Application for State Approval of

Teacher Education Programs

PROGRAM SELF STUDY REPORT (PSSR)
Special Education Licensure Program (K-12)

Submitted December 31, 2008

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COVER SHEET

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Program Report Status:

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

SECTION I - CONTEXTUAL DATA

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

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

Teacher candidates learn to fulfill the vision of the Hawai'i Department of Education's (HDOE) as 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.

Two years ago, the Education faculty began an analysis of the courses that constitute the Undergraduate Post-Baccalaureate (Post-Bac) Elementary Education programs. Signature assignments with grading rubrics were assigned to individual courses and aligned to HTSB and Chaminade Program Standards. Similarly, Special Education faculty analyzed the Special Education programs, designated signature assignments/grading rubrics aligned to HTSB, Chaminade Program, and Council Exceptional Children (CEC) Standards. In addition, current IDEA 2004 laws and requirements prompted adjustments to selected course content.

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

Chaminade University offers post-graduate licensure programs in Special Education: the Post-Baccalaureate (Post-Bac) and the Master of Education (M.Ed.) in Special Education. For these 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, and all other required courses for licensure, teacher candidates are then ready to engage in student teaching.

For the Special Education programs, the O&P assignments in which teacher candidates observe and participate in the special education classroom are integrated into selected methods courses. Teacher candidates are required to complete forty (40) hours of O&P experiences. Throughout the teacher candidates' field (O&P) experiences, progress is assessed within the methods coursework with attention to demonstrating growth in meeting State Standards, National Standards, and General Learner Outcomes (including areas of emphasis designated by the Department of Education). The O&P classroom teacher evaluates these field experiences, and O&P assignments are evaluated by the instructors of the selected methods courses. All O&P requirements must be completed before teacher candidates' teaching can begin.

In Special Education licensure programs, teacher candidates' teaching includes fifteen (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 teaching experience, teacher candidates are observed at least five (5) times during the practicum by the University Supervisor to assess the degree to which the teacher candidate demonstrate mastery of the ten (10) Hawai'i Teaching Performance Standards. The CT provides feedback on a weekly basis to the teacher candidate and provides formal midterm and final evaluations to commend teacher candidate on their strengths and also to provide recommendations for areas of improvement.

When a non-licensed teacher with a Bachelor's degree is already employed as a Special Education teacher in a private or public school, an alternative process of validation can be used if teacher candidates apply and meet certain criteria. These criteria include a recommendation by the school principal; approval by 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 teacher candidates' schools must also assign mentors to work with these teacher candidates during the validation process, and a University Supervisor will need to visit and observe the teacher candidate at least five (5) times during the process.

Concurrently with Student Teaching, teacher candidates must take the Student Teaching Seminar course that facilitates the connection between their experience and the HTSB performance standards.

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

Post-Bac Special Licensure Program and M.Ed with Special Licensure Program
> *Admission.* For acceptance into the Educational Licensure Program, and eligibility to enroll in education methods courses, graduate teacher candidates must have evidence of:
> 1. Bachelor's Degree from an accredited college/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 recommendation; and
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. Teacher candidates must have a B or better in all remaining education courses;
2. Teacher candidates must maintain a cumulative GPA of 3.0 or higher;
3. Teacher candidates must pass O&P evaluation;
4. Teacher candidates must demonstrate positive professional dispositions.

Observation and Participation (O&P). Criteria for observation and participation are following:
1. Graduate teacher candidates are required to complete 40 hours of O&P in a classroom setting at the level of licensure that teacher candidate is pursuing.
2. 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.
3. Complete the Field Experiences Manual questionnaire;
4. Complete a criminal background check and TB test.
5. Active membership in SNEA.

Student Teaching. Placement in Student Teaching is contingent on the following:
1. Written application for Student Teaching submitted the semester prior to beginning student teaching;
2. Recommendations from three Education Division faculty;
3. Completion of all prerequisite courses, including 40 hours of O&P;
4. Must pass Praxis II in Content Area.
5. Must attend a mandatory Student Teaching orientation;
6. Maintain membership in SNEA.

Exit. Criteria for exit from graduate licensure programs are following:
1. Teacher candidates must have a B or better in all remaining education courses;
2. Maintaining an overall GPA of 3.0 or better;
3. Completion of 40 hours of O&P;
4. Completion of student teaching with satisfactory or better evaluation from the Cooperating Teacher and the University Supervisor that are accompanied by letters of recommendation;
5. Completion of an exit portfolio which documents the teacher candidate's ability to demonstrate the Hawai'i Professional Teaching Standards, and demonstrate the teacher candidate's effect on the learning of K-12 learners; and
6. For Post-Bac teacher candidates also pursuing an M.Ed.: completion of six core courses required for the M.Ed. degree in Special Education K-12, and passing the Culminating Experience.

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 of the Special Education Program is structured by a set of beliefs that flow from the Education Division's Mission and Vision Statements, and core educational 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 who are preparing to teach and work with teacher candidates from a diverse society. (Note: In the Chaminade Special Education programs teacher candidates are all at the post-baccalaureate level.) The vision addresses and includes the following: The Hawai'i Teacher Performance and Licensing Standards, the Hawai'i Content and Performance Standards, Hawai'i General Learner Outcomes, specific areas of emphasis identified by the Department of Education, the standards of the recognized professional organizations (for example, ACEI, 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. The Chaminade Education Division faculty is well prepared in the areas they teach and they model best practice for their teacher candidates.

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

> *The Theme of the Education Licensure Programs.* The shared vision of the Licensure Programs is summarized in its overarching theme. This theme directs the members of the program in their work with students 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 teacher candidate's life experience.

3. **Education and the Family Spirit (Ohana):** The community of learners is a second family, which encourages the personal development of each of its members. Mutual respect for all members of the family allows the Marianist-based scholarly community to share responsibility for decision making at all levels.

4. **Education for Service, Peace and Justice (Pono):** All members of the community strive to serve the university community and the larger community and to dispense and receive justice to and from each other and to the larger community.

5. **Education for Adaptation and Change (Aina):** True to the tradition of faith, a Marianist-founded education prepares teacher candidates for tomorrow and adapts to its time. This scholarly community of learners regards technology as a critical aid in the quest for understanding in a changing world.

These beliefs are at the foundation of our practice and are aligned with our mission and vision statements as well as our objectives and learning outcomes for the teacher candidate. This alignment is illustrated in the following chart:

Marianist Principles	Education Division's Core Academic Beliefs
Education for Formation in Faith (Mana)	~ All children can learn
Integral, Quality Education (Aloha)	~ 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 teacher candidates' desire to learn

Education and the Family Spirit (Ohana)	~ Learning requires a safe, stimulating environment where each teacher candidate is nurtured ~ School, community and family collaboration support learning
Education for Service, Peace and Justice (Pono)	~ Teacher candidates must be educated for responsible citizenship, and self-directed lifelong learning
Education for Adaptation and Change (Aina)	~ 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 teacher candidate achievement ~ Teacher candidates must be educated for responsible citizenship, and self-directed lifelong learning

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

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 Special Education program assessments are derived from the teacher candidate proficiencies described in the unit's conceptual framework and are used to obtain evidence that the teacher candidates have acquired the knowledge, skills and dispositions to be effective teachers based on institution, state and professional standards. The Chaminade University Education Division 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 teacher 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 Special Education Student Advising Sheet, please see Attachment 1.1.

Teacher Candidate Information

For teacher candidate information, please see Attachment 1.2.

Faculty Expertise and Experiences

For Faculty Expertise and Experiences, please see Attachment 1.3.

SECTION II – ASSESSMENTS AND RELATED DATA

	Name of Assessment	Type or Form of Assessment (2004 to 2007)	Type or Form of Assessment (2007 to present)	When Administered	Attachments		
					Assessment	Scoring Guides/ Criteria	Data Table
1	PRAXIS II	Praxis II	Praxis II	Required before teacher candidate teaching			Attach. 2.1
2	Assessment of teacher candidate's Content Area	Course grades	Differentiated Lesson Plan Language Arts Case Study Math Case Study	End of each course	Attach. 2.2	Attach. 2.3	Attach. 2.4.1, 2.4.2
3	Assessment of teacher candidate's ability to plan instruction	Course grades	Differentiated Lesson Plan Language Arts Case Study Math Case Study	End of each course	Attach. 2.2	Attach. 2.3	Attach. 2.4.1, 2.4.2
4	Assessment of teacher candidate's teaching	Teacher candidate Teaching Evaluation	Student Teaching Evaluation	Mid and end of Teacher candidate Teaching	Attach. 2.5	Attach. 2.6	Attach. 2.7
5	Assessment of teacher candidate's effect on teacher candidate learning	Teacher candidate Teaching Exit Portfolio	Student Teaching Evaluation Exit Portfolio	End of Teacher candidate Teaching	Attach. 2.8	Attach. 2.9	Attach. 2.10
6	O&P Service Learning	O&P Evaluation	O&P Evaluations	End of licensure courses requiring O&P	Attach. 2.11	Attach 2.12	Attach. 2.13
7	Dispositions	N/A	Dispositions Evaluations	Throughout the courses	Attach. 2.14	Attach. 2.15	

SECTION III – STANDARDS ASSESSMENT CHART

STANDARDS AND STANDARD STATEMENTS	Content Knowledge	Pedagogical Professional KSD	Effect on Teacher candidate Learning	APPLICABLE ASSESSMENTS FROM SECTION II
HTSB Standard I. FOCUSES ON THE LEARNER. *The effective teacher (teacher candidate) consistently engages teacher candidates in appropriate experiences that support their development as independent learners.*	■	■	■	□ #1 ■ #4 ■ #7 ■ #2 ■ #5 ■ #3 ■ #6
HTSB Standard II. CREATES AND MAINTAINS A SAFE AND POSITIVE LEARNING ENVIRONMENT. *The effective teacher (teacher candidate) consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation.*	□	■	■	□ #1 ■ #4 ■ #7 □ #2 ■ #5 □ #3 ■ #6
HTSB Standard III. ADAPTS TO LEARNER DIVERSITY. *The effective teacher (teacher candidate) consistently provides opportunities that are inclusive and adapted to diverse learners.*	■	■	■	□ #1 ■ #4 ■ #7 ■ #2 ■ #5 ■ #3 ■ #6
HTSB Standard IV. FOSTERS EFFECTIVE COMMUNICATION IN THE LEARNING ENVIRONMENT. *The effective teacher (teacher candidate) enriches communication in the learning environment.*	■	■	■	□ #1 ■ #4 ■ #7 ■ #2 ■ #5 ■ #3 ■ #6

HTSB Standard V. DEMONSTRATES KNOWLEDGE OF CONTENT. *The effective teacher (teacher candidate) consistently demonstrates competency in content area(s) to develop teacher candidate knowledge and performance when he/she:*

STANDARD V.1 - KEEPS ABREAST OF CURRENT DEVELOPMENTS IN CONTENT AREA(S) BY DEMONSTRATING THAT HE/SHE:

	Content Knowledge	Pedagogical Professional KSD	Effect on Teacher candidate Learning	APPLICABLE ASSESSMENTS FROM SECTION II
1. *Knows his/her discipline and understands how knowledge in the discipline is created, organized, and linked to other disciplines.*	■	■	■	■ #1 ■ #4 □ #7 ■ #2 ■ #5 ■ #3 ■ #6

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

STANDARD V.5 - POSSESSES AN UNDERSTANDING OF TECHNOLOGY APPROPRIATE TO THE CONTENT AREA, E.G. COMPUTER ASSISTED INSTRUCTION BY DEMONSTRATING THAT HE/SHE:

Description				#1–#7
5.1 Incorporates *appropriate technological resources to support teacher candidate exploration of the disciplines.*	■	■	■	■ #1 ■ #4 ☐ #7 ■ #2 ■ #5 ■ #3 ■ #6
HTSB STANDARD VI. DESIGNS AND PROVIDES MEANINGFUL LEARNING EXPERIENCES. *The effective teacher (teacher candidate) consistently plans and implements meaningful learning experiences for teacher candidates.*	■	■	■	☐ #1 ■ #4 ☐ #7 ■ #2 ■ #5 ■ #3 ■ #6
HTSB STANDARD VII. USES ACTIVE TEACHER CANDIDATE LEARNING STRATEGIES. *The effective teacher (teacher candidate) consistently uses a variety of active learning strategies to develop teacher candidates' thinking, problem solving and learning skills.*	■	■	■	☐ #1 ■ #4 ☐ #7 ■ #2 ■ #5 ■ #3 ■ #6
HTSB STANDARD VIII. USES ASSESSMENT STRATEGIES. *The effective teacher (teacher candidate) consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.*	■	■	■	☐ #1 ■ #4 ☐ #7 ■ #2 ■ #5 ■ #3 ■ #6
HTSB STANDARD IX. DEMONSTRATES PROFESSIONALISM. *The effective teacher (teacher candidate) continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally.*	☐	■	■	☐ #1 ■ #4 ■ #7 ☐ #2 ■ #5 ☐ #3 ■ #6
HTSB STANDARD X. FOSTERS PARENT AND SCHOOL COMMUNITY RELATIONSHIPS. *The effective teacher (teacher candidate) establishes and maintains strong working relationships with parents and members of the school community to support teacher candidate*	☐	■	■	☐ #1 ■ #4 ☐ #7 ☐ #2 ■ #5 ■ #3 ☐ #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. Attachment 4.1 provides the alignment of the seven assessments with the HTSB standards, including specific indicators for Standard V.

1. Content Knowledge

Teacher candidates demonstrate their mastery of content knowledge in our Special Education program in three ways.

Praxis II (Assessment 1)

All licensure teacher 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 4.2, Praxis results from the previous three academic years indicate that all teacher candidates passed praxis exams.

Content Grades and Content Specific Signature Assignments (Assessment 2)

In addition to Praxis scores, content knowledge is covered in the special education courses. These courses are:

    PSY202 (For Elementary) OR
    PS 304   Psych of Adolescence (For Secondary)
    ED515   Historical & Psychological Foundations of Ed.
    ED660   SPED: Intro to Exceptional Children
    ED661   SPED: Issues in Special Education
    ED665   SPED: Mild/Moderate Disabilities
    ED605   SPED: K-12 Math (10 hrs O&P)
    ED662   SPED: Assessment of Exceptional Children
    ED607   SPED: K-12 Lang. Arts (10 hrs O&P)
    ED604   Managing School Environments (10 hrs O&P)
    ED643   Hawaiian Culture & Language
    ED646   Advanced Math and Geometry
    ED614   Literacy in Content Area (10 hrs O&P)
    ED664   SPED: Student Teaching Seminar
    ED668   SPED: Student Teaching Practicum

Description of courses can be seen in Attachment 4.3. Special education courses have been aligned with Chaminade program outcomes, Hawai'i Teacher Standards Board (HTSB) and Council of Exceptional Children (CEC) standards. While method courses focus on pedagogical strategies, we believe that teachers who lack a competent grasp of content fare poorly in addressing meaningful learning. Therefore, faculty has incorporated content into their respective

methods courses as reflected in the course syllabi. Teacher candidates also gain knowledge of Special Education content. In the Introduction of Exceptional Children, teacher candidates learn the basics of Individual Disabilities Education Act (IDEA) 2004 and characteristics and learning needs of exceptional children.

Until the second half of AY 2007-2008, proficiency in content knowledge was indicated through course grades and teacher candidates' grade point average (Attachment 4.4). The rationale was that as content requirements were built into course assignments, if teacher candidates passed the course with grade B or better they would have demonstrated meeting the content requirements. If teacher candidates fail to get a B or better, they must retake the course.

2007-2008**:** Signature Assignments with grading rubrics were introduced in the special education courses. Signature assignments that demonstrated teacher candidates' content knowledge include: differentiated lesson plans, language arts case study and math case study. This report focuses primarily on the course grade data due to the recent implementation of signature assignment. A sample of findings from the available signature assignments' assessments and course grades are displayed in Attachment 4.5.

Differentiated Lesson Plan- ED665 Mild and Moderate Disabilities
In this course's signature assignment teacher candidates created differentiated lesson plans, using grade level content with appropriate HCPS III, GLOs, CEC standards. Appropriate content is an essential component of this signature assignment. To date all teacher candidates have received a B or better in this course, thus indicating satisfactory or better results on their signature assignment.

Language Arts Case Study- ED607 SPED: K-12 Language Arts
Initial results demonstrate that 80% of teacher candidates in the fall '07 semester received a B or better and in spring '08 semester, and all teacher candidates 'met expectations' in their language arts case study project. This assignment requires teacher candidate to develop lesson plans reflecting K-12 language arts curriculum content as described in the Hawai'i Content and Performance Standards (HCPS III).

Math Case Study - ED605 SPED: K-12 Math
Course grades for teacher candidates indicate that all teacher candidates received B or better for this course. In this course, teacher candidate are assessed on their math content knowledge in the grading rubric. Teacher candidate must include an Individualized Education Plan (IEP) with math goals and objectives. Also contains grade appropriate lesson plans, incorporating research-based, validated instructional strategies reflecting K-12 math curriculum content.

2. Pedagogical and Professional Knowledge, Skills and Dispositions

Teacher Candidates' Ability to Plan Instruction (Assessment 3)
Teacher candidates acquire the pedagogical and professional knowledge, skills, and dispositions throughout their courses in the Special Education Program. Prior to AY 2007-2008, teacher candidates' instructional planning competencies were reflected in the grades for 2005-2008 (See Attachment 4.4).

2007-2008 Signature assignments were created that focus on instructional planning. These assignments were aligned to Chaminade Education Program Outcomes (PTARA), HTSB, and CEC standards. Teacher candidates are assessed for their ability to know and apply theories related to pedagogy and learning through three (3) distinct assessment types.

Signature Assignments that address pedagogical knowledge and skills are the differentiated lesson plan, sped language arts case study and sped math case study. 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. Since signature assignment implementation was still in process and hence, incomplete, course grades that reflect teacher candidates' proficiencies are included in Attachment 4.5.

Differentiated Lesson Plan- The differentiated lesson plan is the signature assignment in the Mild and Moderate Disabilities course. Teacher candidates must include all appropriate HCPS III content standards and benchmarks. Instructional methods and learning activities must be developmentally appropriate. They must be research based and address the unique learning needs of the exceptional learner. Course grades indicate all teacher candidates received a B or better in the Mild and Moderate Disabilities Course.

Language Arts Case Study- Initial results demonstrate that 80% of teacher candidates in the Fall '07 received a B or better and in Spring '08 term, all teacher candidates 'met expectations' in creating a remedial plan. This included writing grade appropriate lesson plans, incorporating research-based, validated instructional strategies reflecting K-12 language arts curriculum content as described in the Hawai'i Content and Performance Standards (HCPS III). Teacher candidates must keep a log of all teaching strategies and activities used in the tutorial sessions. These are graded by the instructor and determine final course grade in ED607 Special Education Language Arts course.

Math Case Study Plan- course grades for teacher candidates indicate that all teacher candidates received B or better for ED605 Special Education Math. Teacher candidates demonstrated competencies in conducting an error analysis for a student. They create a remedial plan with learning activities to address student learning needs. In addition, teacher candidates construct an Individualized Education Plan (IEP) with math goal and objectives. The case study also contains grade appropriate lesson plans, incorporating research-based, validated instructional strategies reflecting K-12 math curriculum content as described in the Hawai'i Content and Performance Standards (HCPS III).

Student Teaching (Assessment 4)

Teacher candidates are required to complete fifteen (15) or more weeks of student teaching with satisfactory or higher ratings on the Student Teaching Final Evaluation by the Cooperating Teacher and the University Supervisor. In the past three (3) years, all teacher candidates successfully completed student teaching with an 'acceptable or above average' rating (Attachment 4.6). However, three (3) teacher candidates had their student teaching extended

another four weeks in order to score at the acceptable level. The University Supervisor bases the evaluation on a minimum of five (5) formal classroom visits. The Student Teaching Evaluation form assesses various competencies derived from the ten (10) Hawai'i Teacher Standards Board teacher performance standards. Mean scores from each standard have been evaluated and relatively speaking, teacher candidates had lower scores in the area of content knowledge. Evaluators assess teacher candidates' performance using the following Likert Scale:

5 – Outstanding; 4 – Above the acceptable standard; 3 – Acceptable; 2 – Below the accepted standard; 1– Unacceptable

Student Teaching Evaluation scores can be viewed in Attachment 4.6.

Observation and Participation (Assessment 6)
Teacher candidates are required to engage in 40 hours of observation and participation (O&P). The instructor of the course integrates O&P assignments into methods courses for each area, and the instructor evaluates competencies. These competencies are aligned with program standards (connected directly to the conceptual framework), HTSB Standards for the Teaching Profession, and professional standards. The Field Services Director monitors these qualities throughout the O&P and/or student teaching practicum period. Also, feedback is solicited from student teachers, cooperating teachers, the university supervisors and principal. Clinical faculty complete relevant field observation forms, observation & participation assessments. Attachment 4.7 shows the grades from these Special Education O&P courses.

Dispositions (Assessment 7)
Teacher candidates are made aware of desired professional teaching dispositions in all of Chaminade's Education programs. This has been an area of emphasis for the Chaminade faculty during the past year as evidence by the implementation of a new professional dispositions assessment. In each Education course, the instructor will share the list of professional dispositions along with the syllabus during the first week of class. Discussion will focus on how each disposition specifically relates to the work in the class. Each student will self-assess, providing specific evidence that standards are being met or a plan for improvement. This will be submitted to the instructor by the end of week 3. Within two weeks after the end of the semester, every instructor will informally assess each student in the class referring to the Dispositions Assessment form. Evidence is needed if the student is not meeting the standards. 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. The 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's working file in the Education Division, and the advisor for the teacher candidate'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.

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 student will meet with the faculty mentor until standards are met. In the winter '08/spring'08 semesters, one (1) student was provided this intervention and accompanying support.

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

Attachment 4.8 is a list of our Professional Teaching Dispositions list that is correlated with HTSB standards. Those behaviors include, but are not limited to HTSB standard 9. In the event a teacher candidate does not meet the standard by the time he/she is to embark on student teaching, the involved faculty and advisor will meet with the dean to determine the course of action.

3. Effects on Student Learning

Student Teaching Exit Portfolio (Assessment 5)
Teacher candidates' effects on student learning were determined by the grade on the exit portfolio and student teaching evaluations. During students' teaching term, students are required to take the Student Teaching Seminar (ED686). The capstone project in both the post-bac and graduate course is the professional teaching exit portfolio. This requires teacher candidates to produce documented evidence that meets the ten Hawai'i Teacher Standard Board (HTSB) standards. Teacher candidates must produce two pieces of evidence for each standard and have an accompanying reflection. Teacher candidates submit lesson plans, unit plans, classroom management plans and student work graded by the teacher candidate, as evidence of meeting those standards. Teacher candidates turn in this work weekly throughout the semester and receive instructor feedback. They have the opportunity to make adjustments if needed and resubmit. Final products of these professional exit portfolios exist in electronic form as well as in hard copy form and will be available for viewing during the on-site visit. Teacher candidate's positive effects on student learning must also be observed by the university supervisor in the classroom setting (Attachment 4.6). Exit portfolio assessment data can be seen in Attachment 4.9. Teacher candidates' grades reflect that all 'met expectations' as evident in the grading rubric for this signature assignment and have received a B or better in the course.
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SECTION V – USE OF ASSESSMENT RESULTS TO IMPROVE TEACHER CANDIDATE AND PROGRAM PERFORMANCE

1. Content Knowledge

The Praxis II scores demonstrate teacher candidates are well prepared in the K-12 special education content areas as scores demonstrate. Student teaching final evaluations however, based on the HTSB standards, indicate teacher candidates were less equipped in the area of content knowledge (standard 5) than in other areas.

In 2007-2008, a special education focus group, consisting of one full-time faculty member, two adjunct instructors and the current dean, gathered to review the courses that comprise the Special Education program. The intent was to ensure teacher candidates acquire the pertinent knowledge and relevant skills special education teachers need. In early 2008, this group utilized and aligned program outcomes from the Elementary program to the Special Education program. The program outcomes for the Special Education program are: plan, teach, assess, reflect and adapt (PTARA). Once program outcomes were established, the focus group reviewed courses with the following goals in mind:

1. Teacher candidates will acquire up-to-date knowledge of special education content, specifically IDEA 2004 rules and regulations
2. Teacher candidates will have working knowledge of Hawai'i Content and Performance Standards (HCPS III) as well as state special education rules and regulations
3. Teacher candidates will be able to translate this information into their special education classroom practices

Special education courses were then aligned to HTSB as well as to CEC standards. Signature assignments and grading rubrics, with these standards embedded, were determined for each course. Implementation of signature assignments began in 2007-2008 and by Fall 2008, use of signature assignments in all special education courses, and the use of the LiveText assessment tool, was completed.

Discussions have also begun in the focus group on ways to fortify teacher candidates' content knowledge. This is an area, faculty believe, should be strengthened. One reason is that inclusion of special education teachers in the regular education classroom is increasing. Teacher candidates need to be able to differentiate lesson plans in the various subject areas for their students. Co-teaching in a regular education setting is also a possibility so content knowledge is essential. To address this need, content specific assignments have been added to existing courses. Additional differentiation activities have been included in the Introduction to Exceptional Children course as well as to the Mild and Moderate Disabilities course. A grade level scope and sequence language arts assignment is planned for the Special Education K-12 Language Arts course.

2. Professional and Pedagogical Knowledge, Skill, and Dispositions

Prior to 2006-2007, teacher candidates' instructional proficiencies are demonstrated in teacher candidates' course grades. As can be seen in course data, all teacher candidates did receive a B or better in their special education courses and have acceptable GPAs.

2007-2008- Pedagogical knowledge and skills are included throughout the Special Education program. However, pedagogical knowledge and skills are a particular focus in three special education courses. These are Mild and Moderate Disabilities, Special Education K-12 Language Arts and Special Education K-12 Math. In these courses, teacher candidates must plan and create learning activities that are research-based, validated methods. Course grades for Mild and Moderate and Special Education Math indicate that all teacher candidates received a B or better. Special Education Language Arts had an 80% rate. However, upon closer scrutiny, the assessment data from the Language Arts rubric indicated that most teacher candidates did 'meet expectation' in their remedial, instructional planning.

During this school year, in response to previous student teaching evaluations, university supervisors and faculty input, the faculty created a professional dispositions assessment form. This is used as both a teaching tool and an assessment. Since spring '08, this has been discussed or shared electronically online in all education classes. As a result, we feel teacher candidates have increased their demonstration of professional dispositions. Last year, HTSB standard #9, demonstrates professionalism was one of the highest score in the Student Teaching Evaluation Form.

The student teaching final evaluation data overall indicates that teacher candidates score well on their student teaching final evaluation. However, a few teacher candidates needed additional time in their student teaching practicum to earn these acceptable grades. Three (3) teacher candidates within the past three years required extra support from their university supervisor and cooperating teacher to acquire these skills, particularly in the classroom management area. With this time extension and extra support, all three teacher candidates passed student teaching.

Finally, one teacher candidate during her student teaching practicum gave evidence of some deficiencies in professional dispositions and classroom management skills. The Education Division's field director visited the teacher candidate and met together with the university supervisor and cooperating teacher. They reviewed observations and shared feedback. Upon reflection, this teacher candidate opted to withdraw from student teaching. She received her degree in special education without licensure and is assisting schools in their grant writing endeavors.

3. Effects on Student Learning

Teacher candidates' effects on student learning are reflected in course grades for the Student Teaching Special Education Seminar course, ED 686. Teacher candidate' grades demonstrate teacher candidates do have a positive effect on student learning as evident in the student teaching exit portfolio and as reflected in the assessment data from the signature assignment. This portfolio, constructed around the ten HTSB standards, contain evidence that teacher candidates have implemented these standards in their classroom practices. The student teaching exit portfolios are electronic and evaluated via the LiveText assessment tool. 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. Faculty have discussed additional ways to collect data from teacher candidates' effects on student learning and creating environments that support learning. They are:

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) 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 teacher candidate learning.
2. We have designed the Assessment of Exceptional Children course that is required of all licensure teacher candidates. A key aspect of this course is implementing and analyzing assessments to provide evidence of effects on teacher candidate learning.
3. Evidence of student learning as evidence in teacher candidates' Individual Education Plan (IEP).

Collection of the data will begin in the 2008-2009 school year.

SECTION VI – HAWAI'I DEPARTMENT OF EDUCATION AREAS OF SPECIAL EMPHASIS

1. Professionalism

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

HI-HTSB.9.1 Engages in relevant opportunities to grow professionally, i.e., taking university/college or in-service coursework, actively participating in a professional organization, serving on a cadre, council, or committee or serving as a cooperating teacher, mentor or advisor.
HI-HTSB.9.2 Reflects on practices and monitors own teaching activities and strategies, making adjustments to meet learner needs.
HI-HTSB.9.3 Provides and accepts evaluative feedback in a professional manner.
HI-HTSB.9.4 Conducts self ethically in professional matters.
HI-HTSB.9.5 Models honesty, fairness and respect for individuals and for the laws of society.
HI-HTSB.9.6 Demonstrates good work habits including reliability, punctuality, and follow-through on commitments.
HI-HTSB.9.8 Practices effective listening, conflict resolution and group-facilitation skills as a team member.
HI-HTSB.9.9 Works collaboratively with other professionals

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 Special Education program, teacher candidates become quite knowledgeable of the Hawai'i Content and Performance Standards (HCPS III). Many of our course signature assignments such as lesson plan and mini-unit unit plan require teacher candidates to include the appropriate HCPS III standard in their write-up. For example, in Special Education Language Arts, teacher candidates create a lesson plan based on a specific grade level. They must include the appropriate Language Arts standards, benchmarks, and General Learner Outcomes (GLOs). In Literacy across the Content Areas, teacher candidates create a mini-unit. Teacher candidates must include three lesson plans with all appropriate standards, benchmarks, GLOs.

In Introduction to Exceptional Children, teacher candidates create differentiated lesson plans. In this course, teacher candidates construct lesson plans focused on a current (or some future) grade level based around one subject area. All appropriate standards, benchmarks and GLOs must be included. These elements are evaluated in the grading rubric for each signature assignment. Teacher candidates who are already teaching special education students are required to include pertinent IEP goals and benchmarks into lesson plans.

3. Literacy/Beginning Reading

Teacher candidates learn about beginning reading in ED607 SPED: K-12 Language Arts. The course provides an overview of language acquisition and development in typical and atypical learners. All components of the reading process are addressed such as early literacy, word recognition, reading comprehension, language and meaning vocabulary and the reading -writing connection. Particular attention is paid to early literacy since students with reading problems may still be mastering emergent literacy skills long after their same age peers.

Teacher candidates learn a variety of developmentally and culturally appropriate instructional approaches, strategies and teaching methods which incorporate assessments for diverse learners' needs in developing literacy.

4. Technology

Technology is integrated at Chaminade 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 E-Mail 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, web-based forums, provided upon request for specific discussions, support wider interactional opportunities. 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" (purposeful online networking) 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 most universities, Chaminade is experiencing an increased use of course management tools. Originally course management tools were used in distance education offerings, but more recently, the course management applications have been used to complement in-classroom or hybrid courses, since they offer additional opportunities to provide content, as well as allowing online collaboration between teacher candidates and between teacher candidates and faculty. From fall 2008, Chaminade migrated from WebCT course management tool to eCollege. In addition to the course management system, all classrooms provide various media integration opportunities. On-campus classrooms provide computers with internet access, projectors and elmo devices as well as multimedia players.

Information technology resources and data collection provided by the university consists of Datatel, WebPortal, Library Information, and LiveText. Datatel is the main data management system at Chaminade University. Within that system, WebPortal is provided for faculty, staff, and teacher candidates to access information regarding their personal and academic information. Teacher candidates can access personal profile, course registration, grades, and financial account through WebPortal. In addition, Sullivan Family Library at the university maintains

links to 34,333 volumes of digital full-text monographs through ebrary, PsychBooks, and EBSCO. More recently in the Education Division, LiveText is gradually being implemented across all coursework to enhance data collection.

SECTION VII – NATIVE HAWAIIAN CULTURE, HISTORY AND LANGUAGE

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

Teacher candidates in the Special Education Program are required to take the course, ED 683, Hawaiian Culture and Language. In this course, teacher candidates learn about the following topics: major phases of Hawaiian history, diversity of cultures in Hawai'i, and cultural/political significance of indigenous languages in the Pacific. Teacher candidates will become familiar with indigenous teaching models of education

Activities Include:
- Place Research: In order to better understand the importance of place in the Hawaiian frame of mind, you will do a short research project on the place that you live. This must include its cultural significance to Hawaiians all the way to its importance today

- Interview a kūpuna (must be Native Hawaiian) from your place. This would preferably someone from the place who has resided there a large portion of his or her life.

- Find a ha'i 'ōlelo of your place. This could be a legend or a story of your place. Include the ha'i 'ōlelo and its significance in your appendix with a citation of the source.

These experiences help educate teacher candidates on the culture, history and language of their Hawaiian students. Teacher candidate will be able to apply this information in lesson plans and in the different educational models to successfully reach and teach students from diverse backgrounds.

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

Teacher candidates will have an enhanced understanding of Hawaiian culture, history, language and specific learning needs. In the following examples, the impact on student learning is demonstrated.

1. Application papers relating various concepts from Hawaiian culture to teacher candidates' own educational setting. Topics include:
   - Hawaiian culture, epistemology, and language
   - application of these concepts/ideas in your educational setting
   - citations from the text will be used in each paper to strengthen your rationale and application.

2. Lesson Plan: Teacher candidates develop and present a lesson plan that can be used to appropriately service Native Hawaiian students and incorporate what they have learned from the readings in the lesson. Teacher candidates use content based on their current teaching assignment (present or future.) The lesson plan must be in the format provided by the instructor.

3. Education Model: Using the examples of indigenous education models described in class, teacher candidates create an education model that is designed to better service Native Hawaiian and other Pacific Islander students. This model must be focused on native epistemology, native language and culture revitalization, spirit, or community. Teacher candidates must a problem faced in addressing the needs of Native Hawaiian and other Pacific Island students, and then discuss how their model will address this problem, including expected outcomes after implementation.

ATTACHMENTS

Attachment 1.1.

Special Education Teacher Candidate Advising Sheet

(page one)

Masters in Education with Special Education Licensure (K-12)

For teacher candidates entering the Education Division Fall 2007or later. Course schedule terms/offerings are subject to change.

Name_____ID#_____PH_____Email_____

Prerequisite Requirements:

___ Teacher candidates must successfully pass Praxis I PPST: Reading, Writing, and Mathematics (code: 0710, 0720, 0730).

___ Teacher candidates must pass Praxis II Content Area Exercises exam prior to teacher candidate teaching (exam code: 0353).

The following required courses can be taken *before* passing the Praxis I PPST exam

Term/ Yr	Course # and Name	Pre-req	Terms Offered On-line	Terms Offered On-ground
	PSY 202* (for Elementary) **OR**	N/A	Spring/Fall	Spring/Fall
	PSY 304* Psych of Adolescence (for Secondary)	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 660 SPED: Intro to Exceptional Children	N/A	Wint/Sprg/Sum/Fall	Winter/Spring/Fall
	ED 661 SPED: Issues in Special Education	N/A	Fall	None
	ED 665 SPED: Mild/Moderate Disabilities	N/A	Summer	None
	ED 605 SPED: Math Methods (10 hrs O&P)	N/A	Spring/Fall	None

*Contact Gwen at 739-4663 to register.

The following methods courses are taken after *PASSING PRAXIS I* and completing a *CRIMINAL HISTORY BACKGROUND CHECK*

Term/ Yr	Course # and Name	Pre-req	Terms Offered On-line	Terms Offered On-ground
	ED 662 SPED: Assess. of Exceptional Children	Passing Praxis I	Winter	None
	ED 607 SPED: K-12 Lang. Arts (10 hrs O&P)	Passing Praxis I	Spring	None
	ED 604 Managing School Environ. (10 hrs O&P)	Passing Praxis I	Summer/Fall	Winter/Spring
	ED 643 Hawaiian Culture and Language	Passing Praxis I	Summer/Fall	Winter/Spring
	ED 614 Literacy in Content Areas (10 hrs O&P)	Passing Praxis I	Winter/Spring	Fall

Special Education Teacher Candidate Advising Sheet

(page two)

The following is taken after *PASSING PRAXIS I* & *PRAXIS II CONTENT AREA EXAM (0353) concurrently during a 15+ week term*:

Term/ Yr	Course # and Name	Pre-req	Terms Offered On-line	Terms Offered On-ground
	ED 664 SPED: Seminar (3 credits)*	Pass Praxis I, Praxis II Content Tests, Acceptance to Teacher candidate Teach	Winter	Winter
	ED 668 SPED: Teacher candidate Teaching (6 credits)*	Pass Praxis I, Praxis II Content Test, Acceptance to Teacher candidate Teach	None	Winter

Teacher candidate teaching is a minimum of 15 weeks. Teacher candidates must submit a teacher candidate teaching application and be accepted to teacher candidate teach before registering (application deadlines are Mar. 15 for Fall and Oct. 15 for Winter.)

Required Core Courses*****

Term/ Yr	Course # and Name	Pre-req	Terms Offered On-line	Terms Offered On-ground
	ED 600 Intro to Graduate Education (1 credit)	n/a	Wint/Sprg/Sum/Fall	Wint/Sprg/Sum/Fall
	ED601Understanding Research and Design	n/a	Wint/Sprg/Sum/Fall	Wint/Sprg/Sum/Fall
	ED 675 Learning Styles and Learning Theory	ED600, ED601	Wint/Sprg/Sum/Fall	Wint/Sprg/Sum/Fall
	ED 652 Multicultural Education	ED600, ED601	Wint/Sprg/Sum/Fall	Wint/Sprg/Sum/Fall
	ED 670 Issues of Peace, Justice, and Education Reform	ED600, ED601	Wint/Sprg/Sum/Fall	Wint/Sprg/Sum/Fall
	**ED 684 Culminating Experience	ED600, ED601, ED675, ED652, ED670	Wint/Sprg/Sum/Fall	Wint/Sprg/Sum/Fall

It is highly recommended that core coursework is taken following the completion of licensure courses.

**Must be last course taken in the program.

Graduation Clearance form (available at www.chaminade.edu/education) must be completed by the teacher candidate and submitted to his/her advisor 6 months prior to anticipated graduation.

Projected Completion: _____Academic Advisor: tgomes@chaminade.edu

Directions: Provide three years of data on students 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.

Program: Special Education (Graduate)		
Academic Year	**# of Teacher candidates Enrolled in the Program***	**# of Program Completers**
2007-2008	12	8
2006-2007	9	6
2005-2006	3	2
2004-2005	9	6

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

_____

[1] *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

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Eden, Tim	Ed.D. in Theology, University of San Francisco	Full-time faculty	Assistant Professor	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		**Teaching or other professional experience in P-12 schools**		
Assistant Professor of Education and Theology, Chaminade University		Secondary education teaching		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Grossman, David	Ph.D. in International Development Education, Stanford University	Full-time faculty	Professor	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		**Teaching or other professional experience in P-12 schools**		
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		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Honda, Glenn	Ed.D. in Educational Administration, Cognate Field: Curriculum and Instruction, University of Hawai'i	Full-time faculty	Associate Professor	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
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)

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Jelinek, David	Ph.D. in Educational Administration, California State University Santa Barbara	Full-time faculty	Associate Professor	Yes

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
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

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Mize, Margaret	Ed.D. in Curriculum and Instruction, North Carolina State University	Full-time faculty	Association Professor	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
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)

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Moseley, Bryan	Ph.D. in Educational Psychology, University of California, Santa Barbara	Full-time faculty	Assistant Professor	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
Florida International University Assistant Professor in Mathematical Problem Solving and Educational Psychology, AERA-International Studies newsletter editor	

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Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Park, Elizabeth	M.Ed. in Early Childhood Education with Montessori Credential, Chaminade University of Honolulu	Part-time faculty	Lecturer	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		**Teaching or other professional experience in P-12 schools**		
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		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Schonleber, Nanette	Ph.D. in Educational Psychology, University of Hawai'i	Full-time faculty	Associate Professor	Yes
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		**Teaching or other professional experience in P-12 schools**		
Early Childhood Education, Director of Montessori Teacher Education Program		Montessori teacher experience; Preschool director		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Sjostrom, Mary Pat	Ph.D. in Mathematics Education, Georgia State University	Full-time faculty	Assistant Professor	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
PI Math Partnership Grant, National Presentations in Math Education, CTRAC Director, NHEA Grant	20 years in P-12

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Smith, Mary	Ph.D in Elementary Education, University of Virginia	Full-time faculty	Assistant Professor	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
NY State Certification of Qualification in SPED, American Montessori Society, Pre-Primary Certification, SPED Licensure Hawai'i, VA Licensure, K-6 SPED	PK-8years, K11-9years Public School, SPED-4years

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

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
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

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
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

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
Department Head Special Education	

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Bogart, Louise	Ph.D. Education, University of Hawai'i	Adjunct Faculty	Adjunct	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
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	

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Cravalho, Erika	M.Ed. in Secondary Education, Chaminade University	Adjunct faculty	Adjunct	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
PI Lambda Theta International Honor Society and Professional Association of Education, Hawai'i Teachers Standard Board 2006	Head Teacher, Elementary Grade 1-3 of Kawaiaha'o Church School, Kamehameha School English 8

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Datta, Monique	M.Ed. in Secondary Education, Chaminade University	Adjunct faculty	Adjunct	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
Phi Lambda Theta, Int'l Honor Society and Professional Association in Education; Hawai'i State Teachers Association	Grade 5-8 teaching

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Donovan, Margaret	Ed.D. Curriculum & Instruction with specialization in reading and children's literature, University of Hawai'i	Adjunct faculty	Adjunct	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
Retired from being full-time faculty on June 2005, and will continue to work as adjunct faculty, focus on literacy	

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Fitzgerald, Sheri	M.Ed. Secondary education, Chaminade University	Adjunct faculty	Adjunct	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
HSTA-Hawai'i State Teachers Association	Middle school teaching, undergraduate & graduate teaching

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Gereau, Sally	M.A. Curriculum Education, Eastern Michigan University	Adjunct faculty	Adjunct	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
Instructor for UH at Manoa College of Education Institute	Secondary school business subjects and middle school language arts teacher

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Iwamoto, Vickie	Ed.D. in Leadership, University of Southern California	Adjunct faculty	Adjunct	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
Director of a Technology Dissemination Grant, Language Arts Program for Anaheim City School District	

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Jenkins, Roberta	M.Ed. Educational Administration, University of Hawai'i	Adjunct faculty	Adjunct	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
University Supervisor, Association for Supervision and Curriculum Development, former National Nominations Committee Member, Vice-Chair	Grade 5-6 teaching, District Educational Specialist-Math

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Lee, Leila	M.Ed., Chaminade University	Adjunct faculty	Adjunct	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
Member of International Dyslexia Association	

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Los Banos, Harsjasti Kamarwan	Master of Curriculum and Instruction, University of Phoenix, HI	Adjunct faculty	Adjunct	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
	Kindergarten teaching 14 years

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Malanaphy, Maureen	Ph.D. Education in Curriculum Studies, University of Hawai'i	Adjunct faculty	Adjunct	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
	Special education

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Martel, Roberta "Bobbie"	M.S. School Counseling Psychology, University of LaVerine, CA	Adjunct faculty	Adjunct	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
Leeward Community College Instructor and Adjunct Professor, Professor of Language and Literacy at University of Redlands.	

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Martinez, Jessica	M.A. Child Development, California State University, Sacramento	Adjunct faculty	Adjunct	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
Adjunct instructor for Sacramento City College; Academic Achievement Award at California State University, Sacramento, 2004.	

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Matanane, Nichole "Nikki"	M. Ed. in Gifted and Talented Education, Chaminade University	Adjunct faculty	Adjunct	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
HSTA; Pi Lambda Theta-Education Honor Society; Afterschool Alliance	

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Matsumoto, Anakonia	M.Ed. in Secondary Education, Chaminade University	Adjunct faculty	Adjunct	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
Hawai'i State Teachers Association Member; Pi Lambda Theta member	High school teacher -English

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Mew, Cynthia	M.Ed. Special Education, University of Hawai'i	Adjunct faculty	Adjunct	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
DOE Advisor for Leeward Offices in Special Education	Elementary and special education teacher

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Nakatsu, Richard	Ph.D. in Education Leadership, University of Southern California	Adjunct faculty	Adjunct	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
Special Education	

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Nii, Cassie	M.Ed. in Secondary Education, Chaminade University	Adjunct faculty	Adjunct	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
Self-Study Coordinator for WASC	Nanakuli High/Intermediate teacher in tech and web design

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Ooki, Nancy	M.A. Education Techonology, Pepperdine University	Adjunct faculty	Adjunct	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
Home School learning Network Inc. Curriculum writer for K-12	

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
O'Phelan, Mary	Ph.D. in Curriculum $ Instruction, University of Southern Florida	Adjunct faculty	Adjunct	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
Western Kentucky University Associate Professor in Educational Administration, Leadership and Research	

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Pollock, Debra	M.Ed. in Special Education, Chaminade University	Adjunct faculty	Adjunct	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
SPED teacher –DOE	

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Porter, Jenna	M. Ed. Curriculum and Instruction, Sacramento State University	Adjunct faculty	Adjunct	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
Project ACT Gifted and Talented Grant Coordinator, CSUS/Davis Joint Unified Sacramento, CA	Preschool teacher/ Second Grade teacher

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Riggs, Brian	M.Ed. in Secondary Education, Chaminade University	Adjunct faculty	Adjunct	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
Kamehameha Schools teacher of Secondary Science	

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Shorey, Terry	Ph.D. Education Administration, Lacrosse	Adjunct faculty	Adjunct	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
Education program consultant-California Department of Education, Online adjunct instructor at Chapmen university	

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Street, Amanda	M. Ed. Psychology Emphasis, University of Missouri	Adjunct faculty	Adjunct	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
Field Services and Licensure Director	Secondary education

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Tran, Judy	Ed.D. Special Education of the Gifted	Adjunct faculty	Adjunct	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
Secondary Ed and Online Program Coordinator, Chaminade University	

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Young, Melissa	M.Ed. Chaminade University	Adjunct faculty	Adjunct	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
6th grade Special Education Teacher – Mililani Middle School	

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Arakaki, Regina	M.Ed. , Chaminade University	Adjunct faculty	Adjunct	No

Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
ACE program completion, Professional Certificate in Literacy	Elementary school teaching

SPED Academic Year	Number of Teacher candidates	Overall GPA	PPST-Reading	PPST-Writing	PPST-Math	Praxis II Content Area - SPED (0351)	Praxis II Content Area - SPED (0352)	Praxis II Content Area - SPED (0353)
AY 2007-2008	8	3.90	181	176	179	173	157	171
AY 2006-2007	6	3.71	178	174	177	161	154	163
AY 2005-2006	2	3.92	182	177	179	180	165	
AY 2004-2005	6	3.84	177	174	179	159	142	

COE SPED DIFFERENTIATED LESSON PLAN (ED 665) SIGNATURE ASSIGNMENT DESCRIPTION

The signature assignment for ED 665 are two differentiated lesson plans using your current (or chosen) grade level and subject area.

Select two from the following list:
1. Students with Specific Learning Disabilities
2. Students with Intellectual Disabilities
3. Students with Attention Deficit Hyperactivity

For each lesson plan you are to construct a lesson plan for a particular grade level and subject area, i.e., third grade math. You will write up plans for both general and special education students

COE SPED LANGUAGE ARTS CASE STUDY SIGNATURE ASSIGNMENT DESCRIPTION (ED 607)

Diagnostic and Remedial Language Arts Case Study: The signature assignment for ED 607 - Diagnostic and Remedial Language Arts Case Study is comprised of three components: student miscue analysis, student case study, and student log.
For the signature assignment you will:

Diagnosis of Reading Difficulties
1. Select a student who has been having difficulties with reading.
2. You will obtain parental consent to work with student and share student's learning processes and evidence (work samples).
3. You will use a miscue analysis to determine student's independent reading level. You will submit student's miscue analysis to instructor.
4. After determining student's independent reading level, you will write a 3– 4 page prescriptive remedial plan (appropriate reading instruction program) to address student's needs and explain rationale for reading instruction program based on current research. Cite a minimum of three sources.
5. You will work with the student for a total of ten 30 minute sessions.
Implementation – Student Log
6. You will write an entry for each session to include: date of session, instructional plan, student observations, analysis, results, and teacher (your) reflection. You will compile the (10) entries to create a student log.
Student Case Study: Results
7. You will write a student case study to include: student's age, grade level, description of learning disability, student's strengths and weaknesses in the area of language arts, student's results based on the ten 30 minute sessions: prescriptive remedial plan (appropriate instruction program) and instructional strategies/learning modalities that were successful.

COE SPED MATH CASE STUDY ASSESSMENT (ED 605)

The signature assignment consists of several parts distributed throughout the 10 week course. The first part consists of a scope and sequence for a math program along with an error analysis for a specified special needs student. A PLEP with strength and needs should be turned in with this first part. The second part is an IEP Math goal and 3 sub IEP objectives. The third part is a lesson plan for your identified student.

Grades

Letter grades are given in all courses except those taken on a credit/no credit basis. Grades are calculated from the teacher candidate'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 teacher candidate 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 teacher candidate and instructor within the final 30 days by using teacher candidate and instructor Chaminade University email addresses. The faculty member will award the teacher candidate 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 teacher candidates 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 teacher candidate may request to be graded. This option is allowed if the teacher candidate requests the graded option prior to taking the class and the teacher responsible for the grade agrees to the teacher candidate 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 teacher candidate has exercised this option.

COE SPED ED 665 SIGNATURE ASSIGNMENT DIFFERENTIATED LESSON PLAN RUBRIC

Differentiated Lesson Plan Rubric

	Exceeds (3 pts)	**Meets** (2 pts)	**Below Expectations** (1 pt)	**Key Criteria Missing**
Lesson plan content HI-HTSB.3 HI-HTSB.7	All sections in the lesson plan template are addressed, i.e., appropriate grade level content, teacher candidate learner outcomes, assessment type, etc. 10 points	Most sections in the lesson plan template are addressed, i.e., appropriate grade level content, teacher candidate learner outcomes, assessment type, etc.	Few of the sections in the lesson plan template are addressed, i.e., appropriate grade level content, teacher candidate learner outcomes, assessment type, etc.	Two or more sections in the lesson plan are missing
Learning Activity CEC.CC.4 HI-HTSB.6 HI-HTSB.7	The instructional method and activity is developmentally appropriate, highly engaging and based on best practice. 5 points	The instructional method and activity is developmentally appropriate and based on best practice.	The instructional method and activity is neither developmentally appropriate nor based on best practice.	There is an absence of developmentally appropriate activities.
Differentiation Aspect CEC.CC.2 CEC.CC.4 HI-CHAM-ED-PB-SE-PO.5.ED.665.1 HI-CHAM-ED-PB-SE-PO.5.ED.665.2 HI-HTSB.1 HI-HTSB.3	Exceptional work	Lesson plan is differentiated for the learning needs of the diverse learner in one or more of the following ways: process, content, product. Instructional methods are research based and address the learning strengths and needs of the exceptional learners.	Lacks some crucial element for differentiation .	No differentiation for exceptional learner is apparent
Mechanics (1, 100%)	Total points receive for lesson plan 25 points.	APA format is followed the majority of the time.	.	

COE SPED ED 607 LANGUAGE ARTS CASE STUDY ASSESSMENT

Diagnostic and Remedial Language Arts Case Study Rubric

	Exceeds (3 pts)	**Meets** (2 pts)	**Needs Improvement** (1 pt)
Diagnosis of Reading Difficulties CEC2002.GC.1 CEC2002.GC.8 HI-CHAM-ED-PB-SE-PO.1.ED.607.2 HI-HTSB.1	Targeted performance is evidenced by 3 or more supporting details to justify diagnosis.	Acceptable performance is evidenced by at least 2 supporting details to justify diagnosis.	Unacceptable performance is evidenced by 1 or no supporting details to justify diagnosis.
Remedial Plan CEC2002.GC.4 CEC2002.GC.6 CEC2002.GC.7 HI-HTSB.5 HI-HTSB.6	Targeted performance is evidenced by a rationale for the remedial plan with 3 or more sources from current research.	Acceptable performance is evidenced by a rationale for the remedial plan with 2 sources from current research.	Unacceptable performance is evidenced by a rationale for the remedial plan with 1 or fewer sources from current research.
Implementation (Log) CEC2002.GC.8 HI-CHAM-ED-PB-SE-PO.1.ED.607.2	Targeted performance is evidenced by 10 complete entries recorded in log.	Acceptable performance is evidenced by 9-8 complete entries recorded in log.	Unacceptable performance is evidenced by 7 or fewer complete entries recorded in log.
Results Paper (1, 100%) CEC2002.GC.8 HI-CHAM-ED-PB-SE-PO.1.ED.607.1 HI-HTSB.1	Targeted performance is evidenced by all components of results paper including: 1) teacher candidate strengths and weaknesses, 2) prescriptive remedial plan, and 3) successful strategies used, being present in the paper.	Acceptable performance is evidenced by all components of results paper including two out of the three criteria designated in 'exceeds', being present in the paper.	Unacceptable performance is evidenced by all components of results paper including one or none of the three criteria designated in 'exceeds', being present in the paper.

COE SPED ED 605 MATH CASE STUDY ASSESSMENT RUBRIC

Math Case Study Rubric

	Exceeds (3 pts)	**Meets** (2 pts)	**Needs Improvement** (1 pt)
Scope & Sequence & Error Analysis CEC2002.EC.8 HI-CHAM-ED-PB-SE-PO.1.ED.605.2 HI-CHAM-ED-PB-SE-PO.5 HI-HTSB.5	Scope & sequence with notation and justification based on teacher candidate work	Scope & sequence with notation on where teacher candidate is based on teacher candidate work	Scope and sequence for program sent in, but not related to teacher candidate work
PLEP CEC2002.GC.1 CEC2002.GC.2 HI-CHAM-ED-PB-SE-PO.1.ED.605.2 HI-CHAM-ED-PB-SE-PO.4 HI-HTSB.1 HI-HTSB.3	Strengths & needs addressed in detail as referenced to error analysis	Strengths or needs with detail as referenced to error analysis	Strengths and needs addressed
IEP Goal & 3 sub-	Goal...	One of the following missing:	Missing the following

Math Case Study Rubric

	Exceeds (3 pts)	**Meets** (2 pts)	**Needs Improvement** (1 pt)
objectives CEC2002.GC.1 HI-HTSB.1 HI-HTSB.5 HI-HTSB.6	1) Goal related to teacher candidate need & is measureable 2)Focuses on teacher candidate behavior. Objectives...1) Objective related to Goal 2) All objectives have condition, behave, criteria	1)Link to PLEP not specifically stated, but can be inferred 2)Relates to teacher candidate behavior Missing one of the following: Condition, behavior, criteria	1) Link to PLEP not specifically stated, but can be inferred 2) Relates to teacher candidate behavior Of the following, missing in more than one instance:: Condition, behavior, criteria
Lesson Plan CEC2002.GC.1 CEC2002.GC.2 CEC2002.GC.4 CEC2002.GC.5 CEC2002.GC.7 HI-CHAM-ED-PB-SE-PO.1.ED.605.1 HI-HTSB.3 HI-HTSB.7	1) Related to Unit Plan 2) Addresses needs 3) Hands-on 4) Follows Scope & Sequence	One of the following describes the lesson: 1) Hands on activity not related to lesson 2) Adaptations for sped population	Two of the following describe the lesson: 1) Hands on activity not related to lesson 2) Adaptations for sped population

SPECIAL EDUCATION TEACHER CANDIDATES
Grade Point Average (GPA)
2005-2008

SPED F05		
SPED S06		
	1	3.83
	2	4.00
MEAN		3.92

SPED F06		
	1	3.94
	2	3.77
SPED S07		
	3	3.52
	4	3.40
	5	3.93
	6	3.71
MEAN		3.71

SPED F07		
	1	3.93
	2	3.93
	3	4.00
	4	4.00
SPED S08		
	5	3.83
	6	4.00
	7	3.82
	8	3.67
MEAN		3.90

Summary of Course Grades for 2007-2008:

Course Number	Course Name	Course Grade B or Above
ED 605	K-12 Math Methods	100%
ED 607	K-12 Language Arts	80%
ED 665	Mild/Moderate Disabilities	100%

SPED ED 607 LANGUAGE ARTS CASE STUDY ASSESSMENT REPORT (W08-S08)

Rubric: Diagnostic and Remedial Language Arts Case Study Rubric

	Exceeds (3 pts)	Meets (2 pts)	Needs Improvement (1 pts)	Mean	Mode	Stdev
Diagnosis of Reading Difficulties	0	5	0	2.00	2	0.00
Remedial Plan	0	5	0	2.00	2	0.00
Implementation (Log)	0	4	1	1.80	2	0.40
Results Paper	0	5	0	2.00	2	0.00

Diagnosis of Reading Difficulties — 5 (100%)

CEC2002.GC.1, CEC2002.GC.8, HI-CHAM-ED-PB-SE-PO.1.ED.607.2, HI-HTSB.1

Remedial Plan — 5 (100%)

CEC2002.GC.4, CEC2002.GC.6, CEC2002.GC.7, HI-HTSB.5, HI-HTSB.6

Implementation (Log) — 4 (80%) 1 (20%)

CEC2002.GC.8, HI-CHAM-ED-PB-SE-PO.1.ED.607.2

Results Paper — 5 (100%)

CEC2002.GC.8, HI-CHAM-ED-PB-SE-PO.1.ED.607.1, HI-HTSB.1

■ Exceeds   ■ Meets   ■ Needs Improvement

Total assessments completed: 5

SPECIAL EDUCATION STUDENT TEACHING PRACTICUM:

Teacher candidates complete a minimum of 15 weeks of teacher candidate teaching in an approved educational setting for the Special Education License. Teacher candidate teaching in Special Education is offered in the Fall, Winter-Spring semesters of each calendar year.

Teacher candidate teaching officially begins with and follows the university schedule; it is a minimum of 15 weeks, not including breaks and intercessions. The cooperating teacher and university supervisor may extend the teacher candidate teaching experience beyond the required minimum of weeks if they feel it is in the best interest of the teacher candidate.

Teacher candidate teachers are expected to keep the working hours of a regular teacher during the teacher candidate teaching semester and to attend school every day. Absences other than illnesses should be cleared with the cooperating teacher in advance. If a teacher candidate teacher is absent more than five days, it may be necessary to extend the teacher candidate teaching semester. Teacher candidate teachers should not abuse this policy by missing school when it is not absolutely necessary. The decision to extend the experience will be made jointly by the mentor teacher and university supervisor

Teacher candidates register for ED 686/664: Special Education Seminar. Throughout the coursework, teacher candidates create a Professional Portfolio, which is finalized during the student teaching experience. The portfolio documents achievement of specific skill competencies, which have been identified by the Hawai'i Teacher Standards Board. Credit for student teaching is contingent on successfully completing both the 15 weeks of practice teaching and completion and of the Professional Portfolio.

Please see Chaminade's Student Teaching Handbook for more information.

Student Teaching 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: _____

Elementary   Classroom Type _____ # of students_____

Secondary   Classroom Type _____ # of students _____

Special Education   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 students' 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 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 student in self-assessment and personal goal setting

_____evaluates students' performances and products objectively and fairly

_____maintains appropriate and accurate records of student achievement

_____communicates student's 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 student 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**:

_____ _____

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 2.7
Assessment of Student Teaching Evaluation Data

SPED 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
AY2007-2008	8	3.90	4.63	4.88	4.75	4.88	4.13	4.63	4.75	4.50	4.88	4.75
AY2006-2007	6	3.71	3.75	3.50	3.50	3.75	3.75	3.75	3.50	3.50	3.75	3.50
AY2005-2006	2	3.92	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
AY2004-2005	6	3.84	4.33	4.33	4.67	4.50	4.50	4.17	4.33	4.40	4.67	4.40

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

Max GPA	4.00

Student Teaching Exit Portfolio Description

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

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

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 teacher candidate 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 teacher candidate is to discuss how this idea informs their classroom practices. In particular, the teacher candidate needs to demonstrate how he/she translates this idea into their teaching practice. Examples from everyday classroom life are highly suggested.

The major portion of the student teaching portfolio, however, is to be based around the ten Hawai'i Teacher Performance Standards. The teacher candidate 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 teacher 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, teacher candidate work, photos of 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 teacher candidate demonstrates a full understanding of the standard.

Attachment 2.9
Assessment of Teacher Candidates' Effect on Student Learning Scoring Criteria

Student Teaching Exit Portfolio Rubric

	Exceeds (3 pts)	Meets (2 pts)	Needs Improvement (1 pt)
Introduction	Teacher candidate's introduction is well-written and organized. Personal and educational history present as well as pertinent educational interests. Photo included.	Teacher candidate's introduction is well-written and organized. Sufficient details and picture included.	Short description of teacher candidate's history. No photo.
Educational Philosophy 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.
STANDARD 1 (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.
HTSB STANDARD 2 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.
HTSB STANDARD 3 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.

HTSB STANDARD 4 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.
HTSB STANDARD 5 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.
HTSB STANDARD 6 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.
HTSB STANDARD 7 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.
STANDARD 8 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 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.

STANDARD 9 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.
STANDARD 10 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.
Marianist Education	A Marianist characteristic is clearly described. The teacher candidate fully explains how it informs their classroom practice. Examples from an educational setting are present.	A Marianist characteristic is clearly described. The teacher candidate 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.
Professional Accomplishments and Credentials CEC2002.GC.9 HI-HTSB.9	Contains three letters of recommendation, final teacher candidate teaching evaluation, resume and additional artifacts.	Contains three letters of recommendation, final teacher candidate teaching evaluation and resume	One element is missing.
Educational Highlights 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.
Mechanics	APA guidelines (composition, correct spelling, punctuation, references, etc.) are followed in all portfolio sections	APA guidelines (composition, correct spelling, punctuation, references, etc.) are followed in most portfolio sections	APA guidelines (composition, correct spelling, punctuation, references, etc.) are not followed in the majority of portfolio sections

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Student Exit Portfolio Course (Spring 2008)

Rubric: SPED EXIT PORTFOLIO RUBRIC

	Exceeds (3 pts)	Meets (2 pts)	Needs Improvement (1 pts)	Mean	Mode	Stdev
Introduction	1	2	0	2.33	2	0.47
Educational Philosophy	3	0	0	3.00	3	0.00
HTSB STANDARD 1	0	3	0	2.00	2	0.00
HTSB STANDARD 2	0	3	0	2.00	2	0.00
HTSB STANDARD 3	0	3	0	2.00	2	0.00
HTSB STANDARD 4	0	3	0	2.00	2	0.00
HTSB STANDARD 5	0	3	0	2.00	2	0.00
HTSB STANDARD 6	0	3	0	2.00	2	0.00
HTSB STANDARD 7	0	3	0	2.00	2	0.00
STANDARD 8	0	3	0	2.00	2	0.00
STANDARD 9	0	3	0	2.00	2	0.00
STANDARD 10	0	3	0	2.00	2	0.00
Marianist Education	1	2	0	2.33	2	0.47
Professional Accomplishments and Credentials	2	0	0	3.00	3	0.00
Educational Highlights	2	1	0	2.67	3	0.47
Mechanics	0	3	0	2.00	2	0.00

Introduction — 1 (33%) 2 (66%)

Educational Philosophy — 3 (100%)

CEC2002.GC.1, HI-HTSB.9

STANDARD 1 (all subsequent standard rubric are the same) — 3 (100%)

CEC2002.GC.2, HI-CHAM-ED-PB-SE-PO.4.ED.664.1, HI-HTSB.1

HTSB STANDARD 2 — 3 (100%)

CEC2002.GC.5, HI-CHAM-ED-PB-SE-PO.4.ED.664.1, HI-HTSB.2

HTSB STANDARD 3 — 3 (100%)

CEC2002.GC.3, HI-CHAM-ED-PB-SE-PO.4.ED.664.1, HI-HTSB.3

HTSB STANDARD 4 — 3 (100%)

CEC2002.GC.6, HI-CHAM-ED-PB-SE-PO.4.ED.664.1, HI-HTSB.4

HTSB STANDARD 5 — 3 (100%)

CEC2002.GC.7, HI-CHAM-ED-PB-SE-PO.4.ED.664.1, HI-HTSB.5

HTSB STANDARD 6 — 3 (100%)

CEC2002.GC.5, HI-CHAM-ED-PB-SE-PO.4.ED.664.1, HI-HTSB.6

HTSB STANDARD 7
3 (100%)

CEC2002.GC.4, HI-CHAM-ED-PB-SE-PO.4.ED.664.1, HI-HTSB.7

STANDARD 8
3 (100%)

CEC2002.GC.8, HI-CHAM-ED-PB-SE-PO.4.ED.664.1, HI-HTSB.8

STANDARD 9
3 (100%)

CEC2002.GC.9, HI-CHAM-ED-PB-SE-PO.4.ED.664.1, HI-HTSB.9

STANDARD 10
3 (100%)

CEC2002.GC.10, HI-CHAM-ED-PB-SE-PO.4.ED.664.1, HI-HTSB.10

Marianist Education
1 (33%) 2 (66%)

Professional Accomplishments and Credentials
2 (100%)

CEC2002.GC.9, HI-HTSB.9

Educational Highlights
2 (66%) 1 (33%)

CEC2002.GC.1, HI-CHAM-ED-PB-SE-PO.4.ED.664.2

Mechanics
3 (100%)

■ Exceeds   ■ Meets   ■ Needs Improvement

O&P Assignments for Special Education Courses

ED 607 Sped Language Arts:
Tutorial-Diagnosis, Remediation Plan, Intervention
In this assignment, you will work weekly with a student who has been having difficulty with reading. It may be a student at your school or a student who you have received permission from another teacher to tutor. After determining grade level, you will diagnose (using running records) and decide on the most appropriate reading program for remediation purposes. You will continue to tutor this child (2 weeks total) and keep a **log** on plans, observations, analysis, and results.

ED 605 Math Methods:
Tutorial-Diagnosis, Remediation Plan, Intervention
You will work weekly with a student who has difficulty with math. The first part consists of an error analysis of teacher candidate work. A PLEP with strength and needs should be turned in with this first part. The second part is an IEP Math goal and 3 sub IEP objectives. The third part is a lesson plan for your identified student.

OBSERVATION AND PARTICIPATION RUBRIC

	Exceeds (3 pts)	**Meets** (2 pts)	**Needs Improvement** (1 pt)
Observations	Observations in log/journal are recorded in an objective and detailed manner. Context, as well as students' behaviors, are clearly described.	Observations in log/journal are recorded in an objective manner. Context, as well as students' behaviors, are clearly described.	Observations in log/journal are minimal or contain only subjective and/or judgmental impressions.
Connections HI-CHAM-BS-EE.4	Clearly articulates an understanding of the connection between academic work and real-life situations, and provides an example.	Articulates the connection in general terms.	Does not articulate the connection.
Participation HI-CHAM-ED-BS-EE.5 HI-HTSB.SS.10	Teacher candidate performed all duties exceedingly well as specified by the classroom teacher	Teacher candidate performed all duties specified by the classroom teacher	Teacher candidate did not perform the duties specified by the classroom teacher

SERVICE LEARNING REFLECTION RUBRIC

	Superior (3 pts)	**Average** (2 pts)	**Missing** (1 pt)
Connections HI-CHAM-BS-EE.4	Clearly articulates an understanding of the connection between academic work and real-life situations, and provides an example.	Articulates the connection in general terms.	Does not articulate the connection.
Commitment HI-HTSB.SS.10	Clearly articulates with examples an understanding of the meaning of service in the context of civic engagement- for example, for the university, the community.	Articulates the connection in general terms.	Does not articulate the connection.
Engagement HI-HTSB.SS.10	Articulates with examples and desire to commit to other service projects.	Articulates the commitment in general terms.	Does not articulate the commitment.

Summary of Special Education Course Grades with O&P for 2007-2008:

Course Number	Course Name	Course Grade B or Above
ED 605	K-12 Math Methods	100%
ED 607	K-12 Language Arts	80%

Professional Teaching 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 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.

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 teacher candidate when the problem is noted. 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 working file in the education department, 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.

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.

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

Chaminade University of Honolulu Professional Dispositions and Rubric

	Meets Expectations	Met Expectations (Please explain)	Needs Improvement (Please explain)
Collaboration 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.		
Communication 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.		
Effective Work Habits 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.		
Respect 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.		
Reflection HI-HTSB.3.1; 9.2; 9.3	Engages in self-assessment through reflection. Responds to feedback in a solution-oriented manner.		
Interaction with students, peers, teachers and others 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:_____
_____
_____
_____
_____

Alignment of Courses, Program Outcomes, Standards and Signature Assignments

Courses	Program Outcomes	Student Learner Outcomes	HTSB	CEC	Signature Assignment
ED 660 Introduction to Exceptional Children	Plan Assess Adapt	• Teacher candidates will become familiar with the different categories and characteristics of exceptional children as identified by IDEA. • Teacher candidates will be able to write differentiated lesson using research based instructional strategies to address the plans needs of special education students.	1,3,6	1,2,34,9	Resource Manual
ED 604 Managing School Environments	Plan Reflect Adapt	• Demonstrate an understanding of the concepts on discipline and behavior in creating an effective classroom management plan. • Teacher candidates will create a functional behavioral analysis for a special education student. • Teacher candidates will keep a reflective journal that reflects their experiences and documenting their growth and decision making processes regarding special education students.	1,2,	2,5	Classroom Management Plan
ED 662 Assessment	Assess Reflect Adapt	• Teacher candidates will be able to create an assessment portfolio that addresses diagnostic, formative, and summative assessment, both formal and informal, special education students. • Teacher candidates will be able to select appropriate assessment tools to support teaching of their special education students. • Teacher candidates will be able to use the assessment information to write appropriate IEP goals for special education students.	8	1,8,9	Assessment Portfolio

ED 665 Mild/ Moderate Disabilities	Plan Adapt	• Teacher candidates will become familiar with special education categories encompassing mild and moderate disabilities and be able to create differentiated lesson plans for special education students. • Teacher candidates will create differentiated lesson plans that can be used in inclusive settings.	1,3,6,7	3,4,7	Differentiated Lesson Plan (2) SLD, MR or ADHD
ED 605 K-12 Math Methods	Plan Reflect Adapt	• Teacher candidates will be able to write differentiated, grade appropriate lesson plans, incorporating research-based, validated instructional strategies reflecting K-12 math curriculum content as described in the Hawai'i DOE Performance Standards. • Teacher candidates will be able to diagnose and write a prescriptive remedial plan for students with learning difficulties in math.	5,6,7	4,6, 7,8	Math-Case Study: Diagnostic and Remedial Plan
ED 607 K-12 Language Arts Methods	Plan Reflect Adapt	• Teacher candidates will be able to write differentiated, grade appropriate lesson plans, incorporating research-based, validated instructional strategies reflecting K-12 language arts curriculum content as described in the Hawai'i DOE Performance Standards. • Teacher candidates will be able to diagnose and write a prescriptive remedial plan for students in their special education classroom with learning difficulties in language arts.	5,6,7	4,6, 7,8	Language Arts Case Study: Diagnostic and Remedial Plan

ED 643 Hawaiian Language and Learning	Plan Adapt	• Teacher candidates will learn the history of Hawai'i, cultural traditions, and significant aspects of its language. • Teacher candidates will become familiar with indigenous teaching models of education and create a unit using this information for their special education students.	3		Hawaiian Unit Study
ED 668 Teacher candidate Teaching Practicum	Plan Teach Assess Reflect Adapt	• Teacher candidates will demonstrate effective teaching of students with learning differences relative to each of the HTPS Standards 1- 10. • Teacher candidates will be able to create lesson plans based on Special Education student's IEP goals.	9, 10	1-10	Teaching Evaluation
ED 686/ 664R Teacher candidate Teaching Seminar	Assess Reflect Adapt	• Teacher candidates will demonstrate knowledge of the Hawai'i Teacher Standards and reflect on their effect on student learning. • Teacher candidates will demonstrate knowledge of state and federal laws that pertain to Special Education.			Exit Portfolio
ED 661 Issues in Special Education	Reflect	• Teacher candidates will learn the components of an Individual Education Plan (IEP) and become familiar with IDEA 2004 guidelines. • Teacher candidates will become knowledgeable of and be able to discuss current issues dealing with special education and/or IDEA 2004.			Research Paper

SPED Academic Year	Number of Teacher candidates	Overall GPA	PPST-Reading	PPST-Writing	PPST-Math	Praxis II Content Area - SPED (0351)	Praxis II Content Area - SPED (0352)	Praxis II Content Area - SPED (0353)
AY 2007-2008	8	3.90	181	176	179	173	157	171
AY 2006-2007	6	3.71	178	174	177	161	154	163
AY 2005-2006	2	3.92	182	177	179	180	165	
AY 2004-2005	6	3.84	177	174	179	159	142	

Chaminade University of Honolulu Graduate Programs in Education
Catalog 2007 - 2009

ED 515 Historical and Psychological Foundations
Of Education (3)
Provides an examination of the key elements relating to the foundations of American education.
Teachers will also explore the psychological strategies related to effective instruction.

ED 600 Introduction to the Master
of Education (3)
Prepares teacher candidates for success in the Master of Education program at Chaminade.
Includes overview of the M.Ed. core courses, emphasis courses, and culminating experience.
Teacher candidates will be exposed to reading and writing at the graduate level and to a
number of information based and technological tools to facilitate the graduate learning process.
By the end of this course, teacher candidates should have a thorough grasp of the criteria
necessary to formulate a blueprint for their graduate experience.

ED 601 Understanding Educational Research and
Design (3)
Provides experiences to foster systematic and thoughtful inquiry into educational research and
practice. Teacher candidates explore relevant educational research strategies, qualitative and
quantitative research methods, and literature related to their area of emphasis. The emphasis of
the course is upon using these understandings to critically read academic literature and write a
major literature review.

ED 604 Managing School Environments (3)
Strategy development for successfully managing educational environments for teacher
candidate success.
Focus is on providing the teacher as guide/facilitator with a large variety of choice based on
research findings that are developmentally appropriate and both teacher candidate and teacher-
centered. *Requires observation and participation. Prerequisite: Post-Bac ELEM & SPED
(pass Praxis I), Post-Bac SEC (pass Praxis I & II), M.Ed ELEM w/ Lic (pass praxis I), M.Ed
SEC w/Lic (pass praxis I & II)*

ED 605 SPED: K-12 Math Methods (3)
Overview and application of mathematics instructional approaches, strategies, techniques and
assessment methods for teacher candidates with mild/moderate disabilities in K-12 settings.
Requires observation and participation. Prerequisite: Pass Praxis I

ED 607 SPED: K-12 Language Arts Methods (3)
Overview and application of language arts instructional approaches, strategies, techniques and
assessment methods for teacher candidates with mild/moderate disabilities (K-12). *Requires
observation and participation. Prerequisite: Post-Bac SPED (pass praxis I)*

ED 614 Teaching Literacy Through the Content Areas (3)
Examination of the way teacher candidates use process of reading, writing, listening, and speaking in interaction with content area materials. The content focuses on meaningful integration of literacy, content, and inquiry. *Requires observation and participation and passing Praxis I scores. See program advising sheet for details. Post-Bac SEC (pass praxis I & II), M.Ed ELEM w/Lic (pass praxis I), M.Ed SEC w/Lic (pass praxis I & II)*

ED 643 Hawaiian Culture and Language (3)
Examines the following topics: major phases of Hawaiian history, diversity of cultures in Hawai'i, and cultural/political significance of indigenous languages in the Pacific. Teacher candidates will become familiar with indigenous teaching models of education and will be able to construct culturally sensitive lessons for diverse teacher candidates. *Prerequisite: Post-Bac SPED (pass praxis I)*

ED 646 Advanced Mathematics and Geometry (3)
Elementary level mathematics concepts are demonstrated in this course with advanced manipulatives; teacher candidate practice with materials; place value, decimals, percentage, ratios, fractions, critical thinking and problem-solving; and plane and solid geometry. *Prerequisite: ED631, Pass praxis I.*

ED 652 Multicultural Education and Diversity (3)
Exploration of multiculturalism issues as they affect classroom and school cultures. Focus on developing sensitivity to all types of diversity for community building at local and global levels. *Prerequisite: ED600 and ED601.*

ED 660 SPED: Introduction to Exceptional Children (3)
Overview of teacher candidate categories served in special education including teacher candidates with learning disabilities, emotional and behaviorally challenged, speech and language impairments, physically or health impairments, visually and hearing impaired, and gifted and talented.

ED 661 SPED: Issues in Special Education (3)
Examination of major issues and challenges in the special education field; emphasis on such topics as nonbiased assessment, mainstreaming, non-categorical vs. categorical special education, effects of labeling, multicultural special education, and evaluation programs. Includes special education referral and delivery system, individual educational plans, and legislation affecting special education.

ED 662 SPED: Assessment of Exceptional Children (3)
Quantitative and qualitative assessment of teacher candidates referred to or enrolled in special education programs. Major topics include behavioral observation, psychometric properties of tests, use of standardized and diagnostic achievement tests, cognitive tests of ability, perceptual-motor tests, and measures of social and emotional functioning. *Prerequisite: Post-Bac SPED (pass Praxis I).*

ED 664R SPED: Teacher candidate Teaching—ARLISE (3)
Provides supervised teacher candidate teaching in an approved special education setting. *Must be taken in conjunction with ED 668R.*

ED 665 SPED: Mild/Moderate Disabilities (3)
Overview of learning, behavioral, and personality characteristics of teacher candidates diagnosed with special needs. Important issues in the field are presented along with service delivery options and assessment and intervention strategies for the classroom teacher.

ED 670 Issues of Peace, Social Justice, and
Educational Reform (3)
Exploration of influences on educational change at classroom, school, community, state and national levels. Focus on critical examination of peace and justice theories, principles, and research related to educational reform. *Prerequisite: ED600 and ED601.*

ED 675 Learning Styles and Learning Theories (3)
Examination of key learning theorists and learning styles for application to teaching and learning. Teacher candidates are given an opportunity to examine their own learning style and how this is formative in their teaching. *Prerequisite: ED600 and ED601.*

ED 676 School and Special Education Law (3)
Survey course that gives an exploration of the laws that govern schools, disabilities, and special education. Provides background knowledge in laws and court cases involving public and private education, teacher candidate and family rights, teacher rights, tort and school district liability, the Individuals with Disabilities Education Act, Act 504, and case law pertinent to Hawai'i, such as the Felix Decree. Case studies, personal reading reflections, and debates will be used to enhance the course content areas.

ED 683 SPED: Student Teaching (6)
Supervised teacher candidate teaching is provided in an approved special education classroom. *Course must be taken in conjunction with ED 686. Prerequisite: Post-Bac SPED (pass praxis I, register for praxis II, acceptance to teacher candidate teach)*

ED 684 Culminating Experience (3)
Capstone course that draws upon principles, methods, and content acquired throughout the M.Ed. experience. Purpose behind the course is to produce an original work that demonstrates one's ability to analyze and synthesize major ideas and principles gained in the core and emphasis courses, thereby providing the necessary framework to help teacher candidates succeed in producing a graduate level culminating product. *Prerequisite: ED600, ED601, ED675, ED652, ED670.*

ED 685 Assessing Teaching and Learning (3)
Examines classroom assessment as a critical component in improving learning and instruction. The course provides educators with the knowledge, dispositions, and performance skills to design assessments which include the diverse needs of individual learners.

ED 686 Seminar (3)
Teacher candidate support seminar is required with all teacher candidate teaching courses. Teacher candidate completes
Standards-based Exit Portfolios. *Must be taken in conjunction with ED 687. Prerequisite: Post-Bac ELEM & SPED (pass praxis I, register for praxis II, acceptance to teacher candidate teach), Post-Bac SEC (pass praxis I & II, acceptance to teacher candidate teach) Bac SEC (pass praxis I & II, acceptance to teacher candidate teach)*

ED 702 Introduction to Research and Design (3)
Provides experiences using research skills to foster systematic and thoughtful inquiry into classroom practice. Practitioners explore relevant classroom practice issues through writing reflections, experimenting with action research strategies, and sharing their work in a collaborative setting. Qualitative and quantitative research methods explored through current best practices.

SPED F05		
SPED S06		
MEAN		3.92

SPED F06		
SPED S07		
MEAN		3.71

SPED F07		
SPED S08		
MEAN		3.90

Summary of Course Grades for 2007-2008:

Course Number	Course Name	Course Grade B or Above
ED 605	K-12 Math Methods	100%
ED 607	K-12 Language Arts	80%
ED 665	Mild/Moderate Disabilities	100%

SPED ED 607 LANGUAGE ARTS CASE STUDY ASSESSMENT REPORT (W08-S08)

Rubric: Diagnostic and Remedial Language Arts Case Study Rubric

	Exceeds (3 pts)	Meets (2 pts)	Needs Improvement (1 pts)	*Mean*	*Mode*	*Stdev*
Diagnosis of Reading Difficulties	0	5	0	2.00	2	0.00
Remedial Plan	0	5	0	2.00	2	0.00
Implementation (Log)	0	4	1	1.80	2	0.40
Results Paper	0	5	0	2.00	2	0.00

Diagnosis of Reading Difficulties
`5 (100%)`

CEC2002.GC.1, CEC2002.GC.8, HI-CHAM-ED-PB-SE-PO.1.ED.607.2, HI-HTSB.1

Remedial Plan
`5 (100%)`

CEC2002.GC.4, CEC2002.GC.6, CEC2002.GC.7, HI-HTSB.5, HI-HTSB.6

Implementation (Log)
`4 (80%)` `1 (20%)`

CEC2002.GC.8, HI-CHAM-ED-PB-SE-PO.1.ED.607.2

Results Paper
`5 (100%)`

CEC2002.GC.8, HI-CHAM-ED-PB-SE-PO.1.ED.607.1, HI-HTSB.1

■ Exceeds   ■ Meets   ■ Needs Improvement

Total assessments completed: 5

Attachment 4.6
Assessment of Student Teaching Evaluation Data

SPED 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
AY2007-2008	8	3.90	4.63	4.88	4.75	4.88	4.13	4.63	4.75	4.50	4.88	4.75
AY2006-2007	6	3.71	3.75	3.50	3.50	3.75	3.75	3.75	3.50	3.50	3.75	3.50
AY2005-2006	2	3.92	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
AY2004-2005	6	3.84	4.33	4.33	4.67	4.50	4.50	4.17	4.33	4.40	4.67	4.40

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

Max GPA	4.00

For 2007-2008

Course Number	Course Name	Course Grade B or Above
ED 605	K-12 Math Methods	100%
ED 607	K-12 Language Arts	80%

	Meets Expectations	Met Expectations (Please explain)	Needs Improvement (Please explain)
Collaboration 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.		
Communication 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.		
Effective Work Habits 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.		
Respect 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.		
Reflection HI-HTSB.3.1; 9.2; 9.3	Engages in self-assessment through reflection. Responds to feedback in a solution-oriented manner.		
Interaction with teacher candidates, peers, teachers and others 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:_____
_____
_____
_____
_____

Rubric: SPED EXIT PORTFOLIO RUBRIC

	Exceeds (3 pts)	Meets (2 pts)	Needs Improvement (1 pts)	Mean	Mode	Stdev
Introduction	1	2	0	2.33	2	0.47
Educational Philosophy	3	0	0	3.00	3	0.00
HTSB STANDARD 1	0	3	0	2.00	2	0.00
HTSB STANDARD 2	0	3	0	2.00	2	0.00
HTSB STANDARD 3	0	3	0	2.00	2	0.00
HTSB STANDARD 4	0	3	0	2.00	2	0.00
HTSB STANDARD 5	0	3	0	2.00	2	0.00
HTSB STANDARD 6	0	3	0	2.00	2	0.00
HTSB STANDARD 7	0	3	0	2.00	2	0.00
STANDARD 8	0	3	0	2.00	2	0.00
STANDARD 9	0	3	0	2.00	2	0.00
STANDARD 10	0	3	0	2.00	2	0.00
Marianist Education	1	2	0	2.33	2	0.47
Professional Accomplishments and Credentials	2	0	0	3.00	3	0.00
Educational Highlights	2	1	0	2.67	3	0.47
Mechanics	0	3	0	2.00	2	0.00

Introduction	1 (33%) 2 (66%)
Educational Philosophy	3 (100%)
CEC2002.GC.1, HI-HTSB.9	
STANDARD 1 (all subsequent standard rubric are the same)	3 (100%)
CEC2002.GC.2, HI-CHAM-ED-PB-SE-PO.4.ED.664.1, HI-HTSB.1	
HTSB STANDARD 2	3 (100%)
CEC2002.GC.5, HI-CHAM-ED-PB-SE-PO.4.ED.664.1, HI-HTSB.2	
HTSB STANDARD 3	3 (100%)
CEC2002.GC.3, HI-CHAM-ED-PB-SE-PO.4.ED.664.1, HI-HTSB.3	
HTSB STANDARD 4	3 (100%)
CEC2002.GC.6, HI-CHAM-ED-PB-SE-PO.4.ED.664.1, HI-HTSB.4	
HTSB STANDARD 5	3 (100%)
CEC2002.GC.7, HI-CHAM-ED-PB-SE-PO.4.ED.664.1, HI-HTSB.5	
HTSB STANDARD 6	3 (100%)
CEC2002.GC.5, HI-CHAM-ED-PB-SE-PO.4.ED.664.1, HI-HTSB.6	
HTSB STANDARD 7	3 (100%)
CEC2002.GC.4, HI-CHAM-ED-PB-SE-PO.4.ED.664.1, HI-HTSB.7	
STANDARD 8	3 (100%)
CEC2002.GC.8, HI-CHAM-ED-PB-SE-PO.4.ED.664.1, HI-HTSB.8	

STANDARD 9 3 (100%)

CEC2002.GC.9, HI-CHAM-ED-PB-SE-PO.4.ED.664.1, HI-HTSB.9

STANDARD 10 3 (100%)

CEC2002.GC.10, HI-CHAM-ED-PB-SE-PO.4.ED.664.1, HI-HTSB.10

Marianist Education 1 (33%) 2 (66%)

Professional Accomplishments and Credentials 2 (100%)

CEC2002.GC.9, HI-HTSB.9

Educational Highlights 2 (66%) 1 (33%)

CEC2002.GC.1, HI-CHAM-ED-PB-SE-PO.4.ED.664.2

Mechanics 3 (100%)

■ Exceeds   ■ Meets   ■ Needs Improvement