

# **Application for State Approval of**

## **Teacher Education Programs**

### **PROGRAM SELF STUDY REPORT (PSSR) Secondary Licensure Program (7-12)**



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

In the secondary education program, Chaminade University complies with the Administrative Rules of the Hawaii 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 teachers who are qualified to practice the profession of teaching. 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 Hawaii. By complying with the HTSB's Hawai'i Teacher 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 students are to develop: the 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 Hawaii Content and Performance Standards III (HCPSIII) in the areas of social studies, math, science and English. The general outcomes infused 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 rigorous undergraduate course requirements for each content area are listed on the attached Secondary Education Advising Sheet (Attachment 1.1) and provide evidence that the content courses are designed to prepare students to meet the HTSB standards and those of the content specific national organizations.

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

Chaminade University offers the following undergraduate and graduate licensure programs in Secondary Education: a Bachelor of Science (BS) in Secondary English or Social Studies; post-Baccalaureate licensure in English, Math, Science and Social Studies; and an M.Ed in Secondary Education with licensure in English, Math, Science, and Social studies. For all secondary licensure programs, teacher candidates are required to complete field experiences in the form of Observation and Participation (O&P) assignments prior to student teaching. After successfully completing the O&P assignments, the coursework connected to the O&P

assignments, all other required courses for licensure, and passing the dispositions assessments, the teacher candidates are then ready to engage in student teaching.

For the Secondary Education programs, the O&P assignments in which teacher candidates observe and participate in regular education secondary classrooms are integrated into all methods courses. Undergraduate teacher candidates are required to complete fifty (50) hours of O&P experiences, while graduate students are required to complete forty (40) hours. Throughout the teacher candidates' O&P experiences, alignments are being assessed with the methods coursework and demonstration of improvement in meeting state standards, national standards and learner outcomes. These field experiences are evaluated by the O&P Teacher (OPT), and the O&P assignments are evaluated by the instructors of the contained O&P methods courses. All O&P requirements must be completed BEFORE student teaching can begin.

In the undergraduate Secondary Education Program, Student Teaching includes (15) or more weeks 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 five (5) times during the practicum by the University Supervisor to assess progress and student teachers' reflection of the ten (10) Hawaii Teacher Performance Standards. Feedback by the CT and the University Supervisor includes weekly evaluations, a midterm and a final evaluation to commend teacher candidates on their strengths and also to provide recommendations for areas of improvement. Student training in the graduate Post-Baccalaureate and MEd licensure programs require the O&P field experience of 40 hours completed prior to student teaching.

Where non-licensed teachers are already employed in private or public schools, an alternative process can be used when these teachers already have bachelor's degrees. Certain criteria apply to the qualification for validation: recommendation by the school principal, approval by the CUH faculty, no less than a full teaching semester prior to student teaching, application for student teaching, and turning in of all required documentation. The candidates' schools must also assign mentors to work with these student teachers during the validation process, and a University Supervisor monitors the teacher candidates' progress and makes at least five (5) times during the process.

All student teacher candidates at Chaminade University must register for the appropriate Student Teaching courses (ED 495A and ED 495B for undergraduates and ED 688 for graduate students). Student teacher candidates must concurrently register for the Student Teaching Seminar courses (ED 490A and ED 490B for undergraduates and ED 686 respectively).

### **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 Secondary 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. The completion of a minimum of 124 semester hours of credit comprised of a general education core, the academic major, the secondary education pre-major and major and electives. At least 45 hours must be upper division.
2. A grade point average of at least 3.0 for all course work is required.
3. At least 30 semester hours residence is required.
4. At least one-half of the upper division course required for the major must be completed at Chaminade.
5. English and social studies are the HDOE approved academic majors offered in the Accelerated Evening and Online Courses (AEOP) Program at Chaminade and must be completed before taking any education methods courses.
6. A Declaration of Major form must be submitted to the Academic Advising Center.
7. An application to the Education Division and 3 letters of recommendation need to be submitted.
8. Secondary education licensure candidates receive a letter of acceptance from the Education Division.

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

1. Candidates must have a 3.0 GPA for graduation.
2. Candidates must have a cumulative GPA of 2.75 or higher.
3. Candidates must have passing O&P evaluations.
4. Candidates must have passing student teaching evaluations.
5. Candidates must demonstrate positive professional dispositions.

***Observation and Participation (O&P).*** Criteria for O&P are the following:

1. Undergraduates are required to complete 50 hours of O&P in a classroom in the content area for licensing.
2. O&P assignments are integrated into the education methods courses for each area by the instructor of the course, and competencies are evaluated by the instructor. Students must pass the course requirements for O&P, including completing the hours designated for the course, to successfully complete the course. All coursework, including 50 hours of O&P connected to the coursework, must be completed before student teaching.
3. Complete the Field Experience Manual questionnaire.
4. Complete criminal background check prior to the initial O&P course.
5. Active membership in SNEA.

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

1. Attendance at a mandatory student teaching orientation.
2. Written application for student teaching submitted the semester prior to the student teaching semester.
3. Recommendations from three (3) Chaminade faculty members.
4. Completion of all course work, including 50 hours of O&P field experiences.
5. Maintain membership in SNEA.
6. Complete criminal background check prior to student teaching if the initial check for O&P has expired.

***Out-of-State Student Teaching.*** Criteria for out-of state student teaching are the following:

1. Student applies for student teaching at Chaminade University.
2. Out-of-state student is responsible for identifying an acceptable school for placement and must find his/her own University Supervisor from a cooperating university who will act as his/her supervisor throughout the student teaching placement. The University Supervisor will apply for the position to the Field Services Director and if approved, hired by Chaminade University as a University Supervisor. The principal of the school will find a licensed Cooperating Teacher (CT) and communicate the information to the Field Services Director.
3. Teacher candidate registers for the Student Teaching and the Student Teaching Seminar courses. The seminar courses will be online for the out-of-state teacher candidate and will be required an exit portfolio. Evidence of teaching abilities like video teaching clips may be required.

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

1. Candidates must have a grade of B or better in all education courses.
2. Maintaining an overall GPA of 2.75 or better in all university courses.
3. Successful completion of 50 hours of the O&P field experiences.
4. Completion of student teaching with passing or better evaluations from the CT and the University Supervisor along with letters of recommendations are required.
5. Completion of an exit portfolio which documents the teacher candidates' ability to demonstrate the HTSB and HDOE teaching standards and demonstrates the teacher candidates' effects on learners.
6. Completion of all coursework required for a Baccalaureate Degree.

### **Post-Baccalaureate Secondary Licensure Program and M.Ed with Secondary Licensure Program**

***Admission:*** For acceptance into the Education Licensure Program, and being eligible to enroll in education methods courses, graduate students must have evidence of:

1. Bachelor's Degree from an accredited university.
2. Cumulative undergraduate GPA of 2.75 or better.
3. Graduate Application to the Graduate Division with applicable fee.
4. Original transcripts from all previous colleges/universities.
5. Three letters of recommendations.
6. Review of the application by the Dean and a letter of acceptance from the Education Division.

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

1. Candidates must maintain a GPA of 3.0 or better in all education courses.
2. Candidates must maintain a Cumulative GPA of 3.0 or higher.
3. Candidates must have passing O&P evaluations.
4. Candidates must demonstrate positive professional dispositions.

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

1. Attendance at a mandatory student teaching orientation.
2. Written application for student teaching submitted the semester prior to the student teaching semester.
3. Recommendations from three (3) Chaminade faculty members.
4. Completion of all course work, including 50 hours of O&P field experiences.
5. Maintain membership in SNEA.

Complete criminal background check prior to student teaching if the initial check for O&P has expired.

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

1. Having a grade of B or better in all education courses.
2. Maintaining an overall GPA of 3.0 or better in all university courses.
3. Completing successfully 40 hours of the O&P field experiences.
4. Completing student teaching with satisfactory or better evaluations from the CT and the University Supervisor along with letters of recommendations are required.
5. Completing an exit portfolio which documents the teacher candidates' ability to demonstrate the HTSB teaching standards, provide evidence of effectively implementing the Hawaii Content and Performance Standards (HCPS III) and demonstrates the teacher candidates' effects on learners.
6. Completing all coursework required for a Baccalaureate Degree.

#### **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 Secondary Education Program is structured by 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, post- baccalaureate and master's levels who are preparing to teach and work with students from a diverse society. The vision addresses and includes the following: The Hawaii Teacher Performance and Licensing Standards, the Hawaii Content and Performance Standards, Hawaii 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, NAEYC, 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 students.

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

These beliefs are based on the Catholic Marianist values, a commitment to mentor students 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 students 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.

***Role of the Faculty.*** Secondary Education Program faculty are committed to mentoring the traditional and nontraditional students, 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.

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

**5. 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 Secondary 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 2008)	When Administered	Attachments		
				Assessment	Scoring Guides/ Criteria	Data Table
1	PRAXIS II	Praxis II	Required before student teaching			Attach. 2.1
2	Assessment of candidate content area	Grades in ED423 & ED427 for undergraduate  ED623 & ED619 for graduate	End of each course		Attach. 2.2	Attach. 2.3
3	Assessment of candidate ability to plan instruction	Grades in ED423 & ED427 for undergraduate  ED623, ED619 & 614 for graduate	End of each course		Attach. 2.2	Attach. 2.4
4	Assessment of student teaching	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 Portfolio	End of Student Teaching	Attach. 2.8	Attach. 2.9	Attach. 2.10
6	O&P Service Learning	O&P Course Grades	End of licensure courses requiring O&P			Attach. 2.11
7	Dispositions	O&P Dispositions	Throughout the courses	Attach. 2.12	Attach. 2.13	

## SECTION III – STANDARDS ASSESSMENT CHART

STANDARDS AND STANDARD STATEMENTS	Content Knowledge	Pedagogical Professional KSD	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 students in appropriate experiences that support their development as independent learners.</i></p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #7 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #6
<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>	<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 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #6
<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>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #7 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #6
<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>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #7 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #6
<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>1. <i>Knows his/her discipline and understands how knowledge in the discipline is created, organized, and linked to other disciplines.</i></p>	<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 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #6

<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 students 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 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <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 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <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 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <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 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #6
<b>STANDARD V.4 - CONNECTS KNOWLEDGE OF CONTENT AREA(S) TO STUDENTS' 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 students 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 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #6
<i>4.2 Generates multiple paths to knowledge and encourages students 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 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <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 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <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 students.</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 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <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 students' 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 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <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 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <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 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <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 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #6

## SECTION IV – EVIDENCE FOR MEETING STANDARDS

The seven assessments listed in Section II are assessments 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 Secondary program in two ways.

#### **Praxis II (Assessment 1)**

All licensure candidates are required to pass Praxis I as a condition of formal acceptance into the program and the Praxis II content area exams prior to student teaching. As summarized in Attachment 4.1, Praxis results from the previous three academic years indicate that the institutional passing rate was 86% to 91%.

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

In addition to Praxis scores (Attachment 4.1), proficiency in content knowledge is indicated through course grades and student grade point average (Attachment 4.2). Teacher candidates are required to get a B or better in all education courses and since content requirements are built into course assignments, as reflected on the course syllabi, we believe that if teacher candidates receive a B or better they will have demonstrated achievement of the content expectations. To be sure, the primary focus of methods courses is on pedagogical strategies, however, we believe that teachers who lack a competent grasp of content fare poorly in addressing meaningful learning.

The methods instructors have identified content that teacher candidates are expected to know and understand based on the Hawaii Content and Performance Standards III (HCPS III) documents, sample Praxis II Content exercises, and content standards from their respective professional associations (Mathematics, English, Social Studies, Science, Special Education).

Signature assignments were piloted in the elementary undergraduate and Post-Baccalaureate programs in the 2007-2008 school year. The full implementation of signature assignments with their corresponding rubrics for the undergraduate secondary and Post-Baccalaureate programs is scheduled for the 2008-2010 school years.

Currently, faculty of the secondary Post-Baccalaureate program also assess content knowledge through lesson planning and unit planning in which big ideas derived from content standards are generated. Classroom activities are then conducted to ensure that teacher candidates grasp the big ideas/content standards they have built into their lesson and unit plans. Finally, after lessons have been taught or demonstrated, teacher candidates write a reflection that relates the content to student learning. This ensures that teacher candidates have grasped the content and translated it into meaningful



learning experiences for students. Lesson plans and unit plans will be available for review.

Prior to the 2008-2010 academic years, course grades (in addition to Praxis results) provided the primary data to determine whether or not teacher candidates had met the necessary content requirements. The rationale was that because content requirements were built into course assignments, if teacher candidates passed the course with a grade of B or better they would have demonstrated meeting the content requirements. However, in the 2008-2010 academic years, “Signature Assignments” will be fully implemented. Corresponding rubrics to the signature assignments will provide the criteria to evaluate whether teacher candidates meet, exceed or fall below content (and other) expectations.

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

Teacher candidates gain the requisite pedagogical and professional knowledge, skills, and dispositions through six distinct assessment types across six different courses in the Secondary Program.

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

As with Assessment 2, course grades provide the primary data to determine whether or not teacher candidates have met the necessary instructional planning requirements. If teacher candidates passed student teaching and the courses containing instructional planning requirements with a grade of B or better they were deemed to have demonstrated the necessary planning competencies. The data tables for course grades in Attachment 4.3 show the number and percentage of candidates who completed Chaminade University of Honolulu courses with a B or better.

While these results are encouraging, we questioned whether or not these high percentages are realistic indicators of teacher candidate competency. This underscores one of the main reasons signature assignments with corresponding rubrics will be added in the 2008-2010 academic years to determine whether teacher candidates have met, exceeded or fallen below instructional planning expectations.

The signature assignments will provide evidence that the teacher candidates can integrate and apply knowledge for instruction by writing and implementing lesson and/or unit plans which 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.

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

Teacher candidates are required to complete 15 or more weeks of student teaching with satisfactory or higher ratings on the Final Student Teacher Evaluation by the Cooperating Teacher and the University Supervisor. The evaluation is based on a minimum of five formal classroom visits by the University Supervisor. The Student Teaching Evaluation

form assesses various competencies derived from the ten Hawaii Teacher Standards Board teacher performance standards.

All teacher candidates are evaluated on their knowledge and ability to implement the ten HTSB standards during student teaching, asked on the following Likert Scale: N – No opportunity to judge; 1 – Unacceptable; 2 – Below the accepted standard; 3 – Acceptable; 4 – Above the acceptable standard; 5 – Outstanding. During student teaching and the corresponding seminar, teacher candidates are required to have two reflections for the two pieces of evidence required for each of the HTSB's ten standards that the exit portfolio is based upon.

Attachment 4.4 summarizes the final student teaching evaluation conducted by cooperating teachers for academic years 2004-2005, 2005-2006, 2006-2007 and 2007-2008.

### **Observation and Participation (Assessment 6)**

Teacher candidates are required to complete 40 to 50 hours of O&P in a classroom at the level of licensure the teacher candidate is pursuing. O&P assignments are integrated into methods courses for each area by the instructor of the course, and competencies are evaluated by the instructor. Teacher candidates must pass the course requirements for O&P, including completing the hours designated for the course, to successfully complete the course. All coursework, including the 50 hours of O&P in the undergraduate program, 10 hours of service learning and 40 hours of Post-Baccalaureate O&P connected to the coursework must be completed before student teaching. Teacher candidates are required to provide a reflection piece and to keep journals of their field observations as a part of the course requirements and are assessed in part by those reflections. As with the previous assessments, course grades and student teaching are the indicators of teacher candidate success until the implementation of signature assignments in the 2008-2010 academic years. Attachment 4.5 summarizes the passing rates in the years 2004-2008.

### **Dispositions (Assessment 7)**

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. The assessment process is different than that used with the other six assessments, however, in that an assessment form is only completed if there is evidence to suggest that a teacher candidate has not met expectations. Actual 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 teacher candidate when the problem is noted. The instructor will note the content and outcome of this meeting in a letter to be acknowledged with the teacher candidate's signature. This letter will be attached to the Dispositions form.

All Dispositions Assessments will be placed into the confidential teacher candidate's working file in the Education Division, and the advisor for the teacher candidate'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 teacher candidate wishes to dispute the assessment, he or she must do so in a written letter, to be attached to the assessment form.

In each Education course, the instructor will discuss the dispositions indicated in Attachment 2.13 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 teacher candidate 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.

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 teacher candidate 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 teacher candidate to leave the program.

Since formally implementing the Dispositions Assessment in 2007-2008, all of the secondary teacher candidates have met the dispositions expectations. It is important to note that once a teacher candidate is "referred" due to failing to meet one or more of the dispositions standards, a trail of evidence over time must demonstrate that the teacher candidate is able to consistently meet expectations.

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

#### **Student Teaching Exit Portfolio (Assessment 5)**

Teacher candidate effects on student learning have been determined by the student teaching exit portfolio and student teaching evaluations. During teacher candidates' student teaching term, they are also required to take the Student Teaching Seminar, ED 490 A & B or ED 686 that requires teacher candidates to produce documented evidence that meets the ten Hawaii Teacher Standards Board (HTSB) standards. Teacher candidates turn in lesson plans, unit plans, classroom management plans and samples of graded student work. In addition, teacher candidates provide reflections on those pieces of evidence as part of their exit portfolios required at the end of the course and student teaching. Examples of these exit portfolios exist in electronic form as well as in hardcopy form and will be available for viewing during the on-site visit.

A teacher candidate is deemed to have made a positive impact on student learning if he or she successfully passes student teaching, and receives satisfactory grades in O&P course, and the Student Teaching Seminar course (which is where the exit portfolio is assigned and graded). Attachment 4.6 shows the student teaching seminar passing grade B and above for years 2004-2008.

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

### **1. Content Knowledge**

Our data indicates that teacher candidate completers have high grades in their pre-licensure and licensure courses, score at or above the state average in their Praxis exams, and score well in their teacher candidate evaluations of dispositions. The patterns that emerge from this data demonstrate the Education Division's commitment to teacher candidates' mastery of skills and knowledge as well as its focus on teacher professionalism. In terms of Praxis scores, the Education Division is currently working on a review of pre-licensure and licensure courses to target areas tested on Praxis Exams with a focus on the development of content knowledge.

The Praxis II (Assessment 1) scores indicate that teacher candidates are well prepared in the 7-12 content areas; yet what the scores do not reveal is that a sizable percentage of candidates were required to retake the exams after initially failing to meet passing scores. In light of the PRAXIS II data we have made a concerted effort to ensure that teacher candidates have sufficient training in knowledge of content areas in the Secondary grades. Thus, in addition to the courses added last year (ED 222/612, Educational Technology/Educational Technology in the Classroom; ED 404/604, Managing School Environments, and ED 460/ED 660, Introduction to Exceptional Children), we have added two new courses: ED 408/685, Assessment/Assessing Teaching and Learning; and ED 619 Teaching in Area of Specialization. Beyond that, our licensing courses have added an additional content area focus to pedagogy.

Data collected from student work in licensing courses that demonstrate teacher candidate knowledge of the subject matter they plan to teach are found in portfolios, journals, papers, curriculum units, and O&P and student teaching performance as outlined in the individual program descriptions of the seven assessments. The grades in teacher candidates' licensing courses reflect performance on these assessment measures as well as their student teaching evaluations. In general, candidates perform very well on these assessment measures. Chaminade University's Education Division works toward mastery of skills. In doing so, teacher 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, teacher candidates usually do very well on their assessment pieces as reflected in the exemplars provided for the on-site visit. The credibility of each assessment piece is reflected in the common rubrics or scoring guides. The faculty who teach and assess these courses are all well qualified and have been previously licensed teachers themselves. Student teaching and O&P evaluations are done by both the cooperating teachers as well as the university supervisor to ensure fairness and equity.

Finally, of note, whereas in the past licensure courses might have emphasized pedagogy alone, they now have implemented processes where content and pedagogical knowledge are integrated in class discussions, assignments, and assessments.

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

Based on an analysis of Assessment 3, data the faculty determined that a stronger focus on planning instructional activities is needed. In 2004-2008, all teacher candidates (100%) ED 423,

ED 427, and ED 623 licensure courses, while 88% and 99% passed ED 619 and ED 614 respectively. While these results are encouraging, we questioned whether or not these high percentages are realistic indicators of candidate competency, which underscores one of the main reasons signature assignments with corresponding rubrics will be added to determine whether teacher candidates meet, exceed or fall below instructional planning expectations.

Data analysis of Assessment 4 (Student Teaching) indicates that the highest score was for Standard 9- Professionalism. and the lowest score was for Standard 8 - Assessment. Regarding the high scores for professionalism, we owe our success in part to the Student Dispositions evaluation and training tool (Assessment 7). Instructors overtly address desirable professional dispositions in all Secondary methods class prior to the student teaching practicum. The high score in this category, we believe, is a reflection of the Education Division's efforts to improve student awareness of desirable professional dispositions. Since formally implementing the Dispositions Assessment in 2007-2008, all of the secondary teacher candidates have met the dispositions expectations. It is important to note that once a teacher candidate is "referred" due to failing to meet one or more of the dispositions standards, a trail of evidence over time must demonstrate that the teacher candidate is able to consistently meet expectations. Based on results thus far we are optimistic that this is a sound assessment. However, we will continue to monitor the process and results.

The low Assessment score indicated to faculty that assessment information is lacking in our existing program, thus we developed an undergraduate assessment class which is now required of all Secondary Education students. The assessment course is designed 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.

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

As indicated in Section 4, prior to AY 2007-2008 a teacher candidate was deemed to have made a positive impact on student learning if he or she successfully passed student teaching and received satisfactory grades in O&P courses and the Student Teaching Seminar course. However, an analysis of the data prompted numerous faculty discussions about whether or not such statistics were reliable indicators of effects on student learning. We concluded that other kinds of data are necessary and have taken a number of steps:

1. We have built components of teacher candidate effects on student learning into four assessments: (a) Student Teaching Midterm Evaluation; (b) Student Teaching Final Evaluation; (c) Assessment Portfolio; and (d) Exit Portfolio. Rubric scoring criteria have been developed for these assessments and will make it possible to separate out the specific indicators of teacher candidate effects on student learning.
2. Beginning with the 2008-2009 academic year, teacher candidates are evaluated by their respective instructors in LiveText and the data results generated from these evaluations will provide a comprehensive picture of candidates' ability to assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences to help all students learn.

3. We have designed a new assessment course that will be required of all licensure candidates. A key aspect of this course is designing and analyzing assessments to provide evidence of effects on student learning.

Regarding the creation of environments that support learning, evidence from Assessment 4 demonstrates that cooperating teachers and university supervisors consistently rated teacher candidates high on their student teaching evaluations. Assessment 5 provides additional evidence of this, particularly in the lesson plans, unit plans, classroom management plans, student work and reflections on those pieces of evidence as part of their exit portfolios. According to the student teaching seminar course grades, 100%, had a positive effect on student learning during the 2004-2008 years for the undergraduate teacher candidates; 99%, during the years of 2004-2008 for the graduate teacher candidates.

## **SECTION VI – HAWAII 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 is 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

**Procedure for Teaching and Assessing Dispositions in Coursework:** Please refer to Sections IV and V for explanation on how dispositions are taught and assessed in the education courses.

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

During their sojourn through the Education program, teacher candidates become quite knowledgeable of the Hawaii Content and Performance Standards (HCPS III). Many of the course assignments such as lesson plan, mini-unit, and integrated unit require teacher candidates to include the appropriate HCPS III standard in their write-up. For example, in Language Arts I, teacher candidates create the lesson plan based on a specific grade level. They must include the appropriate Language Arts standards, benchmarks, and General Learner Outcomes (GLOs). In the Math Methods II course, teacher candidates create a mini-unit. Teacher candidates must include three lesson plans with all appropriate standards, benchmarks, GLOs. These lesson plans are built around a mathematical 'big idea.' Teacher candidates' three lessons introduce the concept, develop the concept, and expand upon the concept.

In the Integrated Unit Plan, teacher candidates will 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 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 the teacher candidate will use, at least partially, during student teaching. Connections to the Hawaii State Standards (HCPS III), Benchmarks, and GLOs must be clearly identified. These elements are evaluated using a grading rubric.

### **3. Literacy**

In the ED 427 and ED 614 courses, it is emphasized that literacy plays a central role in all secondary classrooms. In the belief that “all teachers are reading teachers,” teacher candidates become effective in teaching reading, writing and thinking in their content area classrooms. Teaching literacy in all classes, not just English Language Arts, is emphasized so that their students will learn to read and think about subject matter. Teacher candidates learn a lesson framework which prepares their students before reading, assists them in understanding as they read, and guides reflection after reading to deepen comprehension. For each of these before/during/after stages, specific research-based strategies are learned.

Teacher candidates gain an understanding of methodology, theory, research and historical perspective on the teaching of reading as a natural tool for learning. Through a series of courses and field experiences, they develop their ability to teach students to learn and think about subject matter; to use reading, discussion and writing as ways to learn in any discipline; to develop in their students the motivation and confidence to read which leads to lifelong learning. Candidates learn a variety of developmentally and culturally appropriate instructional approaches, strategies and teaching methods which incorporate assessments and accommodations for diverse learners’ needs in developing literacy. Understanding and addressing the needs of struggling readers and English language learners, visual and technological literacy, the integration of all the communicative arts, and vocabulary development are important components in literacy teaching.

### **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 students and between students 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 to enhance data collection.

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

### **1. Candidate preparation to teach students: 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.**

During the Secondary Student Teaching Practicum Seminar class, the student teachers are introduced to *Na Honua Maui Ola: The Hawaii 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 then exposed to guest speakers that discuss the standards and philosophy set forth by this document as the foundation of Ke Kula yo S.M. Kamakau School in Kaneohe. They discuss the specific requirements for students and families of the school, expectations for students, and how *Na Honua Maui Ola* is a guide for the school in regards to curriculum development and implementation. Lani Waiiau and Maeahilahila Kelling are fluent speakers of the Hawaiian language, and expose our student teachers to various key phrases and cultural practices rehearsed and used at Ke Kula yo S.M Kamakau.

Chaminade recently received a \$1.3 million federal NHEA grant to forge a partnership with two nearby public Secondary schools of the Palolo Valley. The Pua Lililehua program, titled Combining Culture, Competencies and Capacity (C3) for student success in K-6 Hawaiian Elementary Schools (C3), will provide an integrated, hybridized replicable professional development model that offers an innovative, cost-effective combination of Lesson Study, inquiry-based instruction using STEM as the basis, and place-based education to increase literacy and reading outcomes of at-risk children. Incorporating Hawaiian language and culture, Pua Lililehua C3 is designed to allow schools to build their own capacity in creating support structures for ongoing improvement in student achievement and in meeting the requirements of No Child Left Behind (NCLB). Pua Lililehua C3 has local significance in addressing the two schools’ educational weaknesses and will have far-reaching implications in our teacher preparation program by addressing instruction in other Hawaiian language and culture-based (HLCB) schools and other schools with a high percentage of Native Hawaiian and Pacific Islander students or Native Alaska and American Indian (AN/AI) students in a variety of educational milieus.

Candidates are exposed to a wide range of factors concerning Native Hawaiian culture, history and language. For example, Native Hawaiians lag behind other public school children in Hawai‘i throughout their formal school years (Yang, 2004). Data from the SAT-9 norm-referenced reading test for 2002-2003 reveal, for example, that 26 percent of Grade 3 Hawaiian children, as compared to 15 percent of others, scored in the “below average” range; and 45 percent of Grade 10 Hawaiian students as compared to 31 percent of others scored in the “below average” range (Kamehameha Schools, 2004). Other surveys and tests reveal similar patterns (Yang, 2004). Some researchers suggest that low rates of literacy to be the result of a mismatch between home and school and have noted that Hawaiian students may have better outcomes when a culturally

relevant curriculum and culturally relevant teaching strategies are utilized (Kanaiapuni, 2006; Yamauchi, 2003). Without such curriculum, teaching strategies, and pedagogy, many Hawaiian children struggle academically. Educators' challenge lies in knowing how to incorporate culturally relevant teaching strategies with challenging content knowledge to enhance academic outcomes.

The Pua Lililehua C3 project specifically addresses this need by providing a model that allows teachers to use culturally relevant instructional strategies to (a) enhance the reading, literacy, mathematics, and science academic achievement for Secondary students and to assist with specific literacy needs of fifth and sixth graders in Hawaiian language immersion classrooms through a culturally relevant curriculum based on an inquiry place-based curriculum model, the use of STEM, and Hawaiian ways of teaching and learning; (b) increase student interest and engagement in STEM as potential career choices of Native Hawaiian students in grades 4 – 6; and (c) provide a replicable educational structure that supports improved student achievement. Specifically, Pua Lililehua C3 project utilizes a scientifically based model of instruction, education, and professional development that builds local capacity to improve student literacy to support structures that engage students and improve academic achievement while providing structures to maintain a program to support ongoing improved student achievement.

## **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?**

Student teachers are encouraged to continue discussion after reviewing the document and listening to the presentation. Student teachers ask questions about the school, the language, cultural practices, and achievements made in regards to maintaining cultural identity and spoken language. Ideas are incorporated into lessons that our student teachers create for their classrooms.





**Student Agreement**  
**CONTRACT FOR DEGREE**

<b>COLLEGE:</b> Chaminade University of Honolulu								<i>Notes: At least 30 SH w/one half the major completed in residence A GPA of 3.0 for all course work and in the major is required. At graduation course work may not exceed 10 yrs. of age. All course work must be completed by</i>
Degree Title: Bachelor of Science in Secondary Education - Social Studies								
<b>STUDENT NAME:</b> _____ Student ID #: _____								
<b>ACADEMIC ADVISOR:</b> _____								
Installation Location: _____								
<b>AUTHORIZED COLLEGE REPRESENTATIVE:</b>								
Name: Skip Lee Title: Director, Adult Evening Programs								
<b>Signature:</b> _____ <b>Date:</b> _____								
Note: Agreement binding only when signed by appropriate college representative.								
<i>Curriculum Degree Requirements</i>				<i>Credit Hours Accepted</i>				
<b>Semester Hours</b>	<b>REQ'D</b>	<b>RES</b>	<b>TRAN</b>	<b>MIL</b>	<b>CLEP</b>	<b>DSST</b>	<b>RMNG</b>	
	<b>CR</b>	<b>CR</b>	<b>CR</b>	<b>CR</b>	<b>CR</b>	<b>ACT</b>	<b>CR</b>	
EN 101 Intro to Expository Writing	3						3	
EN 102 Expository Writing	3						3	
COM 101 Intro to Communications	3						3	
Mathematics (100, 103 or higher)	3						3	
Fine Arts (100 or 200 level)	3						3	
English Literature (200 level)	3						3	
HI 151 History	3						3	
Philosophy (100, 103 or 105)	3						3	
Religion (103, 205, or 211)	3						3	
Religion (300 level)	3						3	
Foreign Language (2nd Sem) or								
Global Awareness Course	3						3	
Natural Science	3						3	
Natural Science Lab	1						1	
Natural Science	3						3	
Natural Science Lab	1						1	
Interdisciplinary Course	3						3	
PSY 101 Behavioral Science	3						3	
EC 201 Social Science	3						3	
<b>REQUIRED FOR CONTENT AREA PRAXIS:</b>								
GE 102 World Regional Geography	3						3	
HI 152 World Civilizations II	3						3	
HI 201 America: Through Civil War	3						3	
HI 202 America: Since Civil War	3						3	
POL 211 Intro to American Government	3						3	
SO 200 Intro to Sociology	3						3	
<b>UPPER DIVISION OUTSIDE MAJOR:</b>	<b>9</b>						<b>9</b>	
<b>FREE ELECTIVES:</b>	<b>1</b>						<b>1</b>	
*****Continued on next page*****								

<b>COLLEGE:</b> Chaminade University of Honolulu								
Degree Title: Bachelor of Science in Secondary Education - Social Studies								
<b>STUDENT NAME:</b>								Student ID #:
<i>Curriculum Degree Requirements</i>				<i>Credit Hours Accepted</i>				
<b>Semester Hours</b>	<b>REQ'D</b>	<b>RES</b>	<b>TRAN</b>	<b>MIL</b>	<b>CLEP</b>	<b>DSST</b>	<b>RMNG</b>	
	<b>CR</b>	<b>CR</b>	<b>CR</b>	<b>CR</b>	<b>CR</b>	<b>ACT</b>	<b>CR</b>	
<b>Students initially accepted into the university may take the following courses:</b>								
<b>Education Pre-Major :</b>								
PSY 304 Psychology of Adolescence	3							3
ED 222 Educational Technology	3							3
ED 300 Intro to Secondary Education	3							3
ED 303 Foundations of American Education	3							3
ED 306 Psychological Foundations of Ed	3							3
Upper Division Education Elective:	3							3
ED 421 Literature for Adolescents <b>or</b>								
ED 462 Multicultural Education								
<b>Praxis I must be completed prior to taking Education Major courses.</b>								
<b>Education Major:</b>								
ED 404 Managing School Environments*	3							3
<b>* 10 hours Observation and Participation (O&amp;P) required</b>								
ED 408 Assessment	3							3
ED 460 Introduction to Exceptional Children	3							3
<b>Before taking the following courses students must pass Academic Skills Assessment and Praxis II</b>								
<b>Content Area Tests. Students must also apply for admission and be accepted into the Education Program.</b>								
ED 423 Teaching Strategies: Secondary*	3							3
ED 427 Teaching in Area of Specialization*	3							3
<b>* 20 hours Observation and Participation (O&amp;P) required per course.</b>								
<b>Before student teaching, students must:</b>								
1. Complete all course requirements including O&P requirements with excellent O&P evaluations.								
2. Successfully complete all education courses with at least a B in all courses.								
3. Complete all other requirements for student teaching as noted in the catalog.								
<b>Cumulative GPA</b>	<b>Education GPA</b>							
<b>Principles of Learning and Teaching (PLT) 7-12 must be completed during student teaching.</b>								
ED 490A Seminar*	2							2
ED 495A Student Teaching: Secondary*	3							3
ED 490B Seminar*	1							1
ED 495B Student Teaching: Secondary*	3							3
<b>*Note:</b> Student teaching must start within two semesters of completion of ED 423.								
Ed 490A and 495A must be taken concurrently in the winter or summer terms.								
ED 490B and 495B must be taken in the following spring or fall terms.								
<b>PRAXIS EXAMS:</b>								<b>DATE PASSED/SCORE</b>
Praxis I Academic Skills Assessment (PPST)								
Praxis II Content Area Tests								
Principles of Learning and Teaching (PLT) 7-12								
<b>TOTAL</b>	<b>120</b>	0	0	0	0	0	0	<b>120</b> 120

## Post-Baccalaureate Licensure: Secondary Education

\*For students entering the Education Division Fall 2007 or later. Course schedule terms/offering are subject to change.\*

Name \_\_\_\_\_ ID# \_\_\_\_\_ PH \_\_\_\_\_ Email \_\_\_\_\_

Licensure subject area: \_\_\_\_\_ (Math, English, Social Studies, Science)

### Prerequisite Requirements

\_\_\_ Students must successfully pass Praxis I PPST: Reading, Writing, and Mathematics (code: 0710, 0720, 0730).

\_\_\_ Students must successfully pass the Praxis II Content Area exam in their subject area

\_\_\_ Students must successfully complete ALL subject area courses in the content field (see below).

Subject	College Coursework that includes the following topics		
<b>MATH</b> 6 Courses	___ Numbers & Operations	___ Calculus	___ Geometry
	___ Algebra	___ Discrete Mathematics	___ Data Analysis, Statistics, Probability
<b>SCIENCE</b> 6 Courses	___ Chemistry	___ Earth/Space Science	___ General & Physical Science
	___ Physics	___ Other Science	___ Other Science
	___ History	___ Geography	___ Civics & Government
<b>SOCIAL STUDIES</b> 5 Courses	___ Economics	___ Psychology	
	<b>ENGLISH</b> 5 Courses	___ 2 Courses in Eng. Comp.	___ American Literature
	___ World Literature		___ British Literature

The following required courses may be taken *before* completing the Praxis exams and subject area courses

Term/ Yr	Course # and Name	Pre-req	Terms Offered On-line	Terms Offered On-ground
	PSY 304 Psychology of Adolescence (Email <a href="mailto:kwilson@chaminade.edu">kwilson@chaminade.edu</a> to register)	N/A	Wint/Sprg/Sum/Fall	Wint/Sprg/Sum/Fall
	ED 515 Historical & Psych. Foundations of Ed.	N/A	Wint/Sprg/Sum/Fall	Wint/Sprg/Sum/Fall
	ED 600 Intro to Graduate Education	N/A	Wint/Sprg/Sum/Fall	Wint/Sprg/Sum/Fall
	ED 660 Intro. to Exceptional Children (SPED)	N/A	Wint/Sprg/Sum/Fall	Wint/Sprg/Fall
	ED 612 Using Ed. Tech. in the Classroom	N/A	Winter/Summer	Varies
	ED 685 Assessment	N/A	Wint/Sprg/Sum/Fall	Varies

The following methods courses are taken in the following order after *passing Praxis I and Praxis II* & completing a *Criminal history background check*. It is strongly recommended that course be taken in the following sequence:

Term/ Yr	Course # and Name	Pre-req	Terms Offered On-line	Terms Offered On-ground
	ED 604 Managing School Environ. (10 hrs O&P)	Pass Praxis I and II	Summer/Fall	Winter/Spring
	ED 614 Literacy in Content Areas (10 hrs O&P)	Pass Praxis I and II	Winter/Spring	Fall
	ED 623 Teaching Strategies (20 hrs O&P)	Pass Praxis I and II	Spring	Winter/Fall
	ED 619 Teaching in Area of Specialization	Pass Praxis I and II		

The following is taken after *PASSING PRAXIS I, PRAXIS II, and all above requirements*. The two courses below will be taken concurrently during the 15+ week term.

Term/ Yr	Course # and Name	Pre-req	Terms Offered On-line	Terms Offered On-ground
	ED 686 Student Teaching Seminar (3 credits)*	Passing Praxis I and II, Acceptance into student teaching	Winter/Fall	Winter/Fall
	ED 688 Student Teaching Second. (6 credits)*	Passing Praxis I and II, Acceptance into student teaching	None	Winter/Fall

\*Student teaching is a minimum of 15 weeks. Students must submit a student teaching application and be accepted to student teach before registering (application deadlines are Mar. 15 for Fall and Oct. 15 for Winter.)

**Projected Completion:** \_\_\_\_\_ **Academic Advisor:** \_\_\_\_\_



**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: Secondary Education (Undergraduate &amp; Graduate)</b>		
<b>Academic Year</b>	<b># of Candidates Enrolled in the Program*</b>	<b># of Program Completers</b>
2007-2008	28	23
2006-2007	21	17
2005-2006	15	12
2004-2005	19	16

\* The # of Candidates enrolled in the program is based on estimated average numbers for the academic year.

<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: Indicate the role of the faculty member</b>	<b>Faculty Rank</b>	<b>Tenure Track</b>
Eden, Tim	Ed.D. in Theology, University of San Francisco	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>		
Assistant Professor of Education and Theology, Chaminade University		Secondary education teaching		

<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>
Grossman, David	Ph.D. in International Development Education, Stanford University	Full-time faculty	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>		
Global & Comparative Education Teacher Education Citizenship Education  3 Co-Edited Books, 4 book chapters, 4 journal articles		Secondary Social Studies Teacher, School Co-Director, School Board		

<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>
Honda, Glenn	Ed.D. in Educational Administration, Cognate Field: Curriculum and Instruction, University of Hawaii	Full-time faculty	Associate 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>		
Served on HTSB Higher Education review teams: HPU initial Secondary Education Program review team; UH Hilo on-site review team; BYUH on-site review team		Elementary School Teacher; Vice Principal; Principal; District Fiscal Business Specialist; State Educational Specialist (State GED Administrator) Professional School Administrator's License (HDOE); Elementary License (HTSB); Secondary Teaching License (HTSB)		

<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>
Jelinek, David	Ph.D. in Educational Administration, California State University Santa Barbara	Full-time faculty	Associate Professor	Yes
<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>		
Published book chapter in SUNY Press (2008); Currently writing a science methods textbook for Allyn & Bacon; Project Director for Federal Javits Gifted & Talented Grant		K-6 and Secondary Teaching Experience; School Principal		

<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>
Mize, Margaret	Ed.D. in Curriculum and Instruction, North Carolina State University	Full-time faculty	Association 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>		
Extensive work with Palolo Valley Partnerships and After School Tutoring Program, Teach for America Advisor and Instructor. Presenter at IRA and PEC conferences.		20 years in P-12 School (in 3 countries)		

<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>
Moseley, Bryan	Ph.D. in Educational Psychology, University of California, Santa Barbara	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>		
Florida International University Assistant Professor in Mathematical Problem Solving and Educational Psychology, AERA-International Studies newsletter editor				

<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>
Park, Elizabeth	M.Ed. in Early Childhood Education with Montessori Credential, Chaminade University of Honolulu	Part-time faculty	Lecturer	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>		
Director of Early Childhood Education and Montessori Teacher Education Program; HAEYC Conference; Pacific Education Conference; TCC Conference		PreK to K classroom experience; Early Intervention teacher experience		

<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>
Schonleber, Nanette	Ph.D. in Educational Psychology, University of Hawaii	Full-time faculty	Associate Professor	Yes
<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>		
Early Childhood Education, Director of Montessori Teacher Education Program		Montessori teacher experience; Preschool director		

<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>
Sjostrom, Mary Pat	Ph.D. in Mathematics Education, Georgia State University	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>		
PI Math Partnership Grant, National Presentations in Math Education, CTRAC Director, NHEA Grant		20 years in P-12		

<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>
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 Hawaii, VA Licensure, K-6 SPED		PK-8years, K11-9years Public School, SPED-4years		

### Adjunct Faculty

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Apisa, Sheila	MS Teaching Saginaw State University	Program Coordinator & 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>		
Director of the Dual Licensure Program in Elem & Spec Ed				

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Apisa, William (Tai)	M.A. Education Specialists in Administration, 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>		
CEA-MEA-NEA-Local1; American Red Cross; Masons' Shriners; Goodfellows; Michigan High School Football Coaches Association/Athletic Administrators Association		General Science 3yrs, Algebra 2yrs, Biology 3yrs		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Asuncion, Christine	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>		
Department Head Special Education				

<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>
Bogart, Louise	Ph.D. Education, University of Hawaii	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>		
Retired as full professor from Chaminade's Education division in June 2005. Working as Adjunct Faculty. Interests focused on issues of Peace. Elementary and ECE				

<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>
Cravalho, Erika	M.Ed. in Secondary 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>		
PI Lambda Theta International Honor Society and Professional Association of Education, Hawaii Teachers Standard Board 2006		Head Teacher, Elementary Grade 1-3 of Kawaiiaha'o Church School, Kamehameha School English 8		

<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>
Datta, Monique	M.Ed. in Secondary 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>		
Phi Lambda Theta, Int'l Honor Society and Professional Association in Education; Hawaii State Teachers Association		Grade 5-8 teaching		



<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>
Donovan, Margaret	Ed.D. Curriculum and Instruction with specialization in reading and children's literature, University of Hawaii	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>		
Retired from being full-time faculty on June 2005, and will continue to work as adjunct faculty, focus on literacy				

<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>
Fitzgerald, Sheri	M.Ed. Secondary 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>		
HSTA-Hawaii State Teachers Association		Middle school teaching, undergraduate & graduate teaching		

<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>
Gereau, Sally	M.A. Curriculum Education, Eastern Michigan 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>		
Instructor for UH at Manoa College of Education Institute		Secondary school business subjects and middle school language arts teacher		

<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>
Iwamoto, Vickie	Ed.D. in Leadership, University of Southern California	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>		
Director of a Technology Dissemination Grant, Language Arts Program for Anaheim City School District				

<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>
Jenkins, Roberta	M.Ed. Educational Administration, University of Hawaii	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>		
University Supervisor, Association for Supervision and Curriculum Development, former National Nominations Committee Member, Vice-Chair		Grade 5-6 teaching, District Educational Specialist-Math		

<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>
Lee, Leila	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>		
Member of International Dyslexia Association				

<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>
Los Banos, Harsjasti Kamarwan	Master of Curriculum and Instruction, University of Phoenix, HI	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>		
		Kindergarten teaching 14 years		

<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>
Malanaphy, Maureen	Ph.D. Education in Curriculum Studies, University of Hawaii	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>		
		Special education		

<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>
Martel, Roberta "Bobbie"	M.S. School Counseling Psychology, University of LaVerine, CA	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>		
Leeward Community College Instructor and Adjunct Professor, Professor of Language and Literacy at University of Redlands.				

<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>
Martinez, Jessica	M.A. Child Development, California State University, Sacramento	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>		
Adjunct instructor for Sacramento City College; Academic Achievement Award at California State University, Sacramento, 2004.				

<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>
Matanane, Nichole "Nikki"	M. Ed. in Gifted and Talented 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>		
HSTA; Pi Lambda Theta-Education Honor Society; Afterschool Alliance				

<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>
Matsumoto, Anakonia	M.Ed. in Secondary 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>		
Hawaii State Teachers Association Member; Pi Lambda Theta member		High school teacher -English		

<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>
Mew, Cynthia	M.Ed. Special Education, University of Hawaii	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>		
DOE Advisor for Leeward Offices in Special Education		Elementary and special education teacher		

<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>
Nakatsu, Richard	Ph.D. in Education Leadership, University of Southern California	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>		
Special Education				

<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>
Nii, Cassie	M.Ed. in Secondary 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>		
Self-Study Coordinator for WASC		Nanakuli High/Intermediate teacher in tech and web design		

<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>
Ooki, Nancy	M.A. Education Techonology, Pepperdine 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>		
Home School learning Network Inc. Curriculum writer for K-12				

<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>
O'Phelan, Mary	Ph.D. in Curriculum \$ Instruction, University of Southern Florida	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>		
Western Kentucky University Associate Professor in Educational Administration, Leadership and Research				

<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>
Pollock, Debra	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>		
SPED teacher –DOE				

<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>
Porter, Jenna	M. Ed. Curriculum and Instruction, Sacramento 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>		
Project ACT Gifted and Talented Grant Coordinator, CSUS/Davis Joint Unified Sacramento, CA		Preschool teacher/ Second Grade teacher		

<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>
Riggs, Brian	M.Ed. in Secondary 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>		
Kamehameha Schools teacher of Secondary Science				

<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>
Shorey, Terry	Ph.D. Education Administration, Lacrosse	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>		
Education program consultant-California Department of Education, Online adjunct instructor at Chapman university				

<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>
Street, Amanda	M. Ed. Psychology Emphasis, University of Missouri	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>		
Field Services and Licensure Director		Secondary education		

<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>
Tran, Judy	Ed.D. Special Education of the Gifted	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>		
Secondary Ed and Online Program Coordinator, Chaminade University				

<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>
Young, Melissa	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>		
6 <sup>th</sup> grade Special Education Teacher – Mililani Middle School				



**Attachment 2.1**  
**Praxis II Content Area Data**

<b>Academic Year</b>	<b># Taking Academic Content Areas (Math, English, Biology, etc.)</b>	<b># Passing the Test</b>	<b>Institutional Pass Rate (%)</b>
2006-2007	44	38	86%
2005-2006	32	29	91%
2004-2005	43	38	88%

## **Attachment 2.2**

### **Assessment of Candidate Content Area Scoring Guides**

#### **Grades**

Letter grades are given in all courses except those taken on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports, and the final examination. They are interpreted as follows:

- A** Outstanding scholarship and an unusual degree of intellectual initiative.
- B** Superior work done in a consistent and intellectual manner.
- C** Average grade indicating a competent grasp of subject matter.
- D** Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work.
- F** Failed to grasp the minimum subject matter; no credit given.
- P** Satisfactory completion of course.
- W** Withdrawal before published deadline.
- I \*** At the discretion of the faculty member, a grade of "I" may be assigned to a student who has successfully completed [i.e., with at least a passing grade] a majority of the work of the course and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule.
- IP** In Progress; primarily used for thesis completion.
- AU** Audit.
- CR/NC\*\*** Credit/No Credit.

#### **Incomplete Coursework**

The issuance of an 'I' grade is not automatic. The completion of the work, evaluation, and reporting of the final grade is due within 90 days after the end of the semester or term. This limit may not be extended. Email notification will be provided to the student and instructor within the final 30 days by using student and instructor Chaminade University email addresses. The faculty member will award the student a letter grade, including the possibility of an "F." An "I" grade that is not replaced by a letter grade by the 90-day deadline will automatically become the indicated alternate grade on the incomplete contract.

#### **Credit/No Credit**

\*\*The credit/no credit option enable students to elect courses of interest without grade penalty. This option applies to all elective courses. General education requirements may not be fulfilled by courses taken credit/no credit. Some major requirements are delivered as credit/no credit. In cases such as required practicum and thesis courses that are usually graded Credit/No Credit, a student may request to be graded. This option is allowed if the student requests the graded option prior to taking the class and the teacher responsible for the grade agrees to the student proposal. One course per semester may be elected on Credit/No Credit for a maximum of eight courses. This election is in addition to courses where only that option is available. Since credit will be given for the 46 Undergraduate Catalog 2008-2009 lowest passing grade of D, most institutions will not accept these courses taken on Credit/No Credit on transfer. The deadline for applying for the Credit/No Credit option is listed in the University Calendar. Instructors are not notified when a student has exercised this option.

**Attachment 2.3**  
**Assessment of Candidate Content Area Data**

**Course Grades from 2004-2008**

<b>Course Number</b>	<b>Course Name</b>	<b>Course Grade B or Above</b>
ED 423	Teaching Strategies: Secondary	100%
ED 427	Teaching in Area of Specialization	100%
ED 623	Teaching Strategies: Secondary	100%
ED 619	Teaching in Area of Specialization	88%

**Attachment 2.4**  
**Assessment of Candidate Ability to Plan Instruction Data**

**Course Grades from 2004-2008**

<b>Course Number</b>	<b>Course Name</b>	<b>Course Grade B or Above</b>
ED 423	Teaching Strategies: Secondary	100%
ED 427	Teaching in Area of Specialization	100%
ED 623	Teaching Strategies: Secondary	100%
ED 619	Teaching in Area of Specialization	88%
ED 614	Literacy in Content Areas	99%

**Attachment 2.5  
Assessment of Student Teaching**

**Student Teaching Evaluation**

Midterm 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</i>	Classroom Type _____	# of students _____
<i>Secondary</i>	Classroom Type _____	# of students _____
<i>Special Education</i>	Classroom Type _____	# of students _____

**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 students in appropriate experiences that support their development as independent learners. The student teacher:

- \_\_\_\_\_ promotes students’ independence and self-responsibility for learning
- \_\_\_\_\_ relates instruction to students’ interests, experiences and real life situations
- \_\_\_\_\_ plans developmentally appropriate activities to promote student success
- \_\_\_\_\_ provides positive, nurturing and constructive feedback
- \_\_\_\_\_ encourages students 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 students
- \_\_\_\_\_ knows and follows school and classroom routines and procedures
- \_\_\_\_\_ models tolerance, risk-taking and enthusiasm for learning
- \_\_\_\_\_ demonstrates an 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 students 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 students' 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 students
- \_\_\_\_\_ 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 students’ ages and interests
- \_\_\_\_\_ fosters active inquiry and interactive communication among the students
- \_\_\_\_\_ 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 students’ 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 students’ 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 students. 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 are relevant to students
- \_\_\_\_\_ 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 students’ 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 students in initiating, selecting, planning and implementing activities
- \_\_\_\_\_ helps students 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 students
- \_\_\_\_\_ focuses on higher order thinking skills that challenge the learners
- \_\_\_\_\_ provides opportunities for students 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 students in self-assessment and personal goal setting
- evaluates students' performances and products objectively and fairly
- maintains appropriate and accurate records of student achievement
- communicates students' 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 students

**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 students
- \_\_\_\_\_ 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

---

Signature of University Supervisor / Date

---

Signature of Student Teacher / Date

---

Signature of Field Services Director / Date

**Form shall be turned in to Field Services by University Supervisor Immediately Following Midterm 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**

<b>Secondary Academic Year</b>	<b>Number of Completers</b>	<b>Overall GPA</b>	<b>1. Focus on the Learner</b>	<b>2. Maintains Safe Secure Environment</b>	<b>3. Diversity</b>	<b>4. Effective Communication</b>	<b>5. Demonstrates Content Knowledge</b>	<b>6. Meaningful Learning Experiences</b>	<b>7. Active Learning Strategies</b>	<b>8. Assessment Strategies</b>	<b>9. Demonstrates Professionalism</b>	<b>10. School-Community Relationships</b>
2007-2008	23	3.91	4.59	4.73	4.59	4.64	4.77	4.73	4.55	4.73	4.95	4.95
2006-2007	17	3.89	4.07	4.33	4.13	4.40	4.13	4.13	4.00	4.00	4.53	4.20
2005-2006	12	3.83	4.83	4.83	4.75	4.75	4.92	4.75	4.75	4.75	4.92	4.75
2004-2005	16	3.87	4.53	4.60	4.53	4.63	4.39	4.62	4.63	4.63	4.75	4.63

## **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 students who are participating in Student Teaching. Students 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 Hawaii Professional Teacher Standards, Hawaii 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' a 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 Hawaii 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> 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) 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> 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> 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> 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> 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> 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> 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> 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> 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> 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> 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> 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**  
**Assessment of Candidate Effect on Student Learning Data**

**Student Teaching Exit Portfolio Course Grades from 2004-2008**

<b>Course Number</b>	<b>Course Name</b>	<b>Course Grade B or Above</b>
ED 490	Student Teaching Seminar-Secondary	100%
ED 686	Student Teaching Seminar-Secondary	99%

**Attachment 2.11**  
**Assessment of O&P Course Grade Data**

**O&P Course Grades from 2004-2008**

O&P Course Number	O&P Course Name	O&P Hours	Course Grade B or Above
ED 404	Managing School Environments	10	100%
ED 423	Teaching Strategies: Secondary	20	100%
ED 427	Teaching in Area of Specialization	20	100%
ED 604	Managing School Environments	10	93%
ED 614	Literacy in Content Areas	10	99%
ED 623	Teaching Strategies: Secondary	20	100%

## Attachment 2.12 Dispositions

### O&P Dispositions

\*\*\*Student Evaluation form should be completed by O&P Host Teacher *OR* Dept Head, Principal if CUH student is already employed in the school.

CUH Student: \_\_\_\_\_ CUH Course: ED \_\_\_\_\_ Prof: \_\_\_\_\_

Name of Evaluator(completing this form): \_\_\_\_\_ School: \_\_\_\_\_ Subj/Grd: \_\_\_\_\_

\*\*\*Please rank CUH student based on items below, using numbers 1through 5. (Low) 1 2 3 4 5 (High)

Professional Presence  
(Is Courteous, Confident, w/ Gracious Demeanor) \_\_\_\_\_

Overall Attitude & Emotional Stability  
(Demonstrates Even Temperament, Sense of Humor, Patience) \_\_\_\_\_

Integrity, honesty, trustworthiness  
(Genuine, Acts from a Consistent Philosophy) \_\_\_\_\_

Sense of Responsibility  
(Takes Initiative & Demonstrate Completion / Closure) \_\_\_\_\_

Punctuality & Attendance  
(Is Timely & Consistent) \_\_\_\_\_

Preparation & Planning  
(Is Thorough, Accurate; Accommodates Stages of Development & Learner Diversity) \_\_\_\_\_

Degree & Kind of Participation  
(Participates Fully w/ Enthusiasm & Cooperation) \_\_\_\_\_

General Intelligence & Insightfulness  
(Shows Open Mindedness, Insightfulness & Adaptability) \_\_\_\_\_

General Knowledge  
(Has a Grasp of: Philosophy, Curriculum, Methods, etc.) \_\_\_\_\_

Diligence & Application  
(Works to Level of Capacity / Goes Beyond Expectation) \_\_\_\_\_

Skill in Communication  
(Connects w/ Others; Demonstrates Clarity of Expression & Explanation) \_\_\_\_\_

Rapport w/ and Respect for Others  
(Identification w/ & Concern for Others Regardless of Differences, Compassionate) \_\_\_\_\_

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Total O&P Hrs. Completed

O&P Teacher/ Supervisor Signature

Date

**\*Please complete and return to the Field Services Director Fax# 808- 739-8379.**

## **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, students will have the right to view these disposition forms. Students 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.

Students 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 2.13 Dispositions Scoring Criteria

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

### Chaminade University of Honolulu Professional Dispositions and Rubric

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

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

**Attachment 4.1**  
**Praxis II Secondary Content Areas**

<b>Academic Year</b>	<b># Taking Academic Content Areas (Math, English, Biology, etc.)</b>	<b># Passing the Test</b>	<b>Institutional Pass Rate (%)</b>
2006-2007	44	38	86%
2005-2006	32	29	91%
2004-2005	43	38	88%

**Attachment 4.2**  
**Content Specific Course Grades and GPAs**

<b>Years</b>	<b>Course Number</b>	<b>Course Name</b>	<b>Course Grade B or Above</b>
2004-2008	ED 423	Teaching Strategies: Secondary	100%
	ED 427	Teaching in Area of Specialization	100%
	ED 623	Teaching Strategies: Secondary	100%
	ED 619	Teaching in Area of Specialization	88%

<b>Secondary Academic Year</b>	<b>Number of Completers</b>	<b>Overall GPA</b>
2007-2008	23	3.91
2006-2007	17	3.89
2005-2006	12	3.83
2004-2005	16	3.87



**Attachment 4.3**  
**Assessment Courses for Candidates' Ability to Plan Instruction**

<b>Years</b>	<b>Course Number</b>	<b>Course Name</b>	<b>Course Grade B or Above</b>
2004-2008	ED 423	Teaching Strategies: Secondary	100%
	ED 427	Teaching in Area of Specialization	100%
	ED 623	Teaching Strategies: Secondary	100%
	ED 619	Teaching in Area of Specialization	88%
	ED 614	Literacy in Content Areas	99%

<b>Secondary Academic Year</b>	<b>Number of Completers</b>	<b>Overall GPA</b>
2007-2008	23	3.91
2006-2007	17	3.89
2005-2006	12	3.83
2004-2005	16	3.87

**Attachment 4.4**  
**Assessment of Student Teaching Data**

**Student Teaching Evaluation Data**

Secondary Academic Year	Number of Completers	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
2007-2008	23	3.91	4.59	4.73	4.59	4.64	4.77	4.73	4.55	4.73	4.95	4.95
2006-2007	17	3.89	4.07	4.33	4.13	4.40	4.13	4.13	4.00	4.00	4.53	4.20
2005-2006	12	3.83	4.83	4.83	4.75	4.75	4.92	4.75	4.75	4.75	4.92	4.75
2004-2005	16	3.87	4.53	4.60	4.53	4.63	4.39	4.62	4.63	4.63	4.75	4.63

**Attachment 4.5**  
**Observation and Participation Course Grades**

<b>Years</b>	<b>Course Number</b>	<b>Course Name</b>	<b>O&amp;P Hours</b>	<b>Course Grade B or Above</b>
2004-2008	ED 404	Managing School Environments	10	100%
	ED 423	Teaching Strategies: Secondary	20	100%
	ED 427	Teaching in Area of Specialization	20	100%
	ED 604	Managing School Environments	10	93%
	ED 614	Literacy in Content Areas	10	99%
	ED 623	Teaching Strategies: Secondary	20	100%

**Attachment 4.6**  
**Student Teaching Seminar Grades**

**Student Teaching Course Grades from 2004-2008**

<b>Course Number</b>	<b>Course Name</b>	<b>Course Grade B or Above</b>
ED 490	Student Teaching Seminar-Secondary	100%
ED 686	Student Teaching Seminar-Secondary	99%