knowledge**

The Praxis I (Assessment 1) scores indicate that candidates are well prepared in the K-6 content areas, but this was not always the case. This was supported by faculty experience and reports from the field, i.e., anecdotal information from university supervisors and principals' surveys. Beginning in 2005-2006, faculty made a concerted effort to ensure teacher candidates have a strong content foundation in all subject areas. In the Dual Elementary/Sped program, faculty determined that candidates needed to take Hawaiian 101 and Hawaiian 102 to help them deal with the diversity of students found in Hawai'i. In addition, the faculty was encouraged to add content in their method courses. All courses continue to be aligned with HTSB standards.

In 2007-2008, faculty decided a unifying and organizing framework was needed in the Elementary program and that the Dual Elementary/Sped program would use that framework when applicable. In October 2007, faculty created the Elementary program's outcomes, serving as the anchor of the courses. These are proficiencies we wanted to cultivate in our teacher candidates and consist of skills such as plan, teach, assess, reflect and adapt (PTARA). Faculty aligned program outcomes to all education courses. Efforts to improve content knowledge for teacher candidates continue. Assessment of content knowledge is now evaluated in all method courses' Signature Assignments/Culminating Activities. Grading rubrics contain HTSB standards, and in the 2008-2009 school years ACEI and national standards were included. Chaminade University's Education Division works toward mastery of skills. In doing so, candidates are generally allowed to revise and correct work to be assessed to achieve mastery. The grades tend to reflect the process of revision and therefore, candidates usually do very well on their assessment pieces as reflected in the exemplars provided for the on-site visit. While we are pleased candidates perform so well in their final assignments, it would be helpful to have the initial assessment data, reflecting both the quality of the first draft and candidate growth.

The credibility of each assessment piece is reflected in the common rubrics or scoring guides. Faculty who teach and assess these courses are all well qualified and have been previously licensed teachers themselves. Student teaching evaluations are done by both the cooperating teachers and a university supervisor to ensure fairness and equity.

### **2. Professional and Pedagogical Knowledge, Skill, and Dispositions**

Candidates' instructional planning proficiencies are indicated in course grades in courses where the integrated unit plan is the culminating assignment. Teacher candidates created a unit that spans at least 10 days. This integrated unit, teacher candidates are required to include all pertinent Hawai'i Content and Performance Standards (HPCS III). Course grade data from these courses indicated teacher candidates demonstrated a high level of instructional proficiencies.

Assessment data from 2007-2008 signature assignments indicate that teacher candidates have acquired necessary pedagogical knowledge and skills. This is evident in the data results of lesson plans and integrated unit plans, which are signature assignments that have components that focus on instructional methods. In addition, teacher candidates are asked to demonstrate

their pedagogical knowledge and skill in creating differentiated lesson plans. As part of the special education section of this program, teacher candidates must become proficient in the evaluating teacher candidates and writing individual education plans (IEPs) for their teacher candidates.

The Education division at Chaminade University embraces the diversity we have in our student body and in the student population that our teacher candidates experience in the elementary schools in Hawai'i. To better equip our dual Elementary/Sped teacher candidates to deal with diversity issues, we have highlighted this in our student teaching seminar for elementary education candidates. Guest speakers from the Hawaiian community as well as other select groups, such as the Filipino community, share with teacher candidates their background and schooling experiences. Teacher candidates discuss different learning styles and create lesson plans for their classrooms. Teacher candidates discuss implementation and effectiveness of these lessons. Reflections and adaptations are shared among teacher candidates in seminar classes.

In previous years, knowledge of assessment has consistently averaged the lowest score. We have changed the assessment course to assure that the following competencies are addressed: (1) designing assessments, (2) monitoring student learning during instruction, (3) analyzing student work from assessments, (4) using assessments to inform teaching, and (5) using feedback to promote student learning.

In the 2007-2008 school years in response to student teaching evaluations and faculty feedback, it was indicated there was a need for improvement in teacher candidates' professional dispositions. This has been an area of emphasis for the Chaminade faculty during the past year as evidence by the implementation of the professional dispositions assessment. In each Education course, the instructor will discuss the dispositions along with the syllabus during the first week of class. The procedures for assessing professional dispositions are found in Attachment 2.10.

### **3. Effects on Student Learning**

Candidates' effects on student learning are reflected in course grades for the Student Teaching Elementary/Sped Seminar courses, ED 490 and ED 464. The teacher candidates' grades demonstrate teacher candidates do have a positive effect on student learning. The course grades reflect the exit portfolio grades that are the culminating project of the seminar courses. The exit portfolios, constructed around the ten HTSB standards, contain the evidence that candidates have implemented these standards in their classroom practices. The rubric scoring criteria have been developed for these assessments and will make it possible to separate out the specific indicators of candidate effect on student learning.

## **SECTION VI – HAWAI’I DEPARTMENT OF EDUCATION AREAS OF SPECIAL EMPHASIS**

### **1. Professionalism**

Teacher candidates are made aware of desired professional teaching dispositions in all of Chaminade's Education programs. Listed below are our Professional Teaching Dispositions that are correlated with HTSB standards. Those behaviors include, but are not limited to HTSB standard 9:

HI-HTSB.9.1 Engages in relevant opportunities to grow professionally, i.e., taking university/college or in-service coursework, actively participating in a professional organization, serving on a cadre, council, or committee or serving as a cooperating teacher, mentor or advisor.

HI-HTSB.9.2 Reflects on practices and monitors own teaching activities and strategies, making adjustments to meet learner needs.

HI-HTSB.9.3 Provides and accepts evaluative feedback in a professional manner.

HI-HTSB.9.4 Conducts self ethically in professional matters.

HI-HTSB.9.5 Models honesty, fairness and respect for individuals and for the laws of society.

HI-HTSB.9.6 Demonstrates good work habits including reliability, punctuality, and follow-through on commitments.

HI-HTSB.9.8 Practices effective listening, conflict resolution and group-facilitation skills as a team member.

HI-HTSB.9.9 Works collaboratively with other professionals

In each Education course, the instructor will discuss the dispositions along with the syllabus during the first week of class. Discussion will focus on how each disposition specifically relates to the work in the class.

In addition, professional teacher behaviors are assessed during the student teaching practicum. University Supervisors must observe these behaviors during their observations and make note of it on the evaluation form. In the student teaching exit portfolio, teacher candidates themselves must provide evidence of professional behavior as outlined in HTSB standard 9. Attachment 2.11 shows the scoring rubric used for assessing professional dispositions.

### **2. The System of Standards**

During their sojourn through the Education program, teacher candidates become quite knowledgeable of the Hawai’i Content and Performance Standards (HCPS III). Many of our course signature assignments require teacher candidates to include the appropriate HCPS III standard in their write-up. These elements are evaluated in the grading rubric for each signature assignment. Connections to the Hawai’i Content and Performance Standards (HCPS III), Benchmarks, and GLOs must be clearly identified.

### **3. Literacy/Beginning Reading**

With the goal of developing teachers who in turn develop lifelong readers, there is a strong focus on building foundational skills and nurturing motivation at the beginning levels. In ED418, Language Arts I, students are introduced to theories about the processes of reading and how to create a literate environment. There is also an emphasis on developing knowledge and appreciation of literature for young children; the ability to explain the principles and practices of emergent literacy, including the role of oral language; and the ability to plan and adapt lessons for culturally and linguistically diverse populations using multiple strategies for developing students' phonemic awareness and comprehension (including fluency and vocabulary.) Multiple methods of instruction are used—case studies, demonstrations, multimedia materials, modeling, lecture and discussion, as well as hands-on field experiences, including tutoring, diagnostic assessment and small-group and whole-class instruction. Student learning outcomes are assessed in a number of ways: signature assignments, active class participation, focused reports on field experiences and exams on course content. The goal is that the teacher candidate becomes an informed decision maker who has a comprehensive view of literacy and child development, the ability to make thoughtful and purposeful decisions based on research, use assessment to guide instruction and become a reflective user of best practice.

### **4. Technology**

Technology is an integral part of Chaminade University of Honolulu. Technology is integrated at several levels: (1) technology as a communication tool (2) technology to support collaboratively learning environment, and (3) technology to support information services and data collection.

Technology to support communication among faculty, staff, and teacher candidates has multiple means. Chaminade maintains its own email server, using IMail as the email management program for over eight years. Although this system is good for few hundred clients, with over 4000 active email accounts now, we have outgrown the system and currently planning to migrate to a more appropriate system. While email is appropriate for coordinating collaboration and for exchanging specific messages, wider interaction is supported by web-based forums, provided upon request for specific discussions. Such forums are especially valuable as part of the collaborative decision-making process common at Chaminade. As an example within the Education Division, a Ning site has been introduced to faculty for collaborative discussion.

Support for collaborative learning is provided through course management system and media support in the classrooms. Like all universities, Chaminade is experiencing an increased use of course management tools. Originally course management tools were used in distance education offerings, but more recently, the course management applications have been used to complement in-classroom or hybrid courses, since they offer additional opportunities to provide content, as well as allowing online collaboration between teacher candidates and between teacher candidates and faculty. From fall 2008, Chaminade migrated from WebCT course management tool to eCollege. In addition to the course management system, all classrooms provide various media integration opportunities. On-campus classrooms provide computers with internet access, projectors and elmo devices as well as multimedia players.

Information technology resources and data collection provided by the university consists of Datatel, WebPortal, Library Information, and LiveText. Datatel is the main data management system at Chaminade University. Within that system, WebPortal is provided for faculty, staff, and teacher candidates to access information regarding their personal and academic information. Teacher candidates can access personal profile, course registration, grades, and financial account through WebPortal. In addition, Sullivan Family Library at the university maintains links to 34,333 volumes of digital full-text monographs through ebrary, PsychBooks, and EBSCO. More recently in the Education Division, LiveText is gradually being implemented across all coursework. This will provide an efficient way to collect and analyze education teacher candidates' program outcomes and evidence of meeting the state and professional standards.

The Dual Elementary/Sped program has two classes that use an online delivery. One is that ED 450 (Art, Music, & Movement) and the other is ED 470 (Technology for Teachers). Both classes require that teacher candidates become acquainted with WebCT and now, eCollege. Many of the other classes in the program have begun to use a hybrid model with both on ground and online components. The teacher candidates and faculty work together to construct the schedule and plan the course activities.

## SECTION VII – NATIVE HAWAIIAN CULTURE, HISTORY AND LANGUAGE

### **1. Candidate preparation to teach teacher candidates: How is the program preparing candidates to incorporate Native Hawaiian culture, history and language into their instruction in the classroom? Include description of courses and experiences.**

Teacher candidates in the Dual Elementary/Sped program take Hawaiian 101 and Hawaiian 102 during the cohort program. Kumu Kealohamakua Wengler, counselor at Anuenue Hawaiian Immersion School, teaches these classes. He integrates the Hawaiian traditions, language and culture so that the cohort teacher candidates are better prepared to teach the children of Hawai'i.

During the Student Teaching Practicum Seminar class, the student teachers are introduced to *Na Honua Mauli Ola: The Hawai'i Guidelines for Culturally Healthy and Responsive Learning Environments*. In this document, the student teachers become familiar with the document developed by the Native Hawaiian Education Council in 2002. This document “provides schools and communities a way to examine and attend to the educational and cultural well-being of their learners.”

Student teachers are also exposed to guest speakers that discuss the standards and philosophy of *Na Honua Mauli Ola*. These guests are fluent speakers of the Hawaiian language, and re-expose our student teachers to various key phrases and cultural practices.

### **2. Candidate effectiveness on P-12 student learning: In what ways has student understanding of Native Hawaiian culture, history and language been enhanced by teacher candidates?**

Since the inception of the Dual Elementary/Sped program, candidates have been instructed in their Hawaiian 101 and Hawaiian 102 the basic Hawaiian language so that they are able to speak and understand the common usage of Hawaiian with their teacher candidates. They learn about the culture and its traditions. Teacher candidates will have an enhanced understanding of Hawaiian culture, history, language and specific learning needs. The impact on teacher candidates learning is demonstrated in application papers. Teacher candidates need to discuss and relate various concepts from Hawaiian culture to teacher candidates' own educational setting.

Topics include:

- Hawaiian culture, epistemology, and language
- application of these concepts/ideas in your educational setting
- citations from the text will be used in each paper to strengthen your rationale and application.





**Attachment 1.2  
Candidate Information**

**Directions:** Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master’s, doctorate) being addressed in this report.

| <b>Program: Dual Elementary/Special Education Program</b> |  |                                |
|---|--|--------------------------------|
| <b>Cohort #</b>   | <b># of Candidates Enrolled in the Program</b> | <b># of Program Completers</b> |
| Cohort #1 2003-2005                                       | 25   | 22                             |
| Cohort #2 2004-2006                                       | 15   | 13                             |
| Cohort #3 2005-2008                                       | 27   | 23                             |
| Cohort #4 2006-present                                    | 13   | Has not completed              |
| Cohort #5 2007-present                                    | 22   | the program at                 |
| Cohort #6 2008-present                                    | 17   | this time                      |

<sup>1</sup> *Program completers* are defined for Title II purposes as persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, unit certificate, program credential, transcript, or other written proof of having met the program’s requirements, e.g. IHE Program Completer Lists to HTSB.

**Attachment 1.3  
Faculty Expertise and Experiences**

**Full Time Faculty**

| <b>Faculty Member Name</b>  | <b>Highest Degree, Field, &amp; University</b>       | <b>Assignment:<br/>Indicate the role of the faculty member</b>   | <b>Faculty Rank</b> | <b>Tenure Track</b> |
|---|--|--|---------------------|---------------------|
| Smith, Mary   | Ph.D in Elementary Education, University of Virginia | Full-time faculty  | Assistant Professor | No                  |
| <b>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</b>                          |  | <b>Teaching or other professional experience in P-12 schools</b> |                     |                     |
| NY State Certification of Qualification in SPED, American Montessori Society, Pre-Primary Certification, SPED Licensure Hawai'i, VA Licensure, K-6 SPED |  | PK-8years, K11-9years Public School, SPED-4years                 |                     |                     |

**Program Coordinator / Adjunct**

| <b>Faculty Member Name</b>  | <b>Highest Degree, Field, &amp; University</b>   | <b>Assignment:<br/>Indicate the role of the faculty member</b>                         | <b>Faculty Rank</b> | <b>Tenure Track</b> |
|---|--|--|---------------------|---------------------|
| Apisa, Sheila   | Ed. Specialist in Administration and Supervision, Wayne State University, M.Ed , Saganaw Valley State University | Program Coordinator<br><br>Adjunct faculty   | Adjunct             | No                  |
| <b>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</b>                                  |  | <b>Teaching or other professional experience in P-12 schools</b>                       |                     |                     |
| President of Hawai'i Middle Schools Association<br>Presenter at National Middle School Association conference<br>Administration Certification State of Michigan |  | Middle School Principal - 12 years<br>Middle and Elementary school teaching – 18 years |                     |                     |

**Adjunct Faculty**

| <b>Faculty Member Name</b>   | <b>Highest Degree, Field, &amp; University</b>   | <b>Assignment: Indicate the role of the faculty member</b>       | <b>Faculty Rank</b> | <b>Tenure Track</b> |
|--|--|--|---------------------|---------------------|
| Asuncion, Christine  | M.Ed. in Special Education, Chaminade University | Adjunct faculty  | Adjunct             | No                  |
| <b>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</b> |  | <b>Teaching or other professional experience in P-12 schools</b> |                     |                     |
| Department Head Stevenson Middle School  |  | Teacher, Special Education Seventh Grade                         |                     |                     |

| <b>Faculty Member Name</b>   | <b>Highest Degree, Field, &amp; University</b>                            | <b>Assignment: Indicate the role of the faculty member</b>       | <b>Faculty Rank</b> | <b>Tenure Track</b> |
|--|---|--|---------------------|---------------------|
| Apisa Sr., William   | Ed. Specialist in Administration and Supervision, Wayne State University, | Adjunct faculty  | Adjunct             | No                  |
| <b>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</b> |   | <b>Teaching or other professional experience in P-12 schools</b> |                     |                     |
| Administration Certificate State of Michigan<br>State of Michigan High School Football Coaches Hall of Fame                    |   | 33 years teaching in Middle and High school                      |                     |                     |

| <b>Faculty Member Name</b>   | <b>Highest Degree, Field, &amp; University</b> | <b>Assignment: Indicate the role of the faculty member</b>                      | <b>Faculty Rank</b> | <b>Tenure Track</b> |
|--|--|---|---------------------|---------------------|
| Apisa Jr., William   | M.Ed. Chaminade University                     | Adjunct faculty   | Adjunct             | No                  |
| <b>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</b> |  | <b>Teaching or other professional experience in P-12 schools</b>                |                     |                     |
| HSTA-Hawai'i State Teachers Association<br>High School Head Football Coach   |  | High school teaching and coaching<br>Dormitory supervisor for Kamahamaha School |                     |                     |

| <b>Faculty Member Name</b>   | <b>Highest Degree, Field, &amp; University</b>   | <b>Assignment:<br/>Indicate the role of the faculty member</b>   | <b>Faculty Rank</b> | <b>Tenure Track</b> |
|--|--|--|---------------------|---------------------|
| Dunn, Shaun  | M.Ed. in Special Education, Chaminade University | Adjunct faculty  | Adjunct             | No                  |
| <b>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</b> |  | <b>Teaching or other professional experience in P-12 schools</b> |                     |                     |
|  |  | Teacher, Special Education High School Science                   |                     |                     |

| <b>Faculty Member Name</b>   | <b>Highest Degree, Field, &amp; University</b>     | <b>Assignment:<br/>Indicate the role of the faculty member</b>   | <b>Faculty Rank</b> | <b>Tenure Track</b> |
|--|--|--|---------------------|---------------------|
| Matanane, Nichole  | M.Ed. in Gifted and Talented, Chaminade University | Adjunct faculty  | Adjunct             | No                  |
| <b>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</b> |  | <b>Teaching or other professional experience in P-12 schools</b> |                     |                     |
| Coordinator for Ho'omau Gifted and Talented Program  |  | Teacher for Ho'omau Gifted and Talented Program                  |                     |                     |

| <b>Faculty Member Name</b>   | <b>Highest Degree, Field, &amp; University</b> | <b>Assignment:<br/>Indicate the role of the faculty member</b>   | <b>Faculty Rank</b> | <b>Tenure Track</b> |
|--|--|--|---------------------|---------------------|
| Wengler, Timothy   | MSCP, Chaminade University                     | Adjunct faculty  | Adjunct             | No                  |
| <b>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</b> |  | <b>Teaching or other professional experience in P-12 schools</b> |                     |                     |
| Active in the Hawaiian Community   |  | Counselor and Head Football Coach                                |                     |                     |

**Attachment 2.1  
Praxis I Data**

**Dual Elementary/Sped Mean Praxis I Scores**

|           | Reading | Writing | Math |
|-----------|---------|---------|------|
| Cohort #1 | 175     | 173     | 165  |
| Cohort #2 | 177     | 175     | 178  |
| Cohort #3 | 178     | 176     | 179  |
| Cohort #4 | **      | **      | **   |
| Cohort #5 | **      | **      | **   |
| Cohort #6 | **      | **      | **   |

\*\* Not yet required at this time

## **Attachment 2.2**

### **Assessment of Candidate Content Area**

**Lesson Plans:** Write a Lesson Plan appropriate for teacher candidates in grades appropriate for this course. Use the Chaminade Dual Elementary/Sped Program Lesson Plan Template. You may adapt a lesson plan, as long as you cite the source and indicate which parts of the plan you authored.

**Integrated Unit Plan:** Teacher candidates will complete a unit plan (minimum 2 weeks) that provides for the integration of four content areas (math, literacy, science, and social studies) as well as exploratory areas (music, art, and PE.) The plan will be developed around a theme determined in collaboration with your instructor and cooperating teacher. The intent of the assignment is that the unit will be something you will use, at least partially, during your student teaching. Connections to the Hawai'i State Standards (HCPS III), Benchmarks, and GLOs must be clearly identified.

## **Attachment 2.3**

### **Assessment of Candidate Ability to Plan Instruction**

**Resource Portfolio:** This Resource Guide will be a compilation of resources in art, music, and P.E. It will consist of lesson plans as detailed in your course syllabus.

**Lesson Plans:** Write Lesson Plans appropriate for teacher candidates in grades appropriate for this course. Use the Chaminade Dual Elementary/Sped Program Lesson Plan Template. You may adapt a lesson plan, as long as you cite the source and indicate which parts of the plan you authored.

**Differentiated Lesson Planning:** This signature assignment consists of lesson plans using different grade levels based around one subject area. Lesson plans will be differentiated for the following diverse learners:

1. Lesson plans will be differentiated for teacher candidates with Specific Learning Disabilities (in reading and writing)
2. Lesson plans will be differentiated for teacher candidates with other Learning Disabilities.

**Integrated Unit Plan:** Teacher candidates will complete a unit plan (minimum 2 weeks) that provides for the integration of four content areas (math, literacy, science, and social studies) as well as exploratory areas (music, art, and PE.). The plan will be developed around a theme determined in collaboration with your instructor and cooperating teacher. The intent of the assignment is that the unit will be something you will use, at least partially, during your student teaching. Connections to the Hawai'i State Standards (HCPS III), Benchmarks, and GLOs must be clearly identified.

## Attachment 2.4 Assessment of Candidate Ability to Plan Instruction Scoring Guide

### RESOURCE PORTFOLIO RUBRIC

|  | Exceeds (3 pts)   | Meets (2 pts)   | Needs Improvement (1 pt)                                    |
|--|---|---|---|
| <b>Lesson Plans</b><br>HI-CHAM-PB-EE-PO.1 HI-CHAM-PB-EE-PO.5 HI-HTSB.5 HI-HTSB.6 HI-HTSB.7 | Requirements in this section are exceptionally well addressed and developed | Lesson plan is well structured, includes; Title, Grade level, Measurable objective(s), Procedure, Assessment and Content Standards. Demonstrates strong knowledge of content. | Requirements in this section are minimally or not addressed |
| <b>Presentation</b> HI-HTSB.4  | Requirements in this section are exceptionally well addressed and developed | Presentation of completed art, music, PE. Projects: well organized, aesthetically presented with written instructions to accompany each piece.                                | Requirements in this section are minimally or not addressed |
| <b>Album Organization</b> HI-HTSB.4  | Requirements in this section are exceptionally well addressed and developed | Teacher candidates submit a portfolio that is well organized, aesthetically presented with all requirements complete  | Requirements in this section are minimally or not addressed |

### RESOURCE PORTFOLIO: ARTS Rubric

|   | Exceeds (3 pts)  | Meets (2 pts)   | Needs Improvement (1 pt)   |
|---|--|---|--|
| <b>ARTS CONTENT</b> (1, 100%)<br>ACEI.2.f HI-HTSB.5.2 HI-HTSB.5.4 | The arts—Candidates do exceptionally well: know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary teacher candidates. | The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary teacher candidates. | The arts—Candidates need to improve: know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary teacher candidates. |

### RESOURCE PORTFOLIO: Physical Education Rubric

|   | Exceeds (3 pts)  | Meets (2 pts)   | Needs Improvement (1 pt)   |
|---|--|---|--|
| <b>PHYSICAL EDUCATION CONTENT</b><br>ACEI.2.h HI-HTSB.5.2 HI-HTSB.5.4 | Physical education—Candidates do exceptionally well: 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 teacher candidates. | 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 teacher candidates. | Physical education—Candidates need to improve: 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 teacher candidates. |

## LESSON PLAN RUBRIC

|  | Exceeds (3 pts)   | Meets (2 pts)   | Needs Improvement (1 pt)                    |
|--|---|---|---|
| <b>Standards and Benchmarks</b> HI-HTSB.5                                    | Requirements in this section are exceptionally well addressed and developed | Includes the appropriate HCPS III Standard(s) and Benchmark(s). Includes at least one GLO.  | Requirements are minimally or not addressed |
| <b>Student Learning Objectives</b><br>HI-CHAM-BS-EE.1<br>HI-HTSB.5 HI-HTSB.6 | Requirements in this section are exceptionally well addressed and developed | Define specifically and concretely what teacher candidates should know and be able to do.   | Requirements are minimally or not addressed |
| <b>Content</b><br>HI-CHAM-BS-EE.1<br>HI-HTSB.5                               | Requirements in this section are exceptionally well addressed and developed | Sufficient knowledge of subject area is demonstrated for the lesson.  | Requirements are minimally or not addressed |
| <b>Assessment</b> HI-CHAM-BS-EE.4<br>HI-HTSB.8                               | Requirements in this section are exceptionally well addressed and developed | Provides a specific plan for formative assessment aligned with the Benchmark(s).  | Requirements are minimally or not addressed |
| <b>Procedure</b> HI-CHAM-BS-EE.1<br>HI-HTSB.6 HI-HTSB.7                      | Requirements in this section are exceptionally well addressed and developed | Clearly describes detailed procedures. Introduction engages teacher candidates in the lesson. The body of the lesson is geared toward developing conceptual understanding. There is a plan for concluding the lesson by summarizing the main ideas of the lesson. | Requirements are minimally or not addressed |
| <b>Adaptations and Accommodations</b><br>HI-HTSB.6                           | Requirements in this section are exceptionally well addressed and developed | Describes appropriate modifications to meet developmental, special needs, and safety issues.  | Requirements are minimally or not addressed |
| <b>Reflections</b> HI-CHAM-BS-EE.4<br>HI-HTSB.6                              | Requirements in this section are exceptionally well addressed and developed | Demonstrates ability to analyze strengths and weaknesses of the lesson plan.  | Requirements are minimally or not addressed |
| <b>Quality of Writing</b>  | Requirements in this section are exceptionally well addressed and developed | Written work contains only a few minor errors in grammar, spelling, or punctuation. Work is organized and professionally presented.   | Requirements are minimally or not addressed |

### LESSON PLAN: Elementary Language Arts Rubric

|   | Exceeds (3 pts)  | Meets (2 pts)   | Needs Improvement (1 pt)  |
|---|--|---|---|
| <b>Language Arts Elementary Content</b><br>ACEI.2.b HI-<br>HTSB.5.2 HI-<br>HTSB.5.4 | English language arts—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 teacher candidates successfully apply their developing skills to many different situations, materials, and ideas. | English language arts—Candidates demonstrate an acceptable 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 teacher candidates successfully apply their developing skills to many different situations, materials, and ideas. | English language arts—Candidates demonstrate an unacceptable 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 teacher candidates successfully apply their developing skills to many different situations, materials, and ideas. |

### LESSON PLAN: Elementary Math Rubric

|  | Exceeds (3 pts)   | Meets (2 pts)  | Needs Improvement (1 pt)  |
|--|---|--|---|
| <b>Math Elementary Content</b><br>ACEI.2.d HI-<br>HTSB.5.2 HI-<br>HTSB.5.4 | Mathematics—Candidates do exceptionally well: know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data. | Mathematics—Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data. | Mathematics—Candidates need improvement to: know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data. |

### LESSON PLAN: Science Rubric

|   | Exceeds (3 pts)   | Meets (2 pts)  | Needs Improvement (1 pt)  |
|---|---|--|---|
| <b>Science Content</b><br>ACEI.2.c HI-<br>HTSB.5.2 HI-<br>HTSB.5.4 NSTA.1 | Science—Candidates do exceptionally well: know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy. | Science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy. | Science—Candidates need to improve: know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy. |

## LESSON PLAN: Art, Music, and Physical Education Rubric

|  | Exceeds (3 pts)  | Meets (2 pts)  | Needs Improvement (1 pt)  |
|--|--|--|---|
| <b>Art, Music, &amp; PE. Content</b><br><br>ACEI.2.f HI-HTSB.5.2 HI-HTSB.5.4<br><br>ACEI.2.h HI-HTSB.5.2 HI-HTSB.5.4 | Art, Music & PE.—Candidates do exceptionally well: know, understand, and use the major concepts and modes of inquiry from art, music, & PE. — to promote elementary teacher candidates' abilities to make informed decisions as to the cultural concepts of the world. | Art, Music & PE.—Candidates know, understand, and use the major concepts and modes of inquiry from art, music & PE. — to promote elementary teacher candidates' abilities to make informed decisions as to the cultural concepts of the world. | Art, Music & PE.—Candidates need to improve: know, understand, and use the major concepts and modes of inquiry from art, music & PE. — to promote elementary teacher candidates' abilities to make informed decisions as to the cultural concepts of the world. |

## DIFFERENTIATED LESSON PLAN RUBRIC

|   | Exceeds (3 pts)  | Meets (2 pts)   | Needs Improvement (1 pt)   |
|---|--|---|--|
| <b>Lesson plan content</b><br>CEC.CC.4 HI-HTSB.6  | All sections in the lesson plan template are addressed, i.e., appropriate grade level content, student learner outcomes, assessment type, etc.   | Most sections in the lesson plan template are addressed, i.e., appropriate grade level content, student learner outcomes, assessment type, etc.   | Few of the sections in the lesson plan template are addressed, i.e., appropriate grade level content, student learner outcomes, assessment type, etc.              |
| <b>Learning Activity</b><br>CEC.CC.4 HI-HTSB.3  | The instructional method and activity is developmentally appropriate, highly engaging and based on best practice.  | The instructional method and activity is developmentally appropriate and based on best practice.  | The instructional method and activity is neither developmentally appropriate nor based on best practice.   |
| <b>Differentiation Aspect</b> CEC.CC.1 CEC.CC.2 HI-CHAM-BS-SE-PO.5.ED460.1 HI-CHAM-BS-SE-PO.5.ED460.2 HI-HTSB.1 HI-HTSB.3 | Lesson plan is motivating and differentiated for the learning needs of the diverse learner in one or more of the following ways: process, content, product. Instructional methods are research based and address the learning strengths and needs of the exceptional learners. | Lesson plan is differentiated for the learning needs of the diverse learner in one of the following ways: process, content, product. Instructional methods are research based and address the learning strengths and needs of the exceptional learners. | Lesson plan lacks research-based strategies. Instructional methods do not address the learning strengths and needs of the exceptional learners.                    |
| <b>Multicultural Lesson Plan</b> HI-CHAM-BS-SE-PO.5.ED460.1 HI-HTSB.3   | Lesson plan is developmentally appropriate and includes an activity where student diversity is highlighted and celebrated. Cultural and/or linguistic differences are addressed in a sensitive and respectful way.   | Lesson plan is developmentally appropriate and focuses on a positive aspect of student diversity. Cultural and/or linguistic differences are addressed in a sensitive and respectful way.   | Lesson plan includes an activity where student diversity is acknowledged but is not developmentally appropriate. An important component of lesson plan incomplete. |
| <b>Quality of Writing</b>   | Requirements in this section are exceptionally well addressed and developed.   | Written work contains only a few minor errors in grammar, spelling, or punctuation. Work is organized and professionally presented.   | Requirements in this section not adequately addressed.   |

## INTEGRATED UNIT PLAN RUBRIC

|  | Exceeds (3 pts)   | Meets (2 pts)  | Needs Improvement (1 pt)                                     |
|--|---|--|--|
| <b>Purpose of the Unit</b>   | Requirements in this section are exceptionally well addressed and developed | Purpose of the unit is clearly stated and communicated   | Requirements for this section are minimally or not addressed |
| <b>Big Ideas</b> HI-CHAM-PB-EE-PO.1 HI-HTSB.5                                  | Requirements in this section are exceptionally well addressed and developed | Big Ideas are evident throughout unit. Teaching strategies are designed to develop the conceptual understanding.   | Requirements for this section are minimally or not addressed |
| <b>Community Profile</b> HI-HTSB.1   | Requirements in this section are exceptionally well addressed and developed | Socio-economic, cultural, and learning needs of exceptional learners are addressed   | Requirements for this section are minimally or not addressed |
| <b>Standards and Benchmarks</b> HI-HTSB.1 HI-HTSB.5                            | Requirements in this section are exceptionally well addressed and developed | List of relevant HCPS III Standards and Benchmarks, National Standards (if appropriate) and GLOs is complete. Standards should be in alignment of purpose of the unit.           | Requirements for this section are minimally or not addressed |
| <b>Subject Area Content</b> HI-HTSB.5  | Requirements in this section are exceptionally well addressed and developed | Knowledge of content areas is evident in learning activities.  | Requirements for this section are minimally or not addressed |
| <b>Outcomes and Assessment</b> HI-CHAM-PB-EE-PO.2 HI-CHAM-PB-EE-PO.3 HI-HTSB.8 | Requirements in this section are exceptionally well addressed and developed | Outcomes and assessments are clearly related to the activities and the purpose of the unit. A variety of assessments are used.   | Requirements for this section are minimally or not addressed |
| <b>Learning Activities</b> HI-CHAM-PB-EE-PO.2 HI-HTSB.6 HI-HTSB.7              | Requirements in this section are exceptionally well addressed and developed | Outline of 10 sequential lessons that employ a variety of teaching strategies. Activities are correlated to the Standards/Benchmarks and engage participants in active learning. | Requirements for this section are minimally or not addressed |
| <b>Integration</b> ACEI.2.i HI-CHAM-PB-EE-PO.1 HI-CHAM-PB-EE-PO.4 HI-HTSB.7    | Requirements in this section are exceptionally well addressed and developed | Content and lesson activities are integrated.  | Requirements for this section are minimally or not addressed |
| <b>Quality of writing</b>  | Requirements in this section are exceptionally well addressed and developed | Written work contains only a few minor errors in grammar, spelling, or punctuation. Work is organized and professionally presented.  | Requirements for this section are minimally or not addressed |

### INTEGRATED UNIT PLAN: Language Arts Rubric

|   | Exceeds (3 pts)  | Meets (2 pts)   | Needs Improvement (1 pt)  |
|---|--|---|---|
| <b>Elementary Language Arts Content</b> (1, 100%)<br>ACEI.2.b HI-<br>HTSB.5.2 HI-<br>HTSB.5.4 HI-<br>NCTE.3 | English language arts—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 teacher candidates successfully apply their developing skills to many different situations, materials, and ideas. | English language arts—Candidates demonstrate an acceptable 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 teacher candidates successfully apply their developing skills to many different situations, materials, and ideas. | English language arts—Candidates demonstrate an unacceptable 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 teacher candidates successfully apply their developing skills to many different situations, materials, and ideas. |

### INTEGRATED UNIT PLAN: Math Rubric

|   | Exceeds (3 pts)   | Meets (2 pts)  | Needs Improvement (1 pt)  |
|---|---|--|---|
| <b>Elementary Math Content</b><br>ACEI.2.d HI-<br>HTSB.5.2 HI-<br>HTSB.5.4 HI-<br>NCTM.5-8.1<br>NCTM.7-12.1 | Mathematics—Candidates do exceptionally well: know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data. | Mathematics—Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data. | Mathematics—Candidates need to improve: know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data. |

### INTEGRATED UNIT PLAN: Science Rubric

|   | Exceeds (3 pts)   | Meets (2 pts)  | Needs Improvement (1 pt)  |
|---|---|--|---|
| <b>Elementary Science Content</b><br>ACEI.2.c HI-<br>HTSB.5.2 HI-<br>HTSB.5.4<br>NSTA.1 | Science—Candidates do exceptionally well: know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy. | Science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy. | Science—Candidates need to improve: know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy. |

### INTEGRATED UNIT PLAN: Social Studies Rubric

|   | Exceeds (3 pts)   | Meets (2 pts)  | Needs Improvement (1 pt)  |
|---|---|--|---|
| <b>Social Studies Content</b><br>ACEI.2.e HI-<br>HTSB.5.2 HI-<br>HTSB.5.4<br>NCSS.1<br>NCSS.2 | Social studies—Candidates do exceptionally well: 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 teacher candidates' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. | 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 teacher candidates' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. | Social studies—Candidates need to improve: 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 teacher candidates' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. |

### INTEGRATED UNIT PLAN: Art, Music, and Physical Education Rubric

|  | Exceeds (3 pts)  | Meets (2 pts)  | Needs Improvement (1 pt)  |
|--|--|--|---|
| <b>Art, Music, &amp; PE. Content</b><br>ACEI.2.f HI-<br>HTSB.5.2 HI-<br>HTSB.5.4<br>ACEI.2.h HI-<br>HTSB.5.2 HI-<br>HTSB.5.4 | Art, Music & PE.—Candidates do exceptionally well: know, understand, and use the major concepts and modes of inquiry from art, music, & PE.—to promote elementary teacher candidates' abilities to make informed decisions as to the cultural concepts of the world. | Art, Music & PE.—Candidates know, understand, and use the major concepts and modes of inquiry from art, music & PE.—to promote elementary teacher candidates' abilities to make informed decisions as to the cultural concepts of the world. | Art, Music & PE.—Candidates need to improve: know, understand, and use the major concepts and modes of inquiry from art, music & PE.—to promote elementary teacher candidates' abilities to make informed decisions as to the cultural concepts of the world. |

**Attachment 2.5  
Assessment of Student Teaching**

**Student Teaching Evaluation**

Final Evaluation\*

\*To be completed by CT prior to US visit. When US visits, all three parties will discuss the evaluation, make modifications, agree and sign. The final copy will be submitted to Field Services.

|   |                               |
|---|-------------------------------|
| Student Teacher: _____                        |                               |
| ID#: _____                                    |                               |
| Student Teaching Focus: _____                 | Semester/Year: ____/____      |
| School: _____                                 | Grade Level: _____            |
| Address: _____                                | Phone No: _____               |
| <i>Elementary Classroom Type</i> _____        | # of teacher candidates _____ |
| <i>Secondary Classroom Type</i> _____         | # of teacher candidates _____ |
| <i>Special Education Classroom Type</i> _____ | # of teacher candidates _____ |

**Directions: Please evaluate the student teacher’s performance in each box using the following key: N – No opportunity to judge; 1 – Unacceptable; 2 –Below acceptable standard; 3 – Acceptable; 4 –Above average work; 5 – Outstanding**

**I. Focuses on the Learner**

The effective teacher consistently engages teacher candidates in appropriate experiences that support their development as independent learners. The student teacher:

- \_\_\_\_\_ promotes teacher candidates’ independence and self-responsibility for learning
- \_\_\_\_\_ relates instruction to teacher candidates’ interests, experiences and real life situations
- \_\_\_\_\_ plans developmentally appropriate activities to promote student success
- \_\_\_\_\_ provides positive, nurturing and constructive feedback
- \_\_\_\_\_ encourages teacher candidates to achieve academically
- \_\_\_\_\_ promotes student self-awareness and intrinsic motivation

**Summary Rating** (Please circle/check appropriate #)      **1      2      3      4      5**

**II. Creates and Maintains a Physically & Emotionally Safe Learning Environment**

The effective teacher consistently creates a safe and positive learning environment that encourages interaction, civic responsibility, and active engagement in learning and self-motivation. This student teacher:

- \_\_\_\_\_ establishes a positive and appropriate teacher relationship with teacher candidates
- \_\_\_\_\_ knows and follows school and classroom routines and procedures
- \_\_\_\_\_ models tolerance, risk-taking and enthusiasm for learning
- \_\_\_\_\_ demonstrates ability for spontaneous decision making
- \_\_\_\_\_ maintains student behaviors consistent with rules, expectations and activities
- \_\_\_\_\_ supports an environment characterized by trust and respect
- \_\_\_\_\_ organizes and maximizes resources of time, space and activities
- \_\_\_\_\_ builds a leaning community where there is group collaboration and cooperative learning experiences
- \_\_\_\_\_ provides learning experiences to engage teacher candidates as individuals

**Summary Rating** (Please circle/check appropriate #)      **1**      **2**      **3**      **4**      **5**

**Adapts to Learner Diversity**

The effective teacher consistently provides opportunities that are inclusive and adapted to diverse learners. This student teacher:

- \_\_\_\_\_ varies instruction to suit the teacher candidates' multiple intelligence and learning styles
- \_\_\_\_\_ provides appropriate instruction which addresses: physical / social / emotional / ethical / cognitive development of every student
- \_\_\_\_\_ develops a positive rapport with all teacher candidates
- \_\_\_\_\_ is aware of and demonstrates appreciation for learners' human and cultural differences
- \_\_\_\_\_ adapts instruction to include learners with special needs
- \_\_\_\_\_ adjusts instruction in response to learners' achievement levels
- \_\_\_\_\_ demonstrates commitment to helping every student experience success

**Summary Rating** (Please circle/check appropriate #)      **1**      **2**      **3**      **4**      **5**

#### **IV. Fosters Effective Communication in the Learning Environment**

The effective teacher consistently enriches communication in the learning environment. The student teacher:

- \_\_\_\_\_ uses vocabulary that is appropriate for teacher candidates' ages and interests
- \_\_\_\_\_ fosters active inquiry and interactive communication among the teacher candidates
- \_\_\_\_\_ creates a climate of openness that fosters both one-to-one and group communication
- \_\_\_\_\_ demonstrates active listening and sensitivity to verbal and non-verbal communication
- \_\_\_\_\_ writes in clear standard English
- \_\_\_\_\_ speaks clearly in standard English using an appropriately audible, modulated and expressive voice.
- \_\_\_\_\_ encourages teacher candidates' self-expression, reflection and evaluation

**Summary Rating** (Please circle/check appropriate #)      **1**      **2**      **3**      **4**      **5**

#### **V. Demonstrates Knowledge of Content**

The effective teacher consistently demonstrates competency in content area(s) to develop student knowledge and performance. This student teacher:

- \_\_\_\_\_ demonstrates knowledge of major concepts, content and methods in his/her discipline
- \_\_\_\_\_ links concepts and key ideas to teacher candidates' prior experiences and inquiry approaches
- \_\_\_\_\_ provides for interdisciplinary experiences and inquiry approaches
- \_\_\_\_\_ demonstrates enthusiasm for the content
- \_\_\_\_\_ keeps abreast of current developments in content area(s)

**Summary Rating** (Please circle/check appropriate #)      **1**      **2**      **3**      **4**      **5**

**VI. Designs and Provides Meaningful Learning Experiences**

The effective teacher consistently plans and implements meaningful learning experiences for teacher candidates. This student teacher:

- \_\_\_\_\_ plans cooperatively with the mentor teacher
- \_\_\_\_\_ submits lesson plans in a timely manner for mentor teacher’s review
- \_\_\_\_\_ plans and implements logical, sequential lessons that is relevant to teacher candidates
- \_\_\_\_\_ uses time-management effectively within an allotted schedule
- \_\_\_\_\_ prepares and organizes materials, supplies and equipment for lessons in advance
- \_\_\_\_\_ provides adaptations in lessons to accommodate a variety of student needs
- \_\_\_\_\_ plans effectively for long term goals, themes and/or units

**Summary Rating** (Please circle/check appropriate #)      **1**      **2**      **3**      **4**      **5**

**VII. Uses Active Student Learning Strategies**

The effective teacher consistently uses a variety of active learning strategies to develop teacher candidates’ thinking, problem-solving and learning skills. This student teacher:

- \_\_\_\_\_ demonstrates creativity in teaching meaningful content using hands-on, open-ended, problem based learning experiences
- \_\_\_\_\_ involves teacher candidates in initiating, selecting, planning and implementing activities
- \_\_\_\_\_ helps teacher candidates to question, problem solve, access and manage resources
- \_\_\_\_\_ uses available technologies as tools for teaching and learning
- \_\_\_\_\_ varies instructional roles (e.g. coach, facilitator, co-learning, etc.) in relation to the content, purpose of instruction and needs of the teacher candidates
- \_\_\_\_\_ focuses on higher order thinking skills that challenge the learners
- \_\_\_\_\_ provides opportunities for teacher candidates to apply and practice what they have learned

**Summary Rating** (Please circle/check appropriate #)      **1**      **2**      **3**      **4**      **5**

### **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. This student teacher:

- incorporates a variety of assessment strategies (e.g. portfolios, peer evaluations, rubrics journals, criteria-based, etc.) as an integral part of the instruction
- involves teacher candidates in self-assessment and personal goal setting
- evaluates teacher candidates' performances and products objectively and fairly
- maintains appropriate and accurate records of student achievement
- communicates teacher candidates' status with parents in a positive and timely manner
- uses assessment as an effective tool

**Summary Rating** (Please circle/check appropriate #)      **1**      **2**      **3**      **4**      **5**

### **IX. Demonstrates Professionalism**

The effective teacher continually evaluates the effects of his/her choices and actions and actively seeks opportunities to grow professionally.

**Personal attributes** – This student teacher:

- displays appropriate appearance and evidence of good health practice
- exhibits self-confidence and positive self-esteem
- models honesty, fairness, and respect for individuals
- assumes responsibility for own behavior
- promotes quality work and school improvement
- demonstrates an appropriate sense of humor
- displays enthusiasm and enjoyment for teaching and for the teacher candidates

**Professional behaviors and developments** – This student teacher:

- is punctual in attendance, planning, and honors commitments
- builds upon personal strengths and strives to move beyond limitations
- demonstrates initiative and resourcefulness

- \_\_\_\_\_ observes classroom activities accurately and objectively
- \_\_\_\_\_ assumes and willingly fulfills teaching responsibilities
- \_\_\_\_\_ maintains appropriate relationship with mentor teacher
- \_\_\_\_\_ accepts evaluative feedback from mentor and peers and adjusts performance accordingly
- \_\_\_\_\_ adjusts teaching strategy based on self-reflection
- \_\_\_\_\_ demonstrates a commitment to professional growth and ongoing career development

**Summary Rating** (Please circle/check appropriate #)      **1**      **2**      **3**      **4**      **5**

**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. This student teacher:

- \_\_\_\_\_ collaborates and cooperates with school personnel and other adults in support of the community's goal
- \_\_\_\_\_ communicates in a positive manner with school personnel and parents
- \_\_\_\_\_ works with parents to support the learning needs of teacher candidates
- \_\_\_\_\_ participates actively in school and community functions

**Summary Rating** (Please circle/check appropriate #)      **1**      **2**      **3**      **4**      **5**

Narrative commentary on the student teacher's qualities and classroom experiences, **though not necessary for the mid-term evaluation, is invited**

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Signature of Cooperating Teacher / Date

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Signature of University Supervisor / Date

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Signature of Student Teacher / Date

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Signature of Field Services Director / Date

**Form shall be turned in to Field Services by University Supervisor Immediately Following Final Evaluation Meeting**

**Attachment 2.6**  
**Assessment of Student Teaching Scoring Criteria**

**Student Teaching Evaluation Likert Scale:**

|   |                           |
|---|---------------------------|
| N | No opportunity to judge   |
| 1 | Unacceptable              |
| 2 | Below acceptable standard |
| 3 | Acceptable                |
| 4 | Above average work        |
| 5 | Outstanding               |

**Attachment 2.7**  
**Assessment of Student Teaching Data**

**Student Teaching Evaluation Data**

\*\* Teacher candidates in these cohorts have not finished the program

| Dual Elementary/Sped Cohorts | Number of Candidates | Overall GPA | 1. Focus on the Learner | 2. Maintains Safe Secure Environment | 3. Diversity | 4. Effective Communication | 5. Demonstrates Content Knowledge | 6. Meaningful Learning Experiences | 7. Active Learning Strategies | 8. Assessment Strategies | 9. Demonstrates Professionalism | 10. School-Community Relationships |
|------------------------------|----------------------|-------------|-------------------------|--------------------------------------|--------------|----------------------------|-----------------------------------|------------------------------------|-------------------------------|--------------------------|---------------------------------|------------------------------------|
| Cohort #1                    | 25                   | 3.74        | 4.63                    | 4.62                                 | 4.47         | 4.62                       | 4.36                              | 4.57                               | 4.56                          | 4.46                     | 4.77                            | 4.62                               |
| Cohort #2                    | 15                   | 3.68        | 4.69                    | 4.54                                 | 4.62         | 4.62                       | 4.46                              | 4.46                               | 4.46                          | 4.46                     | 4.62                            | 4.54                               |
| Cohort #3                    | 27                   | 3.86        | 4.92                    | 4.86                                 | 4.85         | 4.92                       | 4.77                              | 4.85                               | 4.92                          | 4.69                     | 5.00                            | 4.85                               |
| Cohort #4 **                 | 13                   | 3.43        |                         |                                      |              |                            |                                   |                                    |                               |                          |                                 |                                    |
| Cohort #5 **                 | 22                   | 3.62        |                         |                                      |              |                            |                                   |                                    |                               |                          |                                 |                                    |
| Cohort #6 **                 | 17                   | 3.78        |                         |                                      |              |                            |                                   |                                    |                               |                          |                                 |                                    |

## **Attachment 2.8**

### **Assessment of Candidate Effect on Student Learning**

#### **Student Teaching Exit Portfolio Description**

The purpose of the Student Teaching Seminar is to provide a culminating experience for teacher candidates who are participating in Student Teaching. Teacher candidates will create a Student Teaching Exit Portfolio, considered the capstone project in the teacher candidate's educational training. Through completion of the exit portfolio, the student teacher demonstrates competency in the Hawai'i Professional Teacher Standards, Hawai'i Content Standards and other relevant professional standards. This portfolio will document the effect the teacher candidate has on K-12 student learning.

The Exit Portfolio can also serve as a Professional Teaching Portfolio for all Educators. Beginning teachers can use the portfolio to demonstrate content knowledge and instructional competencies in school interviews. Experienced teachers can utilize the portfolio to document continued professional growth and development throughout their teaching careers.

The Portfolio should contain an up-to-date resume. In addition, three letters of recommendation from various professional mentors such as the cooperating teacher, university supervisor, school principal, department head, college instructors, etc. are required. The portfolio should also contain the student's final student teaching evaluation. These should be placed in the section titled, Professional Credentials and Accomplishments.

An important component of the Student Teaching Portfolio is the Student's Educational Philosophy. In this section, the student will describe their personal approach to teaching and learning. This should include a synthesis of the specific learning theories and pedagogy that informs the student's educational approach. In the section titled 'Educational Highlights' an exemplary content-specific artifact should be placed. A secondary student teacher might include a unit or lesson plan in his/her content area such as math or science, an elementary student teacher could include select lessons from an integrated unit.

Education at Chaminade University is guided by the five characteristics of Marianist Education.

These are:

1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

In this section of the portfolio, the student selects one or more characteristics he/she finds personally relevant. It might be 'provide an integral quality education' or 'educate for adaptation and change.' The student is to discuss how this idea informs their classroom practices. In particular, the student needs to demonstrate how he/she translates this idea into their teaching practice. Examples from everyday classroom life are highly suggested.

The major portion of the student teaching portfolio, however, is to be based around the ten Hawai'i Teacher Performance Standards. The student will demonstrate his/her knowledge and understanding of each standard and provide two pieces of evidence for each of the ten standards. This section should include how the candidate implements this standard in his/her classroom and contain information on the learning processes experienced during this endeavor. Suggestions of possible artifacts include a lesson plan, student work, photos of a student activity, curriculum map, etc. The selected evidences will need to be supported and the relationship to the standard explicitly described. It will be through this reflection that the candidate demonstrates a full understanding of the standard.

**Attachment 2.9**  
**Assessment of Candidate Effect on Student Learning Scoring Criteria**

**Student Teaching Exit Portfolio Rubric**

|  | <b>Exceeds (3 pts)</b>  | <b>Meets (2 pts)</b>  | <b>Needs Improvement (1 pt)</b>  |
|--|---|---|--|
| <b>Introduction</b>  | Student's introduction is well-written and organized. Personal and educational history present as well as pertinent educational interests. Photo included.  | Student's introduction is well-written and organized. Sufficient details and picture included.  | Short description of student's history. No photo.  |
| <b>Educational Philosophy</b><br>CEC2002.GC.1 HI-HTSB.9  | Personal Philosophy of Education is situated within a larger, theoretical framework. Teaching approach is supported by relevant, current research. Clear link between theory/practice is demonstrated. . .  | Philosophy of Education is embedded within a theoretical framework. Approach to teaching and learning is supported by research. Link between theory/ practice is described  | Philosophy of Education lacks a theoretical framework. Absence of research basis for teaching and learning. Philosophy is solely based upon personal experiences.    |
| <b>STANDARD 1</b> (all subsequent standard rubric are the same)<br>CEC2002.GC.2 HI-CHAM-ED-PB-SE-PO.4.ED.664.1 HI-HTSB.1 | Concepts within standard are fully examined and communicated in clear, understandable way. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains ample support for evidence selection. Explicit connection between evidence and standard. | Standard is examined and clearly described. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains good support for evidence selection. Explicit connection between evidence and standard. | Standard is described. Evidence represents the standard and is accompanied by a brief or perfunctory reflection. No stated connection between evidence and standard. |
| <b>HTSB STANDARD 2</b><br>CEC2002.GC.5 HI-CHAM-ED-PB-SE-PO.4.ED.664.1 HI-HTSB.2  | Concepts within standard are fully examined and communicated in clear, understandable way. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains ample support for evidence selection. Explicit connection between evidence and standard. | Standard is examined and clearly described. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains good support for evidence selection. Explicit connection between evidence and standard. | Standard is described. Evidence represents the standard and is accompanied by a brief or perfunctory reflection. No stated connection between evidence and standard. |
| <b>HTSB STANDARD 3</b><br>CEC2002.GC.3 HI-CHAM-ED-PB-SE-PO.4.ED.664.1 HI-HTSB.3  | Concepts within standard are fully examined and communicated in clear, understandable way. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains ample support for evidence selection. Explicit connection between evidence and standard. | Standard is examined and clearly described. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains good support for evidence selection. Explicit connection between evidence and standard. | Standard is described. Evidence represents the standard and is accompanied by a brief or perfunctory reflection. No stated connection between evidence and standard. |

|   | <b>Exceeds (3 pts)</b>  | <b>Meets (2 pts)</b>  | <b>Needs Improvement (1 pt)</b>  |
|---|---|---|--|
| <b>HTSB STANDARD 4</b><br>CEC2002.GC.6 HI-CHAM-ED-PB-SE-PO.4.ED.664.1 HI-HTSB.4 | Concepts within standard are fully examined and communicated in clear, understandable way. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains ample support for evidence selection. Explicit connection between evidence and standard. | Standard is examined and clearly described. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains good support for evidence selection. Explicit connection between evidence and standard. | Standard is described. Evidence represents the standard and is accompanied by a brief or perfunctory reflection. No stated connection between evidence and standard. |
| <b>HTSB STANDARD 5</b><br>CEC2002.GC.7 HI-CHAM-ED-PB-SE-PO.4.ED.664.1 HI-HTSB.5 | Concepts within standard are fully examined and communicated in clear, understandable way. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains ample support for evidence selection. Explicit connection between evidence and standard. | Standard is examined and clearly described. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains good support for evidence selection. Explicit connection between evidence and standard. | Standard is described. Evidence represents the standard and is accompanied by a brief or perfunctory reflection. No stated connection between evidence and standard. |
| <b>HTSB STANDARD 6</b><br>CEC2002.GC.5 HI-CHAM-ED-PB-SE-PO.4.ED.664.1 HI-HTSB.6 | Concepts within standard are fully examined and communicated in clear, understandable way. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains ample support for evidence selection. Explicit connection between evidence and standard. | Standard is examined and clearly described. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains good support for evidence selection. Explicit connection between evidence and standard. | Standard is described. Evidence represents the standard and is accompanied by a brief or perfunctory reflection. No stated connection between evidence and standard. |
| <b>HTSB STANDARD 7</b><br>CEC2002.GC.4 HI-CHAM-ED-PB-SE-PO.4.ED.664.1 HI-HTSB.7 | Concepts within standard are fully examined and communicated in clear, understandable way. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains ample support for evidence selection. Explicit connection between evidence and standard. | Standard is examined and clearly described. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains good support for evidence selection. Explicit connection between evidence and standard. | Standard is described. Evidence represents the standard and is accompanied by a brief or perfunctory reflection. No stated connection between evidence and standard. |
| <b>STANDARD 8</b><br>CEC2002.GC.8 HI-CHAM-ED-PB-SE-PO.4.ED.664.1 HI-HTSB.8      | Concepts within standard are fully examined and communicated in clear, understandable way. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains ample support for  | Standard is examined and clearly described. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains good support for evidence selection. Explicit connection between evidence               | Standard is described. Evidence represents the standard and is accompanied by a brief or perfunctory reflection. No stated connection between evidence and           |

|   | <b>Exceeds (3 pts)</b>  | <b>Meets (2 pts)</b>  | <b>Needs Improvement (1 pt)</b>  |
|---|---|---|--|
|   | evidence selection. Explicit connection between evidence and standard.  | and standard.   | standard.  |
| <b>STANDARD 9</b><br>CEC2002.GC.9 HI-CHAM-ED-PB-SE-PO.4.ED.664.1 HI-HTSB.9    | Concepts within standard are fully examined and communicated in clear, understandable way. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains ample support for evidence selection. Explicit connection between evidence and standard. | Standard is examined and clearly described. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains good support for evidence selection. Explicit connection between evidence and standard. | Standard is described. Evidence represents the standard and is accompanied by a brief or perfunctory reflection. No stated connection between evidence and standard. |
| <b>STANDARD 10</b><br>CEC2002.GC.10 HI-CHAM-ED-PB-SE-PO.4.ED.664.1 HI-HTSB.10 | Concepts within standard are fully examined and communicated in clear, understandable way. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains ample support for evidence selection. Explicit connection between evidence and standard. | Standard is examined and clearly described. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains good support for evidence selection. Explicit connection between evidence and standard. | Standard is described. Evidence represents the standard and is accompanied by a brief or perfunctory reflection. No stated connection between evidence and standard. |
| <b>Marianist Education</b>  | A Marianist characteristic is clearly described. The student fully explains how it informs their classroom practice. Examples from an educational setting are present.  | A Marianist characteristic is clearly described. The student connects it to their classroom practice. An example from an educational setting is present.  | A Marianist characteristic is described. Weak connection to an educational setting is described.   |
| <b>Professional Accomplishments and Credentials</b><br>CEC2002.GC.9 HI-HTSB.9 | Contains three letters of recommendation, final student teaching evaluation, resume and additional artifacts.   | Contains three letters of recommendation, final student teaching evaluation and resume  | One element is missing.  |
| <b>Educational Highlights</b><br>CEC2002.GC.1 HI-CHAM-ED-PB-SE-PO.4.ED.664.2  | More than one exemplary content specific artifact (e.g. IEP, lesson or unit plan) present.  | One exemplary content specific artifact (e.g. IEP, lesson or unit plan) present.  | Section contains a weak example of a content specific artifact.  |
| <b>Mechanics</b>  | APA guidelines (compositon, correct spelling, punctuation, references, etc.) are followed in all portfolio sections   | APA guidelines (compositon, correct spelling, punctuation, references, etc.) are followed in most portfolio sections  | APA guidelines (compositon, correct spelling, punctuation, references, etc.) are not followed in the majority of portfolio sections                                  |

## **Attachment 2.10 Dispositions**

### **Professional Dispositions**

Procedure for Teaching and Assessing Dispositions in Coursework:

In each Education course, the instructor will discuss the dispositions along with the syllabus during the first week of class. Discussion will focus on how each disposition specifically relates to the work in the class.

At the beginning of each semester, each student will self-assess, providing specific evidence that standards are being met or a plan for improvement. This will be submitted to the instructor by the end of week 3.

Within two weeks after the end of the semester, every instructor will informally assess each teacher candidate in the class referring to the Dispositions Assessment form. Evidence is needed if the teacher candidate is not meeting the standard. If an instructor notes a serious repeated dispositional problem prior to the end of the semester, he or she will discuss it with the student when the problem is noted. Instructor will note the content and outcome of this meeting in a letter to be acknowledged with the student's signature. This letter will be attached to the Dispositions form. All Dispositions Assessments will be placed into the confidential student working file in the education department, and the advisor for the student's program will be notified. Upon their request, teacher candidates will have the right to view these disposition forms. Teacher candidates also have the right to dispute the assessments. If a student wishes to dispute the assessment, he or she must do so in a written letter, to be attached to the assessment form.

Teacher candidates whose dispositions do not "meet expectations" as assessed by more than one member of the education division will be called to a formal meeting with two faculty members and their advisor to devise an improvement plan to address the issue(s). This plan will include specific suggestions for remediation, expected behaviors, and a timeline for improvement. The teacher candidate will meet with the faculty mentor until standards are met.

If standards have not been met by the time the student is ready to student teach, the involved faculty and advisor will meet with the dean to determine the course of action. This may include asking the student to leave the program.

## Attachment 2.11 Dispositions Scoring Criteria

**Disposition Likert Scale:** 1 (low) through 5 (high)

### Chaminade University of Honolulu Professional Dispositions and Rubric

|  | <b>Meets Expectations</b>  | <b>Met Expectations<br/>(Please explain)</b> | <b>Needs Improvement<br/>(Please explain)</b> |
|--|--|--|---|
| <b>Collaboration</b><br>HI-HTSB.9.9  | Contributes to group and class activities.<br><br>Assumes fair share of responsibility.<br><br>Works well with others in a respectful and productive manner.<br><br>Is sensitive to others' feelings and opinions.     |  |   |
| <b>Communication</b><br>HI-HTSB.1.3; 4.1; 9.8  | Communicates clearly, openly, and respectfully.<br><br>Asks questions and seeks information in a suitable manner.<br><br>Listens/Reads effectively and responds appropriately.   |  |   |
| <b>Effective Work Habits</b><br>HI-HTSB.9.6  | Is consistently punctual.<br><br>Follows through with completion of responsibilities without prompting<br><br>Adequately prepares for teaching and learning situations<br><br>Dresses appropriately for the situation. |  |   |
| <b>Respect</b><br>HI-HTSB.2.3; 9.4; 9.5; 9.8   | Shows respect for the cultures/talents of learners.<br><br>Respects confidentiality of information.<br><br>Shows respect for professionals across the field.   |  |   |
| <b>Reflection</b><br>HI-HTSB.3.1; 9.2; 9.3   | Engages in self-assessment through reflection.<br><br>Responds to feedback in a solution-oriented manner.  |  |   |
| <b>Interaction with teacher candidates, peers, teachers and others</b><br>HI-HTSB.2.3; 3.1; 9.1; 9.8 | Relates well to peers, faculty, staff and others.<br><br>Shows some interest in getting involved with education-related opportunities outside of required coursework.  |  |   |

My Plan for Improvement: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Attachment 4.1**  
**Alignment of Standards, Signature Assignments and Assessments**

| HTSB Standard   | Signature Assignments that address this standard   | Assessments that address this standard |
|---|--|--|
| <p><b>I. FOCUSES ON THE LEARNER.</b> <i>The effective teacher (candidate) consistently engages teacher candidates in appropriate experiences that support their development as independent learners.</i></p>  | Differentiated Lesson Plan,<br>Integrated Unit Plan,<br>Classroom Management Plan,<br>Student Teaching Exit Portfolios,<br>Student Teaching Evaluation Dispositions Evaluation | 2,3,4,5,6                              |
| <p><b>II. CREATES AND MAINTAINS A SAFE AND POSITIVE LEARNING ENVIRONMENT.</b> <i>The effective teacher (candidate) consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation.</i></p> | Classroom Management Plan,<br>Student Teaching Exit Portfolios,<br>Student Teaching Evaluation, Dispositions Evaluation  | 4,5,6                                  |
| <p><b>III. ADAPTS TO LEARNER DIVERSITY.</b> <i>The effective teacher (candidate) consistently provides opportunities that are inclusive and adapted to diverse learners.</i></p>  | Differentiation Lesson Plan,<br>Integrated Unit Plan,<br>Student Teacher Exit Portfolios,<br>Student Teaching Evaluation Dispositions Evaluation                               | 2,3,4,5,6                              |
| <p><b>IV. FOSTERS EFFECTIVE COMMUNICATION IN THE LEARNING ENVIRONMENT.</b> <i>The effective teacher (candidate) enriches communication in the learning environment.</i></p>   | Student Teacher Exit Portfolios,<br>Student Teaching Evaluation Dispositions Evaluation  | 3,4,5,6                                |
| <p><b>V. DEMONSTRATES KNOWLEDGE OF CONTENT.</b> <i>The effective teacher (candidate) consistently demonstrates competency in content area(s) to develop student knowledge and performance when he/she:</i></p>  |  |  |
| <p><b>V.1.1</b> Keeps abreast of current developments in content area(s) by demonstrating that he/ she knows his/her discipline and understands how knowledge in the discipline is created, organized, and linked to other disciplines.</p>   | Integrated Unit Plan,<br>Student Teacher Exit Portfolios,<br>Student Teaching Evaluation   | 2,3,4,5                                |

|  |   |                |
|--|---|----------------|
| <p><b>V.2.1</b> Teaches mastery of language, complex processes, concepts and principles unique to content area(s) by demonstrating that he/ she designs instruction that addresses the core skills, concepts, and ideas of the discipline to help teacher candidates meet the goals of the Hawai'i Content and Performance Standards System and General Learner Outcomes.</p>                        | <p>Lesson Plan,<br/>Student Teacher Exit<br/>Portfolios,<br/>Student Teaching Evaluation</p>          | <p>2,3,4,5</p> |
| <p><b>V.2.2</b> Teaches mastery of language, complex processes, concepts and principles unique to content area(s) by demonstrating that he/ she selects instructional materials and resources based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.</p>   | <p>Student Teacher Exit<br/>Portfolios,<br/>Student Teaching Evaluation</p>                           | <p>2,3,4,5</p> |
| <p><b>V.2.3</b> Teaches mastery of language, complex processes, concepts and principles unique to content area(s) by demonstrating that he/ she represents and uses differing viewpoints, theories, and methods of inquiry when teaching concepts of the discipline.</p>   | <p>Integrated Unit Plan,<br/>Student Teacher Exit<br/>Portfolios,<br/>Student Teaching Evaluation</p> | <p>2,3,4,5</p> |
| <p><b>V.3.1</b> Utilizes the school's current technologies to facilitate learning in the content area(s) by demonstrating that he/ she incorporates appropriate technological resources to support student exploration of the disciplines.</p>   | <p>Student Teacher Exit<br/>Portfolios,<br/>Student Teaching Evaluation</p>                           | <p>3,4,5</p>   |
| <p><b>V.4.1</b> Connects knowledge of content area(s) to teacher candidates' prior experiences, personal interests and real-life situations by demonstrating that he/ she uses a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations that help teacher candidates develop conceptual understanding.</p> | <p>Integrated Unit Plan,<br/>Student Teacher Exit<br/>Portfolios,<br/>Student Teaching Evaluation</p> | <p>2,3,4,5</p> |
| <p><b>V.4.2</b> Connects knowledge of content area(s) to teacher candidates' prior experiences, personal interests and real-life situations by demonstrating that he/ she generates multiple paths to knowledge and encourages teacher candidates to see, question, and interpret concepts from a variety of perspectives.</p>   | <p>Student Teacher Exit<br/>Portfolio,<br/>Student Teaching Evaluation</p>                            | <p>2,3,4,5</p> |
| <p><b>V.5.1</b> Possesses an understanding of technology appropriate to the content area, e.g. computer assisted instruction by demonstrating that he/she incorporates appropriate technological resources to support student exploration of the disciplines.</p>  | <p>Integrated Unit Plan,<br/>Student Teacher Exit<br/>Portfolios,<br/>Student Teaching Evaluation</p> | <p>2,3,4,5</p> |

|   |   |                |
|---|---|----------------|
| <p><b>VI. Designs and Provides Meaningful Learning Experiences.</b> The effective teacher candidate consistently plans and implements meaningful learning experiences for teacher candidates.</p>   | <p>Lesson Plan,<br/>Differentiation Lesson Plan,<br/>Integrated Unit Plan,<br/>Student Teacher Exit<br/>Portfolios,<br/>Student Teaching Evaluation</p> | <p>2,3,4,5</p> |
| <p><b>VII. Uses Active Student Learning Strategies.</b> The effective teacher candidate consistently uses a variety of active learning strategies to develop teacher candidates' thinking, problem-solving and learning skills.</p>                   | <p>Lesson Plan,<br/>Integrated Unit Plan,<br/>Classroom Management Plan,<br/>Student Teacher Exit<br/>Portfolios,<br/>Student Teaching Evaluation</p>   | <p>2,3,4,5</p> |
| <p><b>VIII. Uses Assessment Strategies.</b> The effective teacher candidate consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.</p> | <p>Lesson Plan,<br/>Integrated Unit Plan,<br/>Student Teacher Exit<br/>Portfolios,<br/>Student Teaching Evaluation</p>                                  | <p>2,3,4,5</p> |
| <p><b>IX. Demonstrates Professionalism.</b> The effective teacher candidate continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally.</p>  | <p>Classroom Management Plan,<br/>Student Teacher Exit<br/>Portfolios,<br/>Student Teaching Evaluation<br/>Dispositions Evaluation</p>                  | <p>4,5</p>     |
| <p><b>X. Fosters Parent and School Community Relationships.</b> The effective teacher candidate establishes and maintains strong working relationships with parents and members of the school community to support student learning.</p>              | <p>Student Teaching Exit<br/>Portfolios,<br/>Student Teaching Evaluation</p>  | <p>3,4,5</p>   |

**Attachment 4.2**  
**Student Teaching Evaluation Scores and GPAs**

\*\* Teacher candidates in these cohorts have not finished the program

| Dual Ete/Sped Cohorts | Number of Candidates | Overall GPA | 1. Focus on the Learner | 2. Maintains Safe Secure Environment | 3. Diversity | 4. Effective Communication | 5. Demonstrates Content Knowledge | 6. Meaningful Learning Experiences | 7. Active Learning Strategies | 8. Assessment Strategies | 9. Demonstrates Professionalism | 10. School-Community Relationships | PPST-Reading | PPST-Writing | PPST-Math |
|-----------------------|----------------------|-------------|-------------------------|--------------------------------------|--------------|----------------------------|-----------------------------------|------------------------------------|-------------------------------|--------------------------|---------------------------------|------------------------------------|--------------|--------------|-----------|
| Cohort #1             | 25                   | 3.74        | 4.63                    | 4.62                                 | 4.47         | 4.62                       | 4.36                              | 4.57                               | 4.56                          | 4.46                     | 4.77                            | 4.62                               | 175          | 173          | 165       |
| Cohort #2             | 15                   | 3.68        | 4.69                    | 4.54                                 | 4.62         | 4.62                       | 4.46                              | 4.46                               | 4.46                          | 4.46                     | 4.62                            | 4.54                               | 177          | 175          | 178       |
| Cohort #3             | 27                   | 3.86        | 4.92                    | 4.86                                 | 4.85         | 4.92                       | 4.77                              | 4.85                               | 4.92                          | 4.69                     | 5.00                            | 4.85                               | 178          | 176          | 179       |
| Cohort #4 **          | 13                   | 3.43        |                         |                                      |              |                            |                                   |                                    |                               |                          |                                 |                                    |              |              |           |
| Cohort #5 **          | 22                   | 3.62        |                         |                                      |              |                            |                                   |                                    |                               |                          |                                 |                                    |              |              |           |
| Cohort #6 **          | 17                   | 3.78        |                         |                                      |              |                            |                                   |                                    |                               |                          |                                 |                                    |              |              |           |

### **Attachment 4.3**

#### **Signature Assignments/Culminating Activities Related to Planning Instruction**

**Resource Guide:** This Resource Guide will be a compilation of resources in art, music, and P.E. It will consist of lesson plans as detailed in your course syllabus.

**Lesson Plans:** Write Lesson Plans appropriate for teacher candidates in grades appropriate for this course. Use the Chaminade Education Division Lesson Plan Template. You may adapt a lesson plan, as long as you cite the source and indicate which parts of the plan you authored. Connections to the Hawai'i State Standards (HCPS III), Benchmarks, and GLOs must be clearly identified.

**Differentiated Lesson Planning:** This signature assignment consists of lesson plans using different grade levels based around one subject area. One lesson plan will focus on multicultural education. The goal of this lesson plan is to increase awareness and sensitivity to different cultures. It will be a whole class activity.

Other lesson plans will be differentiated for the following diverse learners:

1. Lesson plans will be differentiated for teacher candidates with Specific Learning Disabilities (in reading and writing)
  2. Lesson plans will be differentiated for teacher candidates with other Learning Disabilities.
- Connections to the Hawai'i State Standards (HCPS III), Benchmarks, and GLOs must be clearly identified.

**Integrated Unit Plan:** Teacher candidates will complete a unit plan (minimum 2 weeks) that provides for the integration of four content areas (math, literacy, science, and social studies) as well as exploratory areas (music, art, and PE.). The plan will be developed around a theme determined in collaboration with your instructor and cooperating teacher. The intent of the assignment is that the unit will be something you will use, at least partially, during your student teaching. Connections to the Hawai'i State Standards (HCPS III), Benchmarks, and GLOs must be clearly identified.

**Student Teaching Exit Portfolio:** The purpose of the Student Teaching Seminar is to provide a culminating experience for teacher candidates who are participating in Student Teaching. Teacher candidates will create a Student Teaching Exit Portfolios, considered the capstone project in the teacher candidate's educational training. Through completion of the exit portfolios, the student teacher demonstrates competency in the Hawai'i Professional Teacher Standards, Hawai'i Content Standards and other relevant professional standards. These portfolios will document the effect the teacher candidate has on K-12 student learning.