

Application for State Approval of

Teacher Education Programs

UNIT SELF STUDY REPORT (USSR)



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

Submitted December 31, 2008

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I. OVERVIEW

A. The Institutional Context

Located on Kalaepohaku ("stony hillside") overlooking Diamond Head Crater and the Pacific Ocean, Chaminade University of Honolulu (CUH) is the only Catholic university in the State of Hawai'i and one of three sponsored by the Society of Mary (Marianists). In September 1955, the Marianists opened Saint Louis Junior College on the Saint Louis School campus offering a two-year liberal arts program. Two years later the college expanded its programs and became a four-year coeducational college with the name of Chaminade College of Honolulu. In 1967 Chaminade established an evening program to serve adult learners. A decade later, with the institution of graduate programs, Chaminade College of Honolulu became Chaminade University and "of Honolulu" was added in 1981. More details on Chaminade's historical context can be found in Attachment 1.0.

In 2008 the Chaminade community celebrated the successful completion of its *Transformations* fund-raising campaign. During the eight years of this campaign, Chaminade received more than \$66.5 million dollars in support and pledges, of which over \$47 million has been dedicated to improvement in campus facilities, including the impressive new Sullivan Family Library dedicated in April 2008.

A comprehensive private university in an urban setting, Chaminade offers 22 four-year baccalaureate programs for undergraduate students; 3 certificate programs; 5 two-year associate programs; 7 master's degree programs; and an array of evening and on-line programs for the associate of arts, associate in science, bachelor of arts, and bachelor of science degrees at various locations on the Island of Oahu. Chaminade University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, the nationally recognized agency for accreditation of post-secondary institutions in its area of the United States. Enrollment in all programs in fall 2008 was approximately 2,700.

Chaminade University is one of the most diverse colleges in the U.S. and provides a model of multi-cultural interaction and understanding. The greater community of Honolulu in which the University is located provides another dimension of cultural awareness, as so many cultures co-exist and mutually benefit from one another in this cosmopolitan city. Chaminade has made a special attempt to reach our Native Hawaiian and Pacific Island students. The proportion of Native Hawaiian students in the undergraduate program is above 10%. In recognition of the university's strong commitment to its Hawaiian/Pacific roots, in 2003 the Federal Government designated the University as a Native Hawaiian-Serving University. In February 2008 the University became one of only three colleges and universities nationwide to receive a Presidential Award for Service to Youth from Disadvantaged Circumstances from the Corporation for National and Community Service for the University's exemplary service efforts.

Consistent with the Marianist belief of education as an intellectual pursuit and means to impart a religious vision and transform society, CUH integrates intellectual skills with social responsibility and cultural inclusiveness. The key ingredients of education at Chaminade are

- Academic excellence
- Professional preparation
- Close involvement with professors and classmates
- A supportive campus atmosphere and a vibrant campus life
- Opportunities to contribute to society while still in school
- Multi-cultural awareness and understanding .

B. The Chaminade University of Honolulu Mission

Mission Statement

Chaminade University offers its students an education in a collaborative learning environment that prepares them for life, service and successful careers. Guided by its Catholic, Marianist, and liberal arts education traditions, Chaminade encourages the development of moral character, personal competencies, and a commitment to build a just and peaceful society. The University offers both the civic and church communities of the Pacific region its academic and intellectual resources in the pursuit of common aims.

C. The Unit: The Education Division

Table 1
Professional Education Faculty and Graduate Assistants

Academic Rank	# of faculty who are full-time in the unit	# of faculty who are full-time in the institution, but part-time in the unit	# of faculty who are currently part-time at the institution (often called adjunct faculty)	# of graduate assistants teaching professional education courses
Professors	1	0	0	0
Associate Professors	3	0	0	0
Assistant Professors	4	.75	0	0
Instructors			30	0
Lecturers	1		0	0
Other		0	0	0
TOTAL	9	.75	30	0

**Table 2
Initial Teacher Preparation* Programs and Their Review Status**

Program Name	Award Level (e.g., Bachelor's or Master's)	Number of Candidates Enrolled or Admitted (As of September 2008)	Agency or Association Reviewing Programs (e.g., HTSB, NAEYC, or Bd. of Regents)	Program Report Submitted for Review (Yes/No)	State Approval Status (e.g., approved or provisional, in progress)	National Recognition Status by _____*
Early Childhood Education (PK-3)	Post-bac/ Master's	0	HTSB	Yes	Approved	N/A
Elementary Education (K-6)	Bachelor's and Post-bac/ Master's	103	HTSB	Yes	Approved	N/A
Dual Licensure (Elementary Education & Special Education)	Bachelor's	86	HTSB	Yes	Approved	N/A
Secondary Education (7-12) English, Math, Science, Social Studies.	Bachelor's and Post-bac/ Master's	118	HTSB	Yes	Approved	N/A
Special Education (K-12)	Post-bac/ Master's	30	HTSB	Yes	Approved	N/A

*Nationally recognized; conditions; not recognized; not applicable.

Off-Campus or Distance Learning Programs

The Education Division offers a number of off-campus and distance learning programs for teaching licensure. These include a Bachelor of Science in Secondary Education and a Bachelor Degree and Dual Licensure in Elementary and Special Education conducted in partnership with the Hawai'i Department of Education. In addition, the Special Education graduate program offers many of their courses online as well as on-ground. These options are offered to address the needs of our neighbor island, military, and full-time employed students.

II. CONCEPTUAL FRAMEWORK

A. The Vision and Mission

Mission Statement

To foster the development of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and state and professional standards. Courses of study are aligned with Hawai'i Teachers Standards Board and the specific professional associations appropriate to each program and each field of study.

Vision Statement

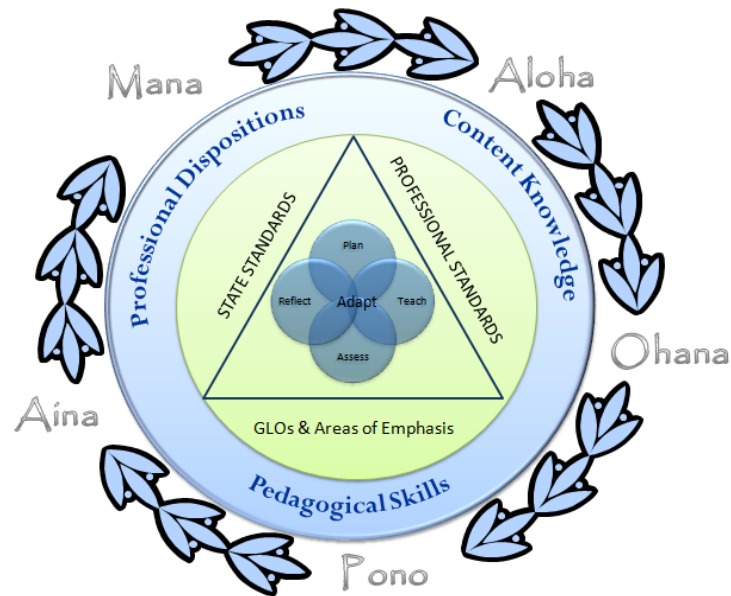
The Education Division strives to build high quality educational programs guided by these Marianist principles:

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

B. Philosophy, Purposes, Goals, and Institutional Standards of the Unit

The Education Division philosophy is structured by a set of beliefs that flow from the Chaminade University of Honolulu's vision and mission statements, the division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist values, a commitment to mentor students to their fullest potential, a commitment to teaching, scholarship and research, and a commitment to serve the university and the larger community, through the community of learners in the Education programs. Further, the philosophy 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 following graphic summarizes our guiding conceptual framework.

Figure 1. Conceptual framework diagram.



This framework is underpinned by set of core educational beliefs. 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 candidates. The table in *Attachment 1.1* summarizes these beliefs and their alignment with the five key Marianist educational values.

C. Proficiencies

Our expected teacher candidate proficiencies are linked to our key values and professional standards. Education Division programs equip teachers with knowledge, skills and professional dispositions that align with 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 relevant professional organizations (for example, NCATE, INTASC, NAEYC, NCSS, NSTA, NCTM, NCTE, IRA, CEC), as well as the Catholic Marianist values that are the core of Chaminade education.

We summarize these proficiencies in the acronym **PTARA**. Successful teacher candidates in any of the licensure programs are able to Plan, Teach, Assess, Reflect, and Adapt. In other words, successful candidates are able to:

1. **(PLAN)** design meaningful learning experiences that incorporate knowledge of content, students, learner outcomes, pedagogy, and assessment at appropriate grade levels;
2. **(TEACH)** have a competent grasp of content knowledge, employ appropriate pedagogical practices, and utilize resources to facilitate the learning process for students appropriate grade levels;
3. **(ASSESS)** apply a variety of diagnostic, formative and/or summative assessments to evaluate and support developmentally appropriate progress of the learner;
4. **(REFLECT)** engage in the process of continual and thoughtful reflection on their grade-appropriate teaching practices; and
5. **(ADAPT)** evaluate elements of change in the classroom and the wider world, actively bringing this awareness to work with students, faculty, and other members of the community.

Figure 2. PTARA diagram.



D. Institutional Standards

The Education Division has adopted the Hawai'i Teacher Standards Board (HTSB) Teacher Performance Standards as our institutional standards. These standards guide our course assignments and assessments and they are listed in Attachment 2.1.

E. Specific Attention to Proficiencies Associated with Diversity and Technology

Diversity: In line with Standard 3, Chaminade University overtly addresses diversity in the following ways:

1. The Unit's educational programs seek to foster trust, respect and empathy among diverse learners.
2. Special effort is made, in line with the University's emphasis on access, to reach out to Native Hawaiian and Pacific Island students who constitute more than 20% of the University's enrollment.

In 2003, the Federal Government designated the University as a Native-Hawaiian-Serving Institution. In this context our programs seek to build rapport among all students, foster an appreciation of human and cultural differences, help every student achieve success, and adapt instruction to differences in student developmental status, learning styles, strengths and needs.

Technology: In line with Standard 7, the Unit's educational programs require students to become familiar with available technologies as tools for teaching and learning. Teacher candidates must be able to use technology (computer, Internet, multi-media devices) in the classroom to extend, enhance and enrich the educational experience.

Chaminade University has provided state of the art technology in all its classrooms on campus. University professors and teacher candidates have computers and related projection devices to enable groups of students or the entire class to visit web sites in class and to do internet projects and research in class. The new Sullivan Family Library has provided enhanced capacity and access to technology.

A course in technology for teachers is required for all undergraduate licensure students. All graduate courses integrate technology into each course's requirements. Graduate students are expected to have a working knowledge in the appropriate use of technology, and may be advised to enroll in ED 470 if needed. Teacher candidates model and teach appropriate technologies for communication, collaboration, research, creativity and problem solving to their P-12 students. All signature assignments are submitted

and assessed on line using LiveText. The ethical and legal use of technology is also stressed with teacher candidates, who will model this with their P-12 students to support P-12 students in being effective and ethical users of technology.

F. Knowledge Bases and Educational Policies that Drive the Work of the Unit

The knowledge bases that inform the Conceptual Framework for Chaminade University's teacher preparation program include the nine statements described below. A more detailed theoretical framework related to these nine statements can be found in *Attachment 1.2*.

1. Learning is an active process.

Active learning uses authentic projects to construct meaning while employing cooperative learning strategies and individual reflection to enhance the learning experience.

2. Education courses are rooted in child and adolescent development.

Child and adolescent developmental stages which are grounded in the work of Piaget and Vygotsky are at the center of developmentally appropriate practices, which address the cognitive, physical, psychological, spiritual, and social emotional needs of children and youth.

3. Diversity enriches education.

Diversity brings a wealth of cultures, traditions, and values to raise the awareness of teacher candidates about different groups of students that they will be teaching in the P-12 schools.

4. Assessment is critical to the instructional process.

Students are the most important users of assessment data and need to be involved in the assessment process.

5. Technology is important for clear and efficient communication in the twenty-first century.

The unprecedented and explosive growth of knowledge in the "information age" along with the introduction of digital and web-based media into schools requires new approaches to learning for 21st century teachers can harness the new technologies to add creativity, elaboration, and individualization to subject area content.

6. Critical and creative thinking and problem solving are important skills for teaching.

A competent teacher candidate has a sound foundation in critical and creative thinking based on conceptual models such as those of Bloom (1976) and Stiggins (2004).

7. Reflection, professionalism and life-long learning are key dispositions for teacher candidates.

The Education Division views teaching as a reflective practice that supports lifelong learning

8. Self-Directed Learner

It is of critical importance to prepare teachers to facilitate the development of their students as independent self-directed learners.

9. Solid Foundation in Content Knowledge

A strong content base is essential to a competent teacher.

G. Educational Policies

Education Division policies are aligned with University policies delineated in the Chaminade University Catalogue which is available on the University website (<http://www.chaminade.edu/catalog>), the Student Handbook (http://www.chaminade.edu/student_life/), and the Education Division Faculty/Staff Handbook (available). Any changes/modifications to Division policy are documented in Division meeting minutes which are available online on the Faculty “Ning” (internal networking) site.

H. Summarized Description of the Unit's Assessment System

The Chaminade University Education Division assessment system is designed to ensure that our graduates have acquired the knowledge, skills, and dispositions needed to be highly qualified teachers. Assessments are aligned to the Division conceptual framework and the institutional standards described above. Tables 6.1 and 6.2 under Standard 2 below provide a detailed picture of the assessment system. Once candidates are admitted to the program, assessments are examined in terms of their relationship to meeting institutional standards. Signature assignments which have been piloted in the elementary undergraduate and Post-Baccalaureate programs are assessed with rubrics tied to the standards. Data on the pilot testing of signature assignments will be evaluated and improvements will be implemented in both the elementary and secondary undergraduate and Post-Baccalaureate programs by 2010. Other significant assessment sources which measure the candidates' progress toward becoming effective teachers are the evaluation of candidate dispositions in every core course, Praxis results, and faculty recommendations. Evidence for transition on points in the teacher preparation programs and the assessments used at each point are summarized in Table 6 below.

I. Changes Made to the Conceptual Framework

During the 2006-2007 and 2007-2008 academic years, faculty met on a regular basis to discuss aspects of the conceptual framework. Discussions were organized around the following components: review of the Division's philosophy, mission, and ongoing research; redesign of the program outcomes and student learning outcomes; and development of the assessment system to ensure quality programs and determine how individuals have met standards.

A Chaminade team of faculty members attended an INTASC Conference sponsored by the Hawai'i Teachers Standards Board (HTSB) in September of 2003 and the NCATE Conference sponsored by HTSB in March of 2008. In the spring of 2004 HTSB presented an overview of the State Approval of Teacher Education process to assist the Education faculty in preparing for the site visit originally scheduled for the fall of 2006. September of 2004, HTSB presented a Special Program Assessments (PSSRs) workshop to assist in preparing program reports to be submitted in-addition to the unit report as part of the self-study. HTSB then postponed the site visit to the spring of 2009, giving the Education Division an additional two years to further construct its shared vision.

III. EVIDENCE FOR MEETING UNIT STANDARDS

A. Unit Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

The assessment process as a unit and by individual program courses are aligned in such a way that each assessment has a rubric that clearly defines the expectations of that assessment and are used for each section of that same course. The Division is continually improving its control over the uniformity, accuracy, and consistency necessary in order to eliminate as much individual bias as possible. Many instructors use a laboratory format in their classes. This enables the instructor to prepare a learning environment in which students work in groups to acquire the specific knowledge and skills for the content area. As students work on specified tasks and lessons plans, the instructor is able to listen, observe, and question students as needed. These three strategies provide an opportunity for the instructor to evaluate the level of student understanding and allows for weekly adjustments to curriculum to benefit student learning. In addition, faculty members instituted signature assignments in the elementary and Post-Baccalaureate programs to assess student competencies. These signature assignments are scaffolded to ensure mastery of elemental skills before more complex tasks and assignments are expected, i.e. lesson plans are learned before a unit is introduced.

1. Content Knowledge for Teacher Candidates

All licensure candidates are required to pass Praxis I as a condition of formal acceptance into the program and the Praxis II content area exams prior to student teaching. The following three tables reflect data from Title II report that summarize Praxis results for the previous three academic years.

**Table 4.1
Content Knowledge Tests: Pass Rates on Content Tests for Initial Teacher Preparation
For Period 2006-2007 (Title II Report)**

<i>Type of Assessment</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>
Aggregate - Basic Skills	57	53	93%
Aggregate - Professional Knowledge	51	48	94%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	44	38	86%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)			
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	7		
Aggregate - Performance Assessments			
Summary Totals and Pass Rates	66	54	82%

Table 4.2
Content Knowledge Tests: Pass Rates on Content Tests for Initial Teacher Preparation
For Period 2005-2006 (Title II Report)

<i>Type of Assessment</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>
Aggregate - Basic Skills	48	47	98%
Aggregate - Professional Knowledge	39	33	85%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	32	29	91%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	1		
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	8		
Aggregate - Performance Assessments			
Summary Totals and Pass Rates	53	46	87%

Table 4.3
Content Knowledge Tests: Pass Rates on Content Tests for Initial Teacher Preparation
For Period 2004-2005 (Title II Report)

<i>Type of Assessment</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>
Aggregate - Basic Skills	65	65	100%
Aggregate - Professional Knowledge	45	37	82%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	43	38	88%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)			
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	6		
Aggregate - Performance Assessments			
Summary Totals and Pass Rates	70	61	87%

In the context of Praxis scores in content areas, the Education Division has been reviewing and updating pre-licensure and licensure courses to sharpen the focus on the development of content knowledge, with special attention to target areas tested on Praxis Exams.

a. Data from Other Key Assessments

In addition to Praxis scores, candidate competency in the content areas is assessed in graded course work and signature assignments. (Note: Signature assignments are being piloted in the elementary undergraduate and Post-Baccalaureate programs. Full implementation of signature assignments with their corresponding rubrics for the undergraduate and Post-Baccalaureate

programs is scheduled for the 2008-2010 academic years.) Students must receive a passing grade in content-based courses and must pass signature assignments. Education faculty assess content knowledge in lesson plans, unit plans, and "signature assignments" in which "big ideas" derived from content standards are generated. Classroom activities are then conducted to assure that candidates grasp the big ideas/content standards they have built into their lesson and unit plans.

Finally, after lessons have been taught or demonstrated, candidates write a reflection that relate the content to student learning. This assures that candidates have grasped the content and translated it into meaningful learning experiences for students. While the primary focus of methods course is on pedagogical strategies, we believe that teachers who lack a competent grasp of content fare poorly in addressing meaningful learning. Therefore, faculty have incorporated content into their respective methods courses, as reflected in course syllabi. Methods instructors have identified content that candidates are expected to know and understand based on the Hawai'i Content and Performance Standards III (HCPS III) documents, sample Praxis II Content exercises, Association for Childhood Education International (ACEI) standards, and content standards from their respective professional associations (Mathematics, English, Social Studies, Science, Special Education).

Since signature assignments were introduced only in 2007-2008, at this time data is limited. Attachment 2.4 shows data up to date for the elementary program. In Winter/Spring 2008, the content portions of the first signature assignment (Lesson Plans) from 59 candidates' assignments were evaluated. Of these, 19 exceeded expectations; 30 met expectation; and ten needed improvement. In the mini unit plan for fall, 2007 winter/spring, 2008, there were 8 and 19 assessments respectively of "big ideas" (content). Of the 8 assessments for fall 2007, two exceeded expectations, three met, and three fell below. Of the 19 for winter/spring 2008, 18 exceeded expectations and one met expectations. If a student does not meet expectations, specific feedback and given and a remediation a remediation plan is established. The student then redoes the signature assignment or the portion of the signature where expectations were not met.

2. Pedagogical Content Knowledge and Skills and Professional and Pedagogical Knowledge and Skills for Teacher Candidates

The Education Division's licensure programs are built around a scaffolded series of tasks that build and provide evidence of candidates' pedagogical content knowledge and skills, and professional and pedagogical knowledge and skills. These tasks are summarized below:

- **Lesson Plans:** Using the Education Division Lesson Plan Template, students must write or adapt (with proper attribution) Lesson Plans that are grade and content appropriate for a particular course. Connections to the Hawai'i State Standards (HCPS III), Benchmarks, and GLOs must be clearly identified.
- **Differentiated Lesson Planning:** In this signature assignment students must write three differentiated lesson plans using current (or future) grade level based around one content area.
 1. One lesson plan must focus on multicultural education with the objective of increasing awareness and sensitivity to different cultures in a whole class activity.

2. One lesson plan must be differentiated for students with Specific Learning Disabilities (in reading and writing)
3. One lesson plan must be differentiated for students with Mental Retardation
Connections to the Hawai'i State Standards (HCPS III), Benchmarks, and GLOs must be clearly identified.

• **Mini Unit Plan:** Students write a mini-unit consisting of least three lesson plans. The teaching strategies used in the lesson plans must be research-based and chosen with a particular content area in mind. The lesson plans must be sequential and/or be connected by a unifying theme. Connections to the Hawai'i State Standards (HCPS III), Benchmarks, and GLOs must be clearly identified.

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

All of the above signature assignments and the corresponding courses require teacher candidates to provide evidence that they can integrate and apply knowledge for instruction by writing and implementing lesson and/or unit plans which relate to the areas of instruction. These plans must provide accommodations for diverse learners, develop critical thinking and problem-solving skills, provide for active engagement in learning, and provide a positive classroom climate that fosters collaboration and communication.

In pre-licensure courses, teacher candidates review and discuss the foundations of educational thought and current theories of education as it relates to the Teacher Performance Standards and the Hawai'i Content and Performance standards benchmarks for their appropriate grade levels. This understanding is assessed through individual courses assessments that are both formative as well as summative in nature. The Education Division as a whole, through unit and course assessment strives to facilitate and model authentic modes of assessment that are project and portfolio based and demonstrate improving levels of mastery.

Candidates must pass the corresponding Praxis exams before they can move on to take licensure courses. This ensures that the teacher candidates have the necessary background skills to go further in the teacher preparation program. Each licensure course deals with many aspects of professional and pedagogical knowledge. Candidates must pass each course with a minimum of a B for all programs or otherwise they are required to retake the course. Attachment 3.1 provides candidates' GPAs and Student Teaching Evaluations as measures of candidates' demonstration of their professional and pedagogical knowledge.

Cooperating teachers and university supervisors monitor candidates' performance and report back on an observation report at each visit as well as a mid-term and final evaluation based on the ten Hawai'i Professional Teaching Standards. During candidates' student teaching term, they are also required to take a Student Teaching Seminar that requires candidates to produce documented evidence that meets the ten HTSB standards. Candidates turn in lesson plans, unit plans, classroom management plans and

samples of graded student work. In addition, candidates provide reflections on those pieces of evidence as part of their exit portfolios is required at the end of the course and student teaching. (Examples of these exit portfolios exist in electronic form as well as in hardcopy form and will be available for viewing during the on-site visit.) The seminar also invites guest speakers (e.g., from DOE, HSTA, and HTSB) to discuss licensure requirements, job applications and many other topics related to the profession of teaching, including issues of dealing with diverse classrooms with attention to Native Hawaiian issues. In addition, career services representatives from Chaminade University come to discuss candidates' various career options.

Collected data show that candidate completers have high grades in their pre-licensure as well as their licensure courses, scoring at or slightly below the state average in their Praxis exams, and score well in their student evaluations of dispositions. The patterns that emerge from this data demonstrate the Education Division's commitment to candidates' mastery of skills and knowledge as well as its focus on teacher professionalism. Faculty members by program meet on a regular basis to review program data and discuss course revisions as necessary in order to ensure that candidates' have every chance at passing Praxis Exams on all levels. The Division has recently added two faculty members with expertise in K-12 Math and Science respectively to increase capacity in these areas with the goal of expanding capacity and enrollment in these highly needed subject areas.

Assessment of candidates' ability to demonstrate the broad professional knowledge and skills related to foundations and the ways children and adolescents develop and the relationship to learning, professional ethics, laws and policies are found in pre-licensure courses that focus on the major tenets of educational foundations as well as educational psychology. Candidates are required to pass these courses in order to move on to licensure courses. Additionally, students must take a psychology course that focuses on either child or adolescent development. Research is incorporated into many of the licensure courses as candidates are required to cite textual evidence in support of their teaching methodology.

a. Differentiation to Meet the Needs of Diverse Learners

The diversity of student populations, families and communities are addressed in licensure courses as candidates are required to address the needs of individual learners in multicultural and inclusive classroom environments. Teacher education candidates do field work for courses that includes Observation and Participation (O &P) and Service-Learning assignments in both private and public schools with diverse populations. In order to ensure that all candidates have sufficient knowledge of special needs students, all program candidates must take the course, Introduction to Exceptional Students (ED 460), which focuses on Special Education and Gifted and Talented students. Lesson plans and case studies are required in the course that explicitly require that candidates demonstrate the ability to differentiate lessons and assessments for varying abilities.

b. Technology Integration

Teacher education candidates are required to demonstrate technology integration in their lesson plans, unit plans, exit portfolio, and student teaching. Data from these requirements is submitted via LiveText and evaluated by instructors. Candidates also take a course in educational technology that requires that they demonstrate the ability to integrate technologies into their lesson plans, and they must produce an electronic portfolio as the capstone assignment for the education technology course. This is also submitted and assessed via LiveText.

c. Follow-up Studies of Graduates and Employers

Both graduates and employers were surveyed in 2006 and again in 2008. We listed six competencies expected of a Chaminade teacher education graduate. Principals were asked to rate the pedagogical knowledge and skills of Chaminade graduates, while the graduates rated themselves in the same areas. Copies of the survey questions are provided in the Attachment 3.2. The six competencies were:

1. Foundations of Education
2. The ways children and adolescents develop, and the relations to learning, professional ethics, laws, and policies.
3. The use of research in teaching.
4. Diversity of student populations, families, and communities.
5. The roles and responsibilities of the professional communities.
6. The consideration of school, family, and community contexts and the prior experience of students.

There were three categories of ratings: Strong, Average, and Weak. The results of the surveys were by and large positive, with the majority of assessments in the "Strong" and "Average" categories. Though not highly negative, the aspects employers rated weakest were two: (1) the use of research in teaching and (2) the ways children and adolescents develop and the relationship to learning, professional ethics, laws, and policies. These findings are not entirely unexpected in relationship to recent inductees into the teaching profession. Still, the Education Division has taken note of these in subsequent reviews of the licensure curriculum.

3. Student Learning for Teacher Candidates

The assessments and scoring guide/criteria used to evaluate student learning for teacher candidates are found in the respective PSSR documents for each program. Candidates' assignments are evaluated by their respective instructors according to rubrics found in LiveText. Taken as a whole, the data generated from these evaluations provide a comprehensive picture of candidates' ability to assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences to help all students learn.

4. Professional Dispositions for All Candidates

Teacher candidates are expected to demonstrate the following throughout their various licensure courses:

<p>Collaboration HI-HTSB.9.9</p>	<ul style="list-style-type: none"> -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.
<p>Communication HI-HTSB.1.3 HI-HTSB.4.1 HI-HTSB.9.8</p>	<ul style="list-style-type: none"> -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 HI-HTSB.9.4 HI-HTSB.9.5 HI-HTSB.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 HI-HTSB.9.2 HI-HTSB.9.3	-Engages in self-assessment through reflection. -Responds to feedback in a solution-oriented manner.
Interaction with students/peers/teachers/others HI-HTSB.2.3 HI-HTSB.3.1 HI-HTSB.9.1 HI-HTSB.9.8	-Relates well to peers, faculty, staff and others. -Shows some interest in getting involved with education-related opportunities outside of required coursework.

We evaluate candidate dispositions in four distinct ways. One is in licensure courses, two is in the area of Observation and Participation (O&P), three is in their licensure courses, and four is in follow-up surveys with graduates and their employers. Sample O&P Disposition can be found in Attachment 3.3. In the licensure courses, instructors are asked discuss the dispositions along with the syllabus during the first week of class. The discussion focuses on how the dispositions relate to the specific course. At the beginning of each semester, each student will self-assess, providing specific evidence that standards are being met or a plan for improvement. This will be submitted to the instructor by the end of week 3. If during a course an instructor notes a serious repeated dispositional problem, the instructor must discuss it with the student soon after the problem is noted. The instructor is required to note the content and outcome of this discussion in a letter to be acknowledged with the student’s signature. This letter will later be an attachment to the Dispositions Assessment form. Within two weeks after the end of the semester, every instructor informally assesses each teacher candidate in the class with reference to the Dispositions Assessment form on LiveText. If the teacher candidate is not meeting a standard, the instructor provides feedback to the student, and the student is asked to respond by identifying remedial actions and behaviors. All Dispositions Assessments are placed into the confidential student working file in the Education Division office and the advisor for the student’s program is notified of the situation. Upon their request, students have the right to view these disposition forms. Students also have the right to dispute the assessments. If a student wishes to dispute the assessment, he or she must do so in a written letter, to be attached to the assessment form.

Students whose dispositions do not “meet expectations” as assessed by more than one member of the Education Division will be called to a formal meeting with two faculty members and their advisor to devise an improvement plan to address the issue(s). This plan will include specific suggestions for remediation, expected behaviors, and a timeline for improvement. The teacher candidate will meet with the faculty mentor until standards are met. If standards have not been met by the time the student is ready to student teach, the involved faculty and advisor will meet with the Dean to determine the course of action. In serious cases, this may involve administrative withdrawal of the student from the program.

a. Student, Graduate and Employer Surveys

Teacher candidates' professional dispositions, prior to school years 2007-2008, were addressed in O&P surveys completed by students after completion of their program. We asked graduates to rate their own teaching dispositions in their own classroom, or if not in a classroom, then in their current professional career. The five low ratings were: (a) Disposition 5 = Punctuality and Attendance (Is Timely and Consistent); (b) Disposition 6 = Preparation & Planning (Is Thorough, Accurate; Accommodates States of Development & Learner Diversity); (c) Disposition 9 = General Knowledge (Has a Grasp of: Philosophy, Curriculum, Methods, etc.); (d) Disposition 10 = Diligence & Application (Works to Level of Capacity/ Goes Beyond Expressing & Explanation); and (e) Disposition 11 = Skill in Communication (Connects w/Others; Demonstrates Clarity of Expression & Explanation). The Principals (Employers) indicated six, instead of five lowest ratings and four of them mirrored the teacher candidates' assessment (Dispositions #6, #9, #10, #11). Unlike the teacher candidates, the principals did not include Disposition #5 as one of their lowest ratings, however, they did include Dispositions #7 and #8.

b. Fairness and the Belief that All Students Can Learn

This aspect is covered and embedded within the dispositions framework under the following headings: (a) is sensitive to others' feelings and opinions. (b) communicates clearly, openly, and respectfully, (c) shows respect for the cultures/talents of learners, and (d) adequately prepares for teaching and learning.

B. Unit Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

1. Assessment System

The Division has established a Curriculum and Assessment Committee that is responsible for reviewing (a) assessment data, (b) drafts of new courses and signature assignments, (c) suggestions for changes in assessments and in particular changes in signature assignments, and (d) problems arising from assessments (e.g., issues raised in feedback from students). This Committee is chaired by the Dean and composed of the Education Division full-time faculty members. It is scheduled to meet about twice a month, but can be convened by the Dean as necessary.

Table 6 provides the unit assessment system, including assessments used to monitor candidate performance at the transition points.

Table 6
Unit Assessment System: Transition Point Assessments

Initial Programs	Admission	Transition point (before entry into clinical practice)	Transition point (before exiting clinical practice)	Before Program Completion	After Program Completion
Elementary: Undergraduate	1. Have a grade of B or better in all pre-licensure Ed. courses; with an overall GPA of 2.75. 2. Submit the following documents: Declaration of Major form to Acad. Adv. Ctr.; An application to the Ed. Div.; 3 Recommendation Letters; Passing Praxis I PPST scores; and Current TB clearance and Criminal History Check 3. Receive a letter of acceptance from the Ed. Div.	1. Attendance at a mandatory Student Teaching Orientation. 2. Written Application for Student Teaching submitted the semester before student teaching 3. 3 Rec. Letters from 3 Ed. Div. faculty 4. Completion of all courses, including 60 hours of Observation and Participation field experiences. 5. Active membership in SNEA to Field Services Director.	1. Successful completion of 15 or more weeks of student teaching with satisfactory or higher ratings on the Final Student Teacher Eval. by the Cooperating Teacher and the Univ. Supervisor 2. Evaluation and review of at least 5 formal classroom visits by the Univ. Supervisor 3. Completion of an Exit Portfolio which documents the teacher candidate's ability to demonstrate the 10 Hawai'i Teaching Stand., & demonstrates the teacher candidate's effect on the learning of K-6 learners.	1. Completion of all professional education courses with a grade of B or better 2. Maintaining an overall GPA of 2.75 or better in all university courses. 3. Successful completion of 60 hours of Observation and Practicum field experiences. 4. Completion of student teaching w/satisfactory or better evaluations from the Cooperating Teacher and the Univ. Superv. along with letters of rec. are required to exit the program. 5. Completion of all course work required for a Baccalaureate degree.	PLT

Initial Programs	Admission	Transition point (before entry into clinical practice)	Transition point (before exiting clinical practice)	Before Program Completion	After Program Completion
Elementary: Graduate	<p>1. Bachelor's Degree from an accredited college/university</p> <p>2. Cumulative undergrad. GPA of 2.75 or better</p> <p>3. Submit the following documents: Graduate Application to the Graduate Div. w/applicable fee; Original transcripts from all previous colleges/universities; 3 Recommendation Letters; Passing Praxis I PPST scores; and Current TB clearance, Criminal History Check and Declaration of Fitness</p> <p>5. Receive a letter of acceptance from the Ed. Div.</p>	<p>1. Attendance at a mandatory Student Teaching Orientation</p> <p>2. Written application for Student Teaching submitted the term before student teaching</p> <p>3. 3 Rec. Letters from 3 Ed. Div. faculty</p> <p>4. Completion of all licensure courses required by the program, including 40 hours of Observation and Participation field experience.</p> <p>5. Active membership in SNEA to Field Services Director.</p>	<p>1. Successful completion of 15 or more weeks of student teaching with satisfactory or higher ratings on the Final Student Teacher Eval. by the Cooperating Teacher and the Univ. Supervisor</p> <p>2. Evaluation and review of at least 5 formal classroom visits by the Univ. Supervisor</p> <p>3. Completion of an Exit Portfolio which documents the teacher candidate's ability to demonstrate the 10 Hawai'i Teaching Stand., & demonstrate the teacher candidate's effect on the learning of K-6 learners.</p>	<p>1. Completion of all Ed. Div. courses with a grade of B or better.</p> <p>2. Maintaining a GPA of 3.0 or better in all graduate courses.</p> <p>3. Completion of 40 hours of O&P.</p> <p>4. Completion of student teaching with satisfactory or better evaluation from the Cooperating Teacher and Univ. Superv. that are accompanied by letters of rec.</p> <p>5. Completion of all coursework required for the M.Ed. degree in Elem. Ed. K-6, and passing the Comprehensive Exam. There's an option to submit a proposal to the Dean of Education requesting permission to research & write a Master's Thesis in lieu of taking the Comp. Exam.</p>	PLT
Secondary: Undergraduate (AEOP)	<p>1. Application & acceptance to Chaminade Univ.'s Accelerated Undergrad. Program w/applicable fee</p> <p>2. Original transcripts from all previous colleges/univer.</p> <p>3. Submit the following documents: Education Division application; Passing Praxis I PPST scores & Praxis II scores for the content/discipline intended to teach; and Current TB clearance, Criminal</p>	<p>1. Attendance at a mandatory Student Teaching Orientation.</p> <p>2. Written Application for Student Teaching submitted the semester before student teaching</p> <p>3. 3 Rec. Letters from 3 Ed. Div. faculty</p> <p>4. Completion of all courses, including 60 hours of Observation and Participation field experiences.</p> <p>5. Passing Praxis I scores and Praxis II Content Area (in intended content area)</p>	<p>1. Successful completion of 15 or more weeks of student teaching with satisfactory or higher ratings on the Final Student Teacher Eval. by the Cooperating Teacher and the Univ. Supervisor</p> <p>2. Evaluation and review of at least 5 formal classroom visits by the Univ. Supervisor</p> <p>3. Completion of an Exit Portfolio which documents the teacher candidate's ability to demonstrate the 10 Professional Teaching Standards and the teacher candidate's effect on the learning of 7-12 learners.</p>	Requires a minimum of 6 Assessment procedures including: Comprehensive Exam, Exit Portfolio, Transcript comparison w/ professional standards and the Hawai'i Teaching Standards, Praxis I and Praxis II Content Area, Transcript review for required content area courses, and student O&P and Student Teaching Evaluations.	PLT

Initial Programs	Admission	Transition point (before entry into clinical practice)	Transition point (before exiting clinical practice)	Before Program Completion	After Program Completion
	<p>History Check and Declaration of Fitness</p> <p>4. Receive a letter of acceptance from the Ed. Div.</p>				
<p>Secondary: Graduate</p>	<p>1. Bachelor's Degree from an accredited college/university</p> <p>2. Cumulative undergrad. GPA of 2.75 or better</p> <p>3. Submit the following documents: Graduate Application to the Graduate Div. w/applicable fee; Original transcripts from all previous colleges/universities; 3 Recommendation Letters; Passing Praxis I PPST scores & Praxis II scores for the content/discipline intended to teach; and Current TB clearance, Criminal History Check and Declaration of Fitness</p> <p>4. Receive a letter of acceptance from the Ed. Div.</p>	<p>1. Attendance at a mandatory Student Teaching Orientation</p> <p>2. Written application for Student Teaching submitted the term before student teaching</p> <p>3. 3 Rec. Letters from 3 Ed. Div. faculty</p> <p>4. Completion of all licensure courses required by the program, including 40 hours of Observation and Participation field experience.</p> <p>5. Passing Praxis I scores and Praxis II Content Area (in intended content area)</p> <p>6. Active membership in SNEA to Field Services Director.</p>	<p>1. Successful completion of 15 or more weeks of student teaching with satisfactory or higher ratings on the Final Student Teacher Eval. by the Cooperating Teacher and the Univ. Supervisor</p> <p>2. Evaluation and review of at least 5 formal classroom visits by the Univ. Supervisor</p> <p>3. Completion of an Exit Portfolio which documents the teacher candidate's ability to demonstrate the 10 Professional Teaching Standards and the teacher candidate's effect on the learning of 7-12 learners.</p>	<p>Requires a minimum of 6 Assessment procedures including: Comprehensive Exam, Exit Portfolio, Transcript comparison w/ professional standards and the Hawai'i Teaching Standards, Praxis I and Praxis II Content Area, Transcript review for required content area courses, and student O&P and Student Teaching Evaluations.</p>	<p>PLT</p>

Initial Programs	Admission	Transition point (before entry into clinical practice)	Transition point (before exiting clinical practice)	Before Program Completion	After Program Completion
Special Education: Graduate	1. Bachelor's Degree from an accredited college/university 2. Cumulative undergrad. GPA of 2.75 or better 3. Submit the following documents: Graduate Application to the Graduate Div. w/applicable fee; Original transcripts from all previous colleges/universities; 3 Recommendation Letters; and	1. Attendance at a mandatory Student Teaching Orientation 2. Written application for Student Teaching submitted the term before student teaching 3. 3 Rec. Letters from 3 Ed. Div. faculty 4. Completion of all licensure courses required by the program, including 40 hours of Observation and Participation field experience. 5. Passing Praxis I scores and Praxis II Content Area (in intended content area) depending on the area of emphasis; i.e. Secondary, Elementary (Content Area Exercises); all must be submitted prior to student teaching. 6. Active membership in SNEA to Field Services Director.	1. Successful completion of 15 or more weeks of student teaching with satisfactory or higher ratings on the Final Student Teacher Eval. by the Cooperating Teacher and the Univ. Supervisor 2. Evaluation and review of at least 5 formal classroom visits by the Univ. Supervisor 3. Completion of an Exit Portfolio which documents the teacher candidate's ability to demonstrate the 10 Professional Teaching Standards and the teacher candidate's effect on the learning of 7-12 learners.	Requires a minimum of 6 Assessment procedures including: Comprehensive Exam, Exit Portfolio, Transcript comparison w/ professional standards and the Hawai'i Teaching Standards, Praxis I and Praxis II Content Area, Transcript review for required content area courses, and student O&P and Student Teaching Evaluations. For those with an Elementary Ed. emphasis follow those guidelines.	PLT

Initial Programs	Admission	Transition point (before entry into clinical practice)	Transition point (before exiting clinical practice)	Before Program Completion	After Program Completion
Dual Licensure: Undergraduate (AEOP)	1. Application & acceptance to Chaminade Univ.'s Accelerated Undergrad. Program w/applicable fee 2. Original transcripts from all previous colleges/univer. 3. Submit the following documents: Education Division application; Passing Praxis I PPST scores and Current TB clearance, Criminal History Check and Declaration of Fitness 4. Receive a letter of acceptance from the Ed. Div. 5. DOE acceptance to the EA program.	1. Attendance at a mandatory Student Teaching Orientation. 2. Written Application for Student Teaching submitted the semester before student teaching 3. 3 Rec. Letters from 3 Ed. Div. faculty 4. Completion of all courses, including Observation and Participation field experiences. 5. Passing Praxis I scores and Praxis II	1. Successful completion of 10 or more weeks of student teaching in a regular elementary classroom and 10 or more weeks in a special education classroom with satisfactory or higher ratings on the Final Student Teacher Eval. by the Cooperating Teacher and the Univ. Supervisor 2. Evaluation and review of at least 5 formal classroom visits by the Univ. Supervisor 3. Completion of an Exit Portfolio which documents the teacher candidate's ability to demonstrate the 10 Professional Teaching Standards and the teacher candidate's effect on the learning of regular and special education students.	Requires a minimum of 6 Assessment procedures including: Comprehensive Exam, Exit Portfolio, Transcript comparison w/ professional standards and the Hawai'i Teaching Standards, Praxis I and Praxis II Content Area, Transcript review for required content area courses, and student O&P and Student Teaching Evaluations.	PLT

a. The assessment system collects information on candidate proficiencies outlined in the unit's conceptual framework, state standards, and professional standards.

The assessment measures outlined in Table 6 determine admission, continuation in, and completion of programs. When students do not meet those expectations, they are given a chance at remediation at each one of the stages. If the student continues to not meet those expectations, he/she is not allowed to continue along to the next stage of the assessment system.

Unfortunately, this might mean that students are stopped at the Praxis I or II stage and are given several chances before licensure courses are taken to pass those exams. Those who do not pass cannot move on to licensure courses. Generally, if students do not meet expectations, they are not allowed to continue on very early in the program.

b. The assessment procedures are fair, accurate, consistent, and free of bias.

The assessment process as a unit and by individual program courses are aligned in such a way that each assessment has a rubric that clearly defines the expectations of that assessment and are used for each section of that same course. This offers the Division some control over the uniformity, accuracy, and consistency necessary in order to eliminate as much individual bias as possible. Effective 2007-2008 these assessments are recorded electronically in an online

assessment management system called LiveText.

c. The assessments and evaluations are used to manage and improve the operations and programs of the unit.

Using the assessment measures identified in the various program PSSR documents, candidates performances are reviewed in order to determine what the Division might need to adjust in subsequent terms. For example, when two years ago exit portfolios and Praxis II scores were reviewed to assess whether all ten HTSB performance standards were being met, the data indicated a need to more fully address content knowledge in our programs. This finding was confirmed by survey data and faculty input. Therefore, instructors in licensure courses were asked to focus on having teacher candidates clearly demonstrate content knowledge in their graded student work, reflections, and unit plans.

Other examples of how the Education Division has made program revisions and improvements based on feedback are found in Attachment 3.4.

2. Data Collection, Analysis, and Evaluation

a. Processes and timelines used by the unit to collect, compile, aggregate, summarize, and analyze data on candidate performance, unit operations, and program quality.

The unit collects data in each graduate term and each undergraduate semester and generates assessment reports for courses' twice a year (Fall/Winter; Spring/Summer). This data is reviewed by the Curriculum and Assessment Committee. Surveys were administered twice during the previous three year period, but from here on out the plan is to administer surveys annually. Programs are reviewed informally at the end of every term and semester and formally at the beginning of each academic year. ETS data is reviewed every year prior to the end of the academic calendar.

Most data are generally summarized in the form of tables by the unit and distributed to all education faculty as well as to the Undergraduate and Graduate Provost and Vice President and Provost. The data is summarized each semester in LiveText by a data coordinator and the education Dean. The Education Division has been collecting the current set of LiveText data tables since the 2007-2008 academic year. Data tables for 2005-2006 and 2006-2007 are also included in this report but reflect the former system as identified in Table 6.2.

b. Formal candidate complaints and their resolutions.

Chaminade prides itself on its responsiveness to student feedback, its collegial atmosphere, and in fact experiences relatively few major complaints. In most cases (minor complaints), matters are settled informally through discussion among the affected parties, occasionally with the Dean's assistance. In this context students may contact the Dean or a faculty member at any time with a minor complaint or query, which students often do. In more serious cases, the formal procedure is to have the candidate describe the complaint in writing (with any available evidence or documentation) and address it directly to the program coordinator, or individual(s) most directly involved. The candidate may provide the Dean with a "cc" if they wish. In other words, if the complaint is against a faculty member the candidate is instructed to direct the complaint to that faculty member first. Then if he/she is not satisfied with the results of that initial action, the complaint is brought to the Dean's attention. The Dean then investigates the case, tries to identify

the relevant facts through review of the evidence and/or discussion with the parties involved, and seeks to find a fair resolution in accordance with Chaminade and Education Division policies and regulations. Copies of all documents, including email communications and meeting notes are put in the complainant's file. The Dean (or the Assistant to the Dean) keeps a record of complaints and their resolutions in electronically stored folders.

3. Use of Data for Program Improvement

a. The assessment data about candidate performance on the main campus, at off-campus sites, and in distance learning programs

Assessment data indicate that candidate academic performance is about the same whether instructed face-to-face or online. However, assessments of dispositions and methods-based outcomes have indicated lower performance for online courses versus face-to-face. To remedy this situation the program instituted hybrid courses (combined face-to-face and online) in 2007-2008. Initial indications suggest that student performance in these courses combines the best of both face-to-face and online and therefore may produce the most successful candidate performance overall. The data for these courses are still preliminary so it is too soon to conclude with certainty the positive results, but we will continue to track the results.

b. The assessment data used by candidates and faculty to improve their performance.

Prior to the adoption of LiveText, data were usually reviewed on a class by class basis between the instructor and candidates. The instructor would review assignments, grades on assessments, etc., then communicate with the candidate to address improvements to be made. In field-related courses candidates reviewed their performance with the cooperating teacher, mentor teacher and/or supervisor. This would include analyzing lesson plans and instruction, O&P assignments and other field-based assignments. Candidates were also required to complete self reflections and evaluations of their performance, including formal midterm and final self evaluations of their student teaching, which would be reviewed with the cooperating teacher and university supervisor.

While all of the above processes remain in effect, the introduction of LiveText has brought the process of data analysis to a much higher level. Now candidates and instructors are able to review performance across the entire program. The LiveText system makes it possible to align each signature assignment and corresponding rubrics to the HTSB standards, specialized program standards, and program outcomes. The results provide a comprehensive picture of candidates' strengths and shortcomings relative to a number of indicators. For example, if a candidate is struggling with planning meaningful instruction that engages students, this will show up in the LiveText report. The candidate's academic advisor can then meet with the candidate and/or instructors to address remediation steps.

c. The assessment data used to discuss or initiate program or unit changes on a regular basis.

As reflected in the Education Division agendas and minutes (available online at www.chaminade.edu/education), the faculty and administration have met 3 to 5 times per month to review program data and initiate changes. These deliberations have resulted in a restructuring of the undergraduate and graduate licensure programs defined by five program outcomes. These Program Outcomes are: Plan, Teach, Assess, Reflect and Adapt. Students gain these skills through their coursework and fieldwork. It was determined that each course within the program

focus on specific program outcomes. As a result of continuous data analysis we were successful in defining these program outcomes, creating "signature assignments" and rubrics to assess the outcomes, and initiating an intricate database system to allow us to analyze results on an ongoing basis. Now that the database system (LiveText) is in place we are confident that meaningful reports can be generated on an ongoing basis, thus allowing for constructive formative and summative assessment to support continuous program improvement.

d. The assessment data-driven changes have occurred over the past three years.

Elementary

Cognizant of recent federal, state, and school requirements for teachers, we have continued our efforts to ensure that students have sufficient training in instructional strategies and knowledge of content areas in the elementary grades. Thus, in addition to adjustment made to the courses added in 2006 (ED 470, *Educational Technology*; ED 404/604, *Classroom Management*, and ED 460/ED 660, *Introduction to Exceptional Children*; ED 448/ ED 648, *Environmental Science*), we have added two new courses in 2008: ED 408/685, *Classroom Assessment*; and ED 674, *Social Studies Methods* for elementary licensure programs. Beyond that, our licensing courses have added an additional content area focus in addition to the pedagogy of the content. Please see attachment 1, *Undergraduate 4-Year Plan*, for a more complete picture of course requirements and sequencing.

In 2006 we implemented a more formalized and structured system of record keeping by mailing out advising sheets updated per term to each student with the exact requirements for program completion. In 2007 we have added to the efficiency of this system by developing a user-friendly web site which allows students to navigate through the various requirements and procedures. Please click on www.chaminade.edu/education.

We maintain a database of current students which includes their grades and Praxis I and II scores and regularly communicate with candidates regarding status and requirements. Students have both an academic advisor that goes through course and Praxis requirements with the candidates as well as a faculty mentor who gives students advice regarding courses, careers, content and teaching itself.

Secondary

We have developed specialized methods courses for the four secondary licensure areas: Math, Science, Social Studies, and Language Arts. Up to this point the courses were combined due to limited enrollment, but we have taken a leap of faith ("if you build it, it will come") and began teaching each these four courses individually for the first time in winter, 2008. We are committed to assuring content and methodology expertise for our secondary candidates.

Unfortunately, the Praxis II Content Area exam has kept some teacher candidates from completing the program in their content area. To address the needs for adequate content preparation and for meeting NCLB Highly Qualified Teacher status, the Education Division is working with faculty in the various content areas to inform the development of new courses to support candidates' content area knowledge. In particular, an effort has been made to support teacher candidates' ability to pass Praxis II Content Area exams. The goal is to reduce the

number of those candidates who do not pass these exams, and therefore are unable to progress in their program.

Special Education

We have one full-time faculty member with a strong special education background plus seven regular adjuncts whose degrees are either at the Master level or Doctoral level in special education. In the past three years, we have reviewed content of the special education courses. Signature Assignments were created to assist students acquire the skills and content candidates will need as Special Education educators. The courses now include differentiation, assessment, IEP assignments. Partnerships with schools have been developed to place special education candidates in appropriate school settings for O&P and Student Teaching. Candidates exiting the program will have a mid-term and final student teaching evaluation that is used in conjunction with an Exit Portfolio that is developed in the Student Teaching Seminar. Realizing the importance and challenge of teaching children with learning differences in the content areas, ED 607, Special Education in Language Arts and ED 605, Special Education in Math Methods were added in 2006 for special education majors.

Conceptual Framework

As indicated in the overview section above, the education faculty has developed a conceptual framework based on both the Marianist beliefs outlined there and the new HTSB licensing standards for teachers which encapsulates the DOE Profile of an Effective Teacher. The education faculty reviewed and revised all undergraduate and graduate level course syllabi. At the graduate level, syllabi were revised to ensure that expectations of the content and rigor are at the advanced level by program. Each program team meets regularly both at formal meetings and at informal and impromptu ones to discuss course offerings as well as the academic rigor with which such courses are being taught. For each course section, instructors use the same learning outcomes and the same signature assignments. The learning outcomes for graduate level work focus on analytical and evaluative skills and require students to reflect upon in-depth applications of theories and perspectives. Syllabus templates were created for every licensure course at both the undergraduate and graduate level and are available for review at www.chaminade.edu/education. Click on “templates”.

Program Enhancements

The Education Division surveys completers of the program as well as administrators of schools where Chaminade candidates teach and ask questions regarding content knowledge and results are discussed in the content area, pedagogy, and dispositions sections of the USSR. Adjuncts go through training and receive common syllabi as well as meet with faculty to discuss course content. Chaminade University is in the process of developing a more formalized process of training adjuncts for the online programs using a newly adopted course delivery system called eCollege, and the Education Division is developing an adjunct training specific to education that includes the pedagogy of teaching online.

Patterns that emerged from analyzing candidate and program data suggest a need for the formalization of various procedures, from advising to O&P and student teaching. Such needs have been addressed by extensive revisions of both the graduate and undergraduate education catalog, written advising sheets updated each term for changes, systematic assignment of both an

advisor and mentor to teacher candidates, and the formal development and implementation of data collection procedures within the division.

Another consistent pattern was the need for content specific courses geared toward education majors. These issues have been addressed in meeting with content area faculty and education faculty to coordinate the need with offerings. Required content area courses as well as the addition of content focused education courses address this need. The Praxis II in each candidate's area of licensure is also a requirement before licensure courses in the secondary program. This test is also a requirement before student teaching in the elementary and special education programs to ensure students have a demonstrated knowledge of content knowledge before going into their student teaching practicum. Initial evaluations of Praxis II scores now required confirm the need for an enhanced focus on content knowledge.

Data collected from student work in licensing courses that demonstrate candidate knowledge of the subject matter they plan to teach are found in portfolios, journals, papers, curriculum units, and O&P and student teaching performance as outlined in the individual program descriptions of the seven assessment pieces currently in place. The grades in candidates' licensing courses reflect performance on these assessment measures as well as their student teaching evaluations, which are provided in respective Program Self Study Report (PSSR). In general, candidates perform very well on these assessment measures. Chaminade University's Education Division works toward mastery of skills. In doing so, candidates are generally allowed to revise and correct work to be assessed to achieve mastery. The grades tend to reflect the process of revision and therefore, candidates usually do very well on their assessment pieces as reflected in the exemplars provided for the on-site visit. These assessments have been in use since January of 2005 and three semesters of data are available at this time. The credibility of each assessment piece is reflected in the common rubrics or scoring guides. The faculty who teach and assess these courses are all well qualified and have been previously licensed teachers themselves. Student teaching and O&P evaluations are done by both the cooperating teachers as well as the university supervisor in ensure fairness and equity.

Areas of concern in terms of content knowledge relate to our candidates' abilities to pass Praxis II Content across all programs prior to licensure courses or student teaching. A majority of the candidates are either coming to the field of teaching after leaving another profession or retirement and not having been to school in quite a long time. Additionally, we have many candidates from various other Pacific Islands where the content taught is not the same as in the US. These candidates are ideally suited for the teaching profession either here or on their home island, and our concern is that they might be held back from progressing through the program because of Praxis II Content scores. Of note, the Education Division has met regularly with the other content area divisions faculty in order to collaborate on what content candidates need to become effective teachers, meet state and professional standard requirements and to pass Praxis II Content. The secondary program has implemented the requirement of a certain amount of undergraduate courses in the content area with which candidates plan to receive licensing that correlate to the professional standards for each content area as of Fall of 2005. Finally of note, licensing courses are emphasizing not just pedagogy as might have been in the past, but rather, have also begun implementing processes in each course where content knowledge is integrated with pedagogical knowledge in discussion as well as in assessment.

e. The assessment data shared with candidates, faculty, and other stakeholders.

Assessment data are shared with candidates via instructors, university supervisors, and academic advisors, as well as on LiveText. In the case of instructors and supervisors, data are shared based on student performance in specific courses and/or field experiences. In the case of academic advisors, data spanning the candidate's overall performance are shared and includes a review of performance in the HTSB Teacher Performance Standards and the Education Division's Program Standards (Plan, Teach, Assess, Reflect, Adapt).

Assessment data are shared with faculty in regular faculty meetings as outlined in number 3 above. Additionally the Dean of Education and the Curriculum and Assessment Committee share assessment data on an as-needed basis with individual faculty. For example, the review of data leading to the decision to add a second math content course involved numerous individual consultations with the math education faculty as well as with the faculty as a whole.

Assessment data are shared with other stakeholders through regular reports and presentations. For example, the Dean of Education meets monthly in the Provost's Cabinet, Academic Council, and University Planning, Priorities, and Assessment Advisory Committee (UPAC). These three groups consist of major university and community stakeholders that review program data and make policy recommendations. In addition, the Education Division has its own Advisory Board that meets twice annually to review programs and policies. The Advisory Board consists of active and retired school administrators and teachers, Chaminade Education Division graduates, community members, and education scholars.

C. Unit Standard 3: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the

1. Collaboration between Unit and School Partners

The Education Division works with the Department of Education, partnership schools, cooperating teachers and teacher education candidates in the design and implementation of field experience. Field experience is also designed and evaluated in alignment with HTSB and professional standards for O&P and teaching practice. With feedback from these stakeholders, the Dean of the Division of Education, the Education faculty, and the field services coordinator and licensure director work together to design, deliver, and evaluate the unit's field and clinical experiences.

In this collaborative framework the faculty, Dean, and field services director have discussed and agreed upon the number of O&P hours for each program. They also agreed to assessment of O&P and student teaching experiences. The field services director, faculty, and Dean agreed to the evaluation forms to be used for O&P experiences and student teaching experiences. All partners frequently meet to discuss candidates' progress, problems and issues that arise from those experiences.

The student teacher and the field services director collaborate on the appropriate placements for each candidate. Faculty are often consulted by the candidates as mentors on placements, and the field services director also consults with faculty, university supervisors, cooperating teachers and principals on appropriate placements for students. The field services director places students in their field experiences and communicates with the university supervisors and cooperating teachers on the progress of the candidates throughout each field experience. The licensure director ensures that candidates have all the necessary requirements to enter into field experiences and often serves as an informal mentor through the process of student teaching. Occasionally, candidates move off-island and complete their student teaching at another school. In the situations the field services director communicates student teaching requirements and expectations to the school principal to assure that the site will be a suitable site.

If it is determined that the school site is suitable then the principal assists in identifying a qualified supervisor and cooperating teacher. The dean and field services director review resumes and credentials of potential supervisors and cooperating teachers, then interview them via telephone. Finally, in consultation with the school principal, a supervisor and cooperating teacher are appointed.

Communications with the field services director are conducted electronically and by phone, and the field services director assures that the same requirements for on-island candidates are met.

2. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Table 7
Field Experiences and Clinical Practice by Program

Program	Field Experience (Observation and/or Practicum)	Clinical Practice (Student Teaching or Internship)	Total Number of Hours
Elementary Programs: Undergraduate	Required to complete 60 hours of O&P in a classroom at the level of licensure the student is pursuing. O&P assignments are integrated into methods courses for each area by the instructor of the course, and competencies are evaluated by the instructor. Students must pass the course requirements for O&P, including completing the hours designated for the course, to successfully complete the course. All coursework, including the 60 hours of O&P connected to the coursework must be completed BEFORE student teaching.	Successful completion of 15 or more weeks of student teaching with satisfactory or higher ratings on the Final Student Teacher Evaluation by the Cooperating Teacher and the Univ. Superv. Evaluation and review of at least 5 formal classroom visits by the Univ. Supervisor.	About 165
Elementary: Graduate	Required to complete 40 hours of O&P in a classroom at the level of licensure the student is pursuing. O&P assignments are integrated into methods courses for each area by the instructor of the course, and competencies are evaluated by the instructor. Students must pass the course requirements for O&P, including completing the hours designated for the course, to successfully complete the course. All coursework, including the 40 hours of O&P connected to the coursework must be completed BEFORE student teaching.	Successful completion of 15 or more weeks of student teaching with satisfactory or higher ratings on the Final Student Teacher Evaluation by the Cooperating Teacher and the Univ. Superv. Evaluation and review of at least 5 formal classroom visits by the Univ. Supervisor	About 145

Program	Field Experience (Observation and/or Practicum)	Clinical Practice (Student Teaching or Internship)	Total Number of Hours
Secondary: Undergraduate (AEOP)	Required to complete 60 hours of O&P in a classroom at the level of licensure the student is pursuing. O&P assignments are integrated into methods courses for each area by the instructor of the course, and competencies are evaluated by the instructor. Students must pass the course requirements for O&P, including completing the hours designated for the course, to successfully complete the course. All coursework, including the 60 hours of O&P connected to the coursework must be completed BEFORE student teaching.	Successful completion of 15 or more weeks of student teaching with satisfactory or higher ratings on the Final Student Teacher Evaluation by the Cooperating Teacher and the Univ. Supervisor. Evaluation and review of at least 5 formal classroom visits by the Univ. Supervisor.	
Secondary: Graduate	Required to complete 40 hours of O&P in a classroom at the level of licensure the student is pursuing. O&P assignments are integrated into methods courses for each area by the instructor of the course, and competencies are evaluated by the instructor. Students must pass the course requirements for O&P, including completing the hours designated for the course, to successfully complete the course. All coursework, including the 40 hours of O&P connected to the coursework must be completed BEFORE student teaching.	Successful completion of 15 or more weeks of student teaching with satisfactory or higher ratings on the Final Student Teacher Evaluation by the Cooperating Teacher and the Univ. Supervisor. Evaluation and review of at least 5 formal classroom visits by the Univ. Supervisor.	About 145

Program	Field Experience (Observation and/or Practicum)	Clinical Practice (Student Teaching or Internship)	Total Number of Hours
Special Education: Graduate	Required to complete 40 hours of O&P in a classroom at the level of licensure the student is pursuing. O&P assignments are integrated into methods courses for each area by the instructor of the course, and competencies are evaluated by the instructor. Students must pass the course requirements for O&P, including completing the hours designated for the course, to successfully complete the course. All coursework, including the 40 hours of O&P connected to the coursework must be completed BEFORE student teaching.	Successful completion of 15 or more weeks of student teaching with satisfactory or higher ratings on the Final Student Teacher Evaluation by the Cooperating Teacher and the Univ. Supervisor. Evaluation and review of at least 5 formal classroom visits by the Univ. Supervisor.	About 145
Dual Licensure: Undergraduate (AEOP)	Required to complete 30 hours of O&P in a regular elementary classroom and 30 hours in a special education classroom. O&P assignments are integrated into courses for each area by the instructor of the course, and competencies are evaluated by the instructor. Students must pass the course requirements for O&P, including completing the hours designated for the course, to successfully complete the course. All coursework, including the O&P connected to the coursework must be completed BEFORE student teaching.	Successful completion of 10 or more weeks of elementary and 10 or more weeks of special education student teaching with satisfactory or higher ratings on the Final Student Teacher Evaluations by the Cooperating Teacher and the Univ. Supervisor. Evaluation and review of at least 6 formal classroom visits by the Univ. Supervisor.	350 hours elementary student teaching 350 hours special education student teaching

a. Alignment of Field and Clinical Experiences with Standards

Observation and participation assignments are integrated into methods courses for each area by the instructor of the course, and competencies are evaluated by the instructor. These competencies are aligned with program standards (connected directly to the conceptual framework), HTSB Standards for the Teaching Profession, and professional standards.

Furthermore, candidates are evaluated throughout 15 or more weeks of student teaching, with five or more formal classroom visits by the university supervisor. A midterm and final evaluation, aligned to the ten HTSB teacher performance standards, are conducted. Finally, candidates complete a comprehensive student teaching portfolio that must provide evidence for and a reflective analysis of all ten standards with a demonstration the program outcomes connected to the conceptual framework have been met.

b. Use of Technology as an Instructional Tool

A technology integration course was added to all licensure programs in 2005, assuring that

candidates are adequately prepared to address this important pedagogical aspect of teaching. Candidates are then evaluated during their student teaching practicum for the integration of technology into their lesson and unit plans, and the extent of actually implementing the technology integration in an appropriate manner for enhancing learning.

c. Selection of School-Based Clinical Faculty

School-based clinical faculty are required to have master's degree in education or a related field, a minimum of three years teaching experience, and the recommendation of the school principal.

They are then interviewed by the field services director and, if accepted, must attend a mandatory orientation meeting and periodic meetings for cooperating teachers and supervisors.

In evaluating the accomplishment and these school professionals the field services director, in consultation with the Dean and other program faculty, considers teaching effectiveness, classroom climate, mentoring skills, and communication skills. The field services director monitors these qualities throughout the O&P and/or student teaching practicum period. Also, feedback is solicited from student teachers, colleagues, the university supervisors and principal.

d. Preparation of School-Based Clinical Faculty

A mandatory orientation meeting provides school-based clinical faculty with foundational principles for mentoring student teachers, reflective practice and observation techniques, HTSB standards, and strategies to optimize student teaching experiences. Ongoing professional development in a variety of areas is offered in group and individualized situations. Some examples of successful professional development activities include lectures on brain-based education, lesson planning, backwards unit design principles, and using assessment to guide instruction. Because of the difficulty in physically bringing school-based personnel to campus, we have sought various ways to provide these opportunities online.

e. Evidence of Support by Clinical Faculty for Student Teachers

Clinical faculty complete relevant field observation forms, observation and participation (O&P) assessments, midterm and final student teaching evaluations. These documents are reviewed by methods course faculty and the field services director, and in some cases the Dean of Education.

The field services director consults with clinical faculty regarding field requirements and assessments, and meets with them at the site or on the university campus at least once each semester.

The same processes are applied to off-campus programs.

3. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

a. Entry and Exit Criteria

The entry and exit criteria for clinical practice as well as the data for passing rates for Praxis are given in Table 3 above under Standard 2. In summary, candidates must pass Praxis I (PPST) in order to take licensure courses. Candidates who have not yet passed Praxis I are not fully accepted into the program and may only take pre-licensure courses. For the elementary programs, candidates must pass Praxis II Content Area Exercises prior to the completion of student teaching. For all other secondary and special education programs, candidates must pass Praxis II Content Area prior to licensure courses. Students must receive evaluations from

cooperating teachers and passing grades in the courses that require O&P and must receive a passing student seminar grade with the exit portfolio and must complete all 15 weeks of student teaching. In addition, student must receive a positive evaluation from both their cooperating teachers or mentor teachers in the case of validations and university supervisors prior to exiting the program.

b. Assessment of Candidates

Candidates are assessed during field experiences and student teaching in the classroom by faculty as well as by their university supervisor and cooperating teacher. After each field visit, university supervisors and cooperating teachers fill out a candidate evaluation form. Faculty assess and give grades based on work done in conjunction with field experiences (both O&P and student teaching). After each field visit, candidates are asked to provide a reflection piece to their university supervisors. Candidates also keep journals of their field observations as a part of the course requirements and are assessed in part by those reflections. During student teaching and the corresponding seminar, candidates are required to have two reflections for the two pieces of evidence required for each of the HTSB's ten standards that the exit portfolio is based upon.

The same processes are applied to off-campus programs.

D. Unit Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty; candidates; and students in P-12 schools.

1. Design, Implementation, and Evaluation of Curriculum and Experiences

Required candidate proficiencies are evaluated by faculty, cooperating teachers, and university supervisors for their O&P assignments and student teaching. Candidates are required to demonstrate rapport with and respect for others including the ability to identify with and demonstrate concern for others regardless of differences. Candidates in a signature assignment must complete three lessons that demonstrate their proficiency in designing learning activities for students with diverse needs, including special needs. Candidates are expected to provide evidence in their exit portfolios of adapting to individual differences. In the portfolio they must provide a minimum of two pieces of evidence of this as well as write two reflection pieces on this evidence. Additionally, all candidates must take ED 460/ED 660 (Exceptional Children). The learning outcomes for these courses include:

1. Demonstrate a thorough knowledge of many categories of exceptionality as identified by IDEA (spell out), 2004
2. Apply a thorough knowledge of diversity in learning styles and exceptionality into classroom teaching strategies and practices

In pre-licensure courses, candidates focus on the fundamentals of teaching and the psychological development of diverse populations. In Foundations of Education, candidates study the historical and present day issues of diverse populations and its effect on schools and education. In classroom management courses, and in the development of their classroom management plan, candidates must take into consideration students who are at risk in areas such as the following categories:

- Economically disadvantaged
- Recently-arrived immigrants
- Behaviorally At-Risk
- Students who have Attention Deficit and Hyperactivity Disorder
- Students who abuse drugs and alcohol
- Students prone to violence, bullying, and hate crimes

In addition, in the Student Teaching Seminar teacher candidates are exposed to a variety of approaches to teaching and learning that serves different student populations in both multicultural and inclusive settings through visiting lecturers, panel presentations, and classroom activities and discussions.

a. Key Assessments Related to Diversity

Assessments of courses include outcomes that are focused on diversity issues. Signature assignments and course grades are used as measures of assessment of those skills. Their ability to incorporate diversity in their curricula and establish a school climate that values diversity is demonstrated and assessed in O&P performance as well as in reflective journals. In the Student Teaching Seminar course, students must provide evidence that they are meeting HTSB Standard 3, Adapts to Learner Diversity. Candidate performance on these courses, up through 2007-2008

indicated by grades of B or better, indicate that candidates do indeed demonstrate a proficiency in working with diverse learners.

There are no differences in requirements for off-campus programs.

2. Experiences Working with Diverse Faculty

**Table 8
Faculty Demographics**

TABLE 8: Chaminade University Faculty Demographics	Prof. in Ed. Faculty*		Adjunct Ed. Prof.*		Faculty within the IHE*		School-based Faculty**	
Female	5	64.5%	26	86.6%	60	37.3%	44	76.3%
Male	5	45.5%	4	13.3%	101	62.7%	14	23.7%
Total	10	100%	30	100%	161	100%	58	100%
American Indian	1	10%	0	0%	0	0%	0	0%
Asian	2	20%	11	36.7%	n/a	n/a	30	51.7%
Pacific Islander (includes Native Hawaiian)	0	0%	3	10%	n/a	n/a	3	5.2%
Asian / Pacific Islander***					106	65.8%		
Black	0	0%	1	3%	4	2.5%	1	1.7%
Hispanic	0	0%	2	6.7%	7	3.7%	5	8.6%
Caucasian	7	70%	13	43.3%	45	28%	19	32.8%
Other	0	0%	0	0%	0	0%	0	0%

* 2008 data

** 2006 data

*** The IHE aggregates the Asian and Pacific Islander categories per WASC reporting.

a. Contact with Diverse Faculty

The diversity of our faculty and student body allows candidates to have a high degree of exposure to interactions and contexts that are highly diverse. This is augmented in some coursework by assignments that require exposure to diverse interactions and contexts, and this would be true of students working in online or distance modes as well.

b. Knowledge and Experience of Unit and Clinical Faculty

In our recruitment of both unit and clinical faculty we seek candidates who have experience working with students from diverse groups. Since most of our hires have lived, worked, and perhaps studied in Hawai'i, finding faculty with knowledge and experience in diverse settings has not proved difficult.

c. Recruitment and Retention of a Diverse Faculty

All job descriptions, advertising, and recruitment efforts are designed to attract a pool of candidates from diverse backgrounds. The university's mission of equity and responsiveness to diverse population is stressed. Moreover, in line with the university's recognition as a federally

recognized Native Hawaiian and Pacific Islander serving institution, special attention is paid to the recruitment of Native Hawaiian and Pacific Island faculty and staff. When all things are equal we will hire those faculty and staff who are Native Hawaiian or Pacific Islanders.

3. Experiences Working with Diverse Candidates

**Table 9
Candidate Demographics**

TABLE 9: Chaminade University Candidate Demographics	Candidates-Undergrad		Candidates-Graduates		Students within the IHE (Day students)		Demographics of Geographical area served by IHE*	
American Indian & Alaska Native	1	1.7%	5		33	2.0%	2,082	0.2%
Asian	14	24.1%	430		277	16.9%	524,613	42.8%
Pacific Islander (includes Native Hawaiian)	12	20.7%			464	28.4%	105,695	8.6%
Black or African American	3	5.2%	2		69	4.2%	20,690	1.7%
Hispanic or Latino (of any race)	8	13.8%	0		91	5.6%	96,778	7.9%
Caucasian	20	34.5%	189		400	24.4%	309,400	25.2%
Two or more races	0	0.0%	0		131	8.0%	12,909	1.1%
Other	0	0.0%	5		171	10.5%	251,619	20.5%
Total								
Female	50	86.2%	511		1148	70.2%	620,276	50.6%
Male	8	13.8%	193		488	29.8%	606,732	49.4%
Total	58	100%	704		1636	100%	1,227,008	100%

* Information provided from the U.S. Census Bureau; 2004 of Hawai'i

a. Educational Interactions with Peers from Diverse Groups

Given the diversity of our students, candidates have a high degree of exposure to interactions and context that are highly diverse, and program requirements (e.g., O&P and field experience in diverse settings) facilitate this type of exposure. In addition to Table 9 above, more detailed candidate demographics can be found in Attachment 3.5.

b. Recruitment and Retention of Candidates from Diverse Groups

The university's mission of equity and responsiveness to diverse population is reflected in its recruitment policies. All advertising and recruitment efforts are designed to attract a broad pool of candidates from diverse backgrounds. As a Native Hawaiian and Pacific Islander serving institution, special efforts are made to recruit students from these groups. For example, for the day undergraduate program Chaminade University has set enrollment goals of 15% for Native Hawaiians and 10% Pacific Islanders. This recruitment is bolstered through scholarship opportunities for underserved populations. A "summer bridge" program is offered to prepare disadvantaged students for university level study. Tutoring is provided by the university, and for undergraduates there is an active support for students through clubs and service organizations.

4. Experiences Working with Diverse Students in P-12 Schools

**Table 10
Demographics on Sites for Clinical Practice* in Initial and Advanced Programs**

Name of school*	American Indian or Alaskan Aleut	Asian American	Black or African American	Hispanic	Native Hawaiian/ Other Pacific Islander	White	Two or more races	Race/ ethnicity unknown	Students receiving free/reduced price lunch (student SES)
Ala Wai ES	0.2	6.7.Ch 14.6 Jap 9.8 Kor 7.8 Fil 7.6 Indo Ch	1.4	2.7 Hisp 0.9 Port	2.2Hwn	7.6	8.9 Part Hwn	25.6	60.3
Farrington HS	.1	.8 Ch 1.8 Jap .2 Kor .9 Indo Ch 58.7 Filip	.6	.9 Hisp .5 Portug	2.3 Hwn	1.	9.3 Part Hwn	9.5	60.7
Fern ES	.2	.4Ch .8 Jap .4 Kor 41.1 Filip 2 Indo Ch	1.2	1 Hisp .2 Port	2.5 Hwn 12.9Samo	1.2	8.4 Part Hwn	27.6	73.4
Hokulani ES	0.2	18.4 Ch 3.2 Filip 28.3 Jap 4.5 Kor 0.7 Indo Ch	0	1	1.2 Hwn	4.5	7.2 Part Hwn		12.2
Jarrett MS	0	5.5 Ch 5.5 Fil 15.8 Jap 1.5 Kor 12.9 Indo Ch	.7	.7 Hisp 1.5 Port	0.7 Hwn 7.4 Samo	2.9	14.3 Part Hwn	30.5	60.0
Kamiloiki ES	.5	4.9 Ch 4.4 Fil 19.8 Jap 4.4 Kor 0.8 Indo Ch	0.8	1.6 Hisp 0.8 Port	2.7 Hwn 0.5 Samo	15.7	16.5 Part Hwn	26.6	14.9
Kipapa ES	.8	2.5 Ch 10.5 Jap 1.4 Kor 18.3 Filip .5 Indo Ch	3.4	2.3 Hisp 1.2 Port	10.8 Hwn 4.6 Samo	10.6	18.6 Part Hwn	14.8	38.3
KokoHead ES	2.3	6.6 Ch 29.Jap 5. Kor 4.2 Fili 1.5 IndoCh	.4	3.5 Hisp 0 Port	1.9 Haw .8 Samo	20.1	13.1 Part Hwn	11.6	9.8

Lanakila ES	0.7	17.6 Ch 28 Filip 3.1 Jap 3.5 Indo-Ch	0.3	1 Hisp 0.3 Porte	3.1 Hwn 9. Samo	3.5	14.2 Part Hwn	15.6	66.7
McKinley HS	0.1	24.6 Ch 17.9 Filip 10 Jap 6 Kor 4.2 Indo-Ch	0.9	1.9 Hisp 0.9 Port	1.9 Hwn 9.3 Part- Hwn 4.4 Samo	2.6	9.3 Part- Hwn	15.4	48.8
Palolo ES	0	3.1 Ch 0.8 Filip 1.9 Jap 8.9 Indo-Ch	0.4	0.4 Hisp 0 Port	0 Hwn 11.2 Samo	0.4	25.1 Part- Hawaiian	47.9	91.9
Roosevelt HS	0.1	17.5 Ch 5.3 Filip 25.9 Jap 7.1 Kor 1.7 Indo-Ch	0.9	1.6 Hisp 0.7 Port	4.0 Hwn 1.6 Samo	5.9	15.1 Part Hwn	12.5	23.6
Waikiki ES	0	9.8 Ch 23.8 Jap 4.8 Kor 3.9 Filip 1.7 Indo-Ch	1.4	1.7 Hisp 0 Port	3.1 Hwn .3 Samo	13.7	16.0 Part Hwn	19.9	39.9
Wheeler MS	1.5	0.3 Ch 3.8 Filip 0.9 Jap 0.9 Kor 0.2 Indo-Ch	21.8	14.2 Hisp 1.0 Port	0.5 Hwn 1.2 Samo	37.6	4.3 Part- Hwn	11.8	44.9

*Schools used for field experiences may be reported as well to make the case that candidates are working in schools with diverse populations.

a. Field Experiences in Diverse Settings

In Hawai'i's multi-cultural environment, it is not difficult to arrange field experiences that are diverse and different from the candidate's background. The Education Division's choice of clinical sites reflects the Chaminade University goal of extending educational opportunities to those who may otherwise have limited access. These sites provide students with exposure to ethnic/racial groups, English language learners, students with exceptionalities, and students from different socioeconomic groups. One striking example is the Palolo Partnership, and nationally recognized program. Palolo Valley is located near the University, and is home to two public schools that include significant populations of children from Native Hawaiian, Pacific Island, and immigrant (ELL) backgrounds. The students, by and large, are also from low income backgrounds. Teacher education candidates have opportunities for a variety of experiences in Palolo schools, including O&P. student teaching, field experience, and service learning. Some coursework (e.g., language methods) require work in these schools. This is one example. We have similar opportunities in Catholic schools that serve disadvantaged, immigrant, and culturally diverse populations.

b. Ensuring Competencies Related to Diversity

Assignments from various courses (e.g., Introduction to Exceptional Children, Student Teaching

Seminar, Methods courses) require candidates to accommodate and implement activities and lessons for diverse populations and students with exceptional needs. Candidates are provided multiple, systematic opportunities to practice these accommodations, activities and lessons, and to reflect on their field and clinical teaching experiences. Further, they self assess their own professional dispositions and are assessed by their cooperating teachers and university supervisor. These assessments are then reviewed by the student teaching seminar instructor and remediation, if necessary, is set up.

c. Use of Feedback from Peers and Supervisors

Field experiences (O&P, student teaching, service learning) are integrated and attached to coursework. During their field experiences candidates meet regularly in these courses, such as the Student Teaching Seminar, to reflect on their experiences. These reflections are incorporated into course assignments, and are assessed by the instructor. In the case of student teaching, candidates meet regularly in the Student Teaching Seminar to reflect on their field experience. They receive feedback (both formal and informal) from their peers, cooperating teachers, university supervisor, and seminar instructor on the extent to which they are meeting the HTSB performance standards related to diversity. Candidates are required to provide evidence of their reflections based on this feedback, and provide evidence of changes and/or modifications to their instructional objectives, lesson plans, and assessments based on these reflections.

E. Unit Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

1. Qualified Faculty

Table 11 lists the full-time professional education faculty information and Attachment 3.6 lists the part-time professional adjunct faculty information.

**Table 11
Faculty Qualification Summary (Full-Time Faculty)**

Faculty Member Name	Highest Degree, Field, & University¹	Assignment: Indicate the role of the faculty member²	Faculty Rank³	Tenure Track (Yes/ No)	Scholarship,⁴ Leadership in Professional Associations, and Service:⁵ List up to 3 major contributions in the past 3 years⁶	Teaching or other professional experience in P-12 schools⁷
Eden, Tim	Ed.D. in Catholic Higher Education, University of San Francisco	Full-time faculty	Assistant Professor	No	Assistant Professor of Education and Theology, Coordinator, Catholic School Leadership M.Ed. Program	Secondary Education Teaching, Member, Board of Trustees, St. Mary's University
Grossman, David	Ph.D. in International Development Education, Stanford University	Full-time faculty	Professor	No	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 Member
Honda, Glenn	Ed.D. in Educational Administration, Cognate Field: Curriculum and Instruction, University of Hawai'i	Full-time faculty	Associate Professor	No	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)
Jelinek, David	Ph.D. in Educational Administration, California State University Santa Barbara	Full-time faculty	Associate Professor	Yes	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, & University¹	Assignment: Indicate the role of the faculty member²	Faculty Rank³	Tenure Track (Yes/ No)	Scholarship,⁴ Leadership in Professional Associations, and Service:⁵ List up to 3 major contributions in the past 3 years⁶	Teaching or other professional experience in P-12 schools⁷
Mize, Margaret	Ed.D. in Curriculum and Instruction, North Carolina State University	Full-time faculty	Assistant Professor	No	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 schools (3 countries)
Moseley, Bryan	Ph.D. in Educational Psychology, University of California, Santa Barbara	Full-time faculty	Assistant Professor	No	Florida International University Assistant Professor in Mathematical Problem Solving and Educational Psychology AERA-International Studies newsletter editor	
Park, Elizabeth	M.Ed. in Early Childhood Education with Montessori Credential, Chaminade University of Honolulu	Part-time faculty	Lecturer	No	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
Schonleber, Nanette	Ph.D. in Educational Psychology, University of Hawai'i	Full-time faculty	Associate Professor	Yes	Early Childhood Education, Director of Montessori Teacher Education Program Award for Doctoral Dissertation Journal Article	Montessori teacher experience; Preschool director
Sjostrom, Mary Pat	Ph.D. in Mathematics Education, Georgia State University	Full-time faculty	Assistant Professor	No	PI Math Partnership Grant, National Presentations in Math Education, CTRAC Director, NHEA Grant	20 years in P-12
Smith, Mary	Ph.D. in Elementary Education, University of Virginia, MS Special Education, ECE/ Montessori, NY	Full-time faculty	Assistant Professor	Yes	Commonwealth of Virginia Postgraduate Professional License, Early Education NK-3, Elementary 3-6, Middle 6-8, Specific Learning Disabilities NK-12	Hawai'i Special Education Teacher License, Mild/Moderate, K-6 Classroom/Sped teacher-25 years

Faculty Qualification Summary (Adjunct Faculty)

The Education Division employs over thirty adjunct faculty ranging in workloads from one course per year to eight courses. Attachment 3.6 provides a table that summarized adjunct faculty qualifications.

All faculty members, including university supervisors, are required to have a master's degree or doctorate in education or related field. Conditions of employment include submission of official transcripts, verification of experience in the areas they will teach or supervise, and reference checks. The majority of clinical faculty are licensed current and former teachers or administrators in Hawaiian K-12 schools. In private schools with non-licensed teachers every effort is made to assure the faculty members have the requisite higher education degree and are paired with a licensed university supervisor.

2. Modeling Best Professional Practices in Teaching

One of the distinguishing features of the Education Division's conceptual framework is its articulation of easy to remember, meaningful program proficiencies, which are:

Successful teacher candidates in any of the licensure programs are able to plan, teach, assess, reflect, and adapt. Therefore, all faculty are expected to model these five elements in their instruction as follows:

1. (PLAN) design meaningful learning experiences that incorporate knowledge of content, students, learner outcomes, pedagogy, and assessment at appropriate grade levels;
2. (TEACH) have a competent grasp of content knowledge, employ appropriate pedagogical practices, and utilize resources to facilitate the learning process for students appropriate grade levels;
3. (ASSESS) apply a variety of diagnostic, formative and/or summative assessments to evaluate and support developmentally appropriate progress of the learner;
4. (REFLECT) engage in the process of continual and thoughtful reflection on their grade-appropriate teaching practices; and
5. (ADAPT) evaluate elements of change in the classroom and the wider world, actively bringing this awareness to work with students, faculty, and other members of the community.

These proficiencies have been integrated into all elementary coursework, signature assignments, and assessments, and they are now being extended into the secondary program. The implementation of these program outcomes are regularly reviewed by faculty and are being integrated into all course revisions and assessments. Candidates are taught the program outcomes in orientation sessions and courses and they are reinforced in documents such as course syllabi. The conceptual framework with its corresponding program outcomes emerged directly from the faculty members' research and practice in educational work.

The far reaching implications of the program proficiencies encourage candidates to reflect, think critically, problem solve, and address professional dispositions. Faculty encourage the development of these qualities in a number of instructional ways, underscored by a set of common values:

- Education faculty believes that it is the scholarly community's responsibility to explore and encourage connections between disciplines and to provide the various experiences necessary to make those connections. This requires dedicated collaboration among colleagues and students.
- Personal integrity is at the core of teaching and may be the most powerful educational tool. As teachers, faculty are mentors and role models, interacting with students to enable teacher candidates to work with their future students in a like manner.

- Education for service and leadership within the university and the larger community is at the center of a Chaminade education.
- The Division's philosophy of education encourages continuous learning and develops the capacity for change.
- Nurturing and guiding students often takes place outside of the classroom. This requires availability of faculty beyond classroom hours.
- Scholarship includes the scholarship of teaching, research and service.

The faculty model differentiated teaching strategies and assessment in their coursework and assignments. Thus candidates are exposed to best practices in a broad range of settings. This is further evidenced in the arrangement of signature assignments which, taken as a whole, demonstrate the unit's commitment to differentiation to assure meaningful instruction for all students. Types of instructional strategies include direct instruction, problem-based learning, inquiry, concept teaching, and cooperative learning. Assessment is taught as an educative process to be integrated into regular teaching. Thus formative assessment is heavily emphasized in our coursework.

Teacher candidates must be able to use technology in the classroom to enhance the educational experience. Teachers and teacher candidates can make learning much more exciting and meaningful by using the Internet for a variety of web based learning experiences. For example, P-12 students can research ideas and present their findings on power point as well as conduct research projects with sister schools in other states and countries to promote learning and intercultural understanding. While computers and the Internet are important aspects of technology, teacher candidates must also be able to use other multimedia devices which enhance the learning experience.

Chaminade University has provided state of the art technology in most classrooms on campus. University professors and teacher candidates have computers that can be projected on a large screen in classrooms that enables them to visit web sites in class and to do internet projects and research in class.

A course in technology for teachers is required for all licensure students. All graduate courses integrate technology into each course's requirements. Teacher candidates model and teach appropriate technologies for communication, collaboration, research, creativity and problem solving to their P-12 students. The ethical and legal use of technology is also stressed with teacher candidates, who will model this with their P-12 students to support P-12 students in being effective and ethical users of technology. Through this course, students learn to create their own web site, to create other web-based projects to enhance instruction, and to use a variety of technologies in meeting the learning needs of their P-12 students.

3. Modeling Best Professional Practices in Scholarship & Service and Unit Evaluation of Professional Education Faculty Performance

Scholarly expectations are described in detail in the next section. Here is a brief introductory summary:

a. Scholarly Work

In line with the expectation for the graduates of our programs, all faculty members are expected to be reflective practitioners and consumers of scholarly research in their areas of specialty and expertise. They are expected to participate in relevant professional association activities (e.g., conferences and workshops) and professional development programs in their fields to stay current. The Division provides funding for participation in these activities. In Education Division

meetings and retreats they are expected to present and be exposed to new concepts, innovative approaches (e.g., application of new technologies), and current research findings as available. For tenure track faculty scholarly products (e.g., publications) are also expected. These products could include books, book chapters, or articles in journals, magazines and newspapers (see below under Evaluation of Professional Faculty for a complete listing). In the Education Division a scholarly product might also include production of a textbook, electronic media, or other form of curricula.

b. Current Activities

Current areas of scholarly activity include a comparative study of citizenship education in Asia and the Pacific, studies of students' construction of mathematical knowledge, a planned project to compare alternative (i.e., non-traditional) routes to teacher licensure with traditional routes, an intervention study of achievement among Native Hawaiian students in Palolo Valley, research in educational technologies, and a new project on design and implementation of "schools of the future." Six of the ten full-time faculty members are currently actively involved in one or more of the above activities.

The university's *Faculty Handbook* calls for the preparation of an annual Growth and Development Plan (GDP) to be discussed with one's Dean. When finalized it is forwarded to the Provost and reflects the mutually agreed to goals of the faculty member and Dean. The GDP documents accomplishments then states short (1-year) and long term (3 years) plans. It is organized according to the four categories identified below.

- 1) **Teaching Effectiveness** (See Chaminade University Policy Manual, Section 4.5.6.1 for a comprehensive description of Teaching Effectiveness)
 - a) Copies of syllabi for all courses taught since submission of last GDP
 - b) Student evaluations for all courses (all evaluations must be included)
 - c) Peer evaluations and/or any other forms of support
 - d) Evidence of faculty development activities and other efforts to vary and improve instructional methods
 - e) Narrative summarizing:
 - i) Teaching effectiveness;
 - ii) Evidence-based accomplishments that the short term goals stated in GDP from last year have been accomplished or, if not, explain why;
 - iii) Growth plans for the next three years with special attention to the first year. Provide a statement of the current situation, short term plans (1-Year), long term plans (3-Year), and anticipated assistance expected from the university.

- 2) **Advising and Service to Students** (See Chaminade University Policy Manual, Section 4.5.6.2 for a comprehensive description of Advising and Service to Students)
 - a) Evidence demonstrating advising and/or mentoring to students, which may include:
 - i) Helping students to identify their gifts and talents,
 - ii) Helping students select a course of study appropriate to their interests and abilities,
 - iii) Helping students in academic planning,
 - iv) Serving as an advisor to a student organization, or
 - v) Planning or participating in extra-curricular student activities or enrichment activities

- b) Narrative summarizing:
 - i) Advising and service to students;
 - ii) Evidence-based accomplishments that the short term goals stated in your GDP from last year have been accomplished or, if not, explain why;
 - iii) Growth plans for the next three years with special attention to the first year. Provide a statement of the current situation, short term plans (1-Year); long term plans (3-Year), and anticipated assistance you expect from the university.
- 3) **Scholarly Research and Creative Work** (See Chaminade University Policy Manual, Section 4.5.6.3 for a comprehensive description of Advising and Service to Students)
- a) Evidence demonstrating scholarly research and creative work, which may include:
 - i) Articles in journals,
 - ii) Research monographs,
 - iii) Scholarly books,
 - iv) Treatises,
 - v) Chapters in larger works,
 - vi) Papers presented at academic meetings, or
 - vii) Published instructional materials
 - b) Narrative summarizing scholarly research and creative work including, but not necessarily limited to: whether the work is well expressed, innovative, comprehensive, and visible and whether it has been favorably reviewed by, and has influenced others. (See “Assessment of Scholarship” in section 4.5.6.3.2 for more detailed guidelines)
 - c) Evidence-based accomplishments that the short term goals stated in your GDP from last year have been accomplished or, if not, explain why;
 - d) Growth plans for the next three years with special attention to the first year. Provide a statement of the current situation, short term plans (1-Year); long term plans (3-Year), and anticipated assistance you expect from the university.
- 4) **Service**
- a) **To the University** (See Chaminade University Policy Manual, Section 4.5.6.4, for a comprehensive description of Service to the University). Evidence may include, but is not necessarily limited to:
 - i) Service on division committees, attendance and participation at division meetings and participation in the decision-making and curriculum development process (including accreditation-related work, LiveText activities, etc.);
 - ii) Effective participation on the university’s standing or ad-hoc committees;
 - iii) Leadership in some are of the university's governance, faculty development or curriculum design;
 - iv) Service as a divisional or committee chairperson;
 - v) Participation in university activities;
 - vi) Representation of the university to the community-at-large;
 - vii) Participation in Faculty Senate committees and activities.
 - b) **To the Profession** (See Chaminade University Policy Manual, Section 4.5.6.5, for a comprehensive description of Service to the Profession). Evidence may include, but is not necessarily limited to:
 - i) Appointment to a leadership post in an organization;

- ii) Participation in professional meetings, conferences and organizations;
- iii) Service in a professional area as a consultant or resource person;
- iv) Review of the creative or scholarly work of peers
- c) **To the Community** (See Chaminade University Policy Manual, Section 4.5.6.6, for a comprehensive description of Service to the University). Evidence may include, but is not necessarily limited to:
 - i) Lectures to community groups;
 - ii) Participating or holding a leadership position in political, church or community activities;
 - iii) Participating in activities of non-profit organization designed to serve the general public
- d) Narrative summarizing your service to the university, profession and community.
- e) Evidence-based accomplishments that the short term goals stated in GDP from last year have been accomplished or, if not, explain why;
- f) Growth plans for the next three years with special attention to the first year. Provide a statement of the current situation, short term plans (1-Year); long term plans (3-Year), and anticipated assistance you expect from the university.

4. Unit Facilitation of Professional Development

An important aspect of the growth and development plan involves short and long term plans to address professional development. These plans are constructed in consultation with the Dean and driven by an examination of areas needing attention as well as the faculty member's aspirations. The university provides funding to support these efforts, including conference support, workshops and related activities. The Education Division also hosts or conducts a number of events related to performance assessment, diversity, technology, emerging practices and the conceptual framework. For example, events since 2006 have included: (a) faculty retreats to work on the division mission, vision, program outcomes and curriculum; (b) backwards design training; (c) sessions on assessments and rubric development; (d) web design; (e) LiveText workshops with one-on-one follow-up; (f) eCollege training; and (g) lecture series addressing diverse learners, brain-based education and students with special needs.

Full-time faculty attend a minimum of one conference or outside professional development activity each academic year, plus four faculty retreat days and three to five internal events such as those indicated above. Part-time adjunct faculty often attend a conference or outside professional development but the university does not provide support for these, thus it is not required. However, adjuncts are required to participate in an annual adjunct faculty retreat plus program-specific training. Most recently, for example, adjuncts were required to attend LiveText and eCollege training and, if teaching online, an online course focusing on pedagogical aspects. We are currently developing an online professional development course to more fully engage adjuncts in professional development.

F. Unit Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

1. Unit Leadership and Authority

a. Program Planning and Coordination

The undergraduate calendar follows a fall and spring semester system while the off-campus and post-baccalaureate calendars follow four 10-week terms (fall, winter, spring, and summer). The Education Division Dean works with three entities to coordinate planning aspects: (a) the Undergraduate Day Program, (b) Graduate Services, and (c) Adult Evening and Online Program (AEOP).

Undergraduate planning occurs one year in advance and is based on a four year plan (attached) that outlines the sequence of courses and prerequisites education majors are required to follow. When undergraduate candidates enter the university they are meet with academic advising and indicate an area of interest. Those identifying education are cohorted in an education track, placed in an education-specific freshman experience, and referred to the Education Division for ongoing advising. This assures efficient planning and coordination for course scheduling and faculty workload but also candidate access to student services, advising and mentoring.

Like undergraduate candidates, off-campus and post-baccalaureate candidates are also required to follow a specific sequence of courses; but because they are on a different calendar and may be part-time or full-time, scheduling is coordinated one term in advance. The Dean works with the academic advisors to determine course needs for each term then coordinates course offerings and schedules with the graduate services and/or evening and online offices.

b. Program Design in the University

Ongoing program design, implementation and evaluation is conducted initially at the Division level, then reviewed at the university level by four distinct bodies: (a) Program Planning Committee, consisting of the provost and program directors; (b) Provost's Cabinet, consisting of the provost, academic and non-academic deans, and program directors; (c) University Planning, Priorities, and Assessment Advisory Committee (UPAC), whose membership includes the President, Rector, Executive Vice President and Provost, Executive Assistant to the President, Vice President for Institutional Advancement, Vice President for Academic Affairs, five academic Deans, Dean of Students, Dean of Enrollment Management, Dean of Information Services, Director of Graduate Services, Program Directors, Vice President for Business, President and President-Elect of the Faculty Senate, the President of Chaminade's Student Government Association, and two student government representatives; and (d) Academic Council, consisting of the provost, academic Deans, program directors, registrar, and Faculty Senate representative.

c. Professional Participation in Program Development and Implementation

Education Division programs are designed, implemented and evaluated in conjunction with our stakeholders. Input into program design, implementation, and evaluations comes from frequent

interactions with our partners in program development (e.g., the Department of Education, the Office of Catholic Schools, Community Colleges, and Teach for America). An Education Division Advisory Committee meets twice a year to review programs and policies. The Division also seeks feedback from principals in our partnership schools, cooperating teachers, and field supervisors. The Division also has a major resources in that most of our 30 adjuncts are active or recently retired professional from Hawai'i's schools. The Division does an annual survey of employers to get feedback on the quality and performance of our graduates in the schools, and this feedback is used to improve/modify programs.

d. Academic Advisement and Counseling

The Education Division has two designated advisors available on ground, via phone or email to handle students' questions and issues. Candidates are required to meet with an advisor upon acceptance into the program, at which time the sequence of courses and terms to be taken are established. When candidates cannot meet on ground, arrangements can be made to meet via the internet using software such as Skype or ClassLivePro. The Division website has been upgraded to address the most common and least serious inquiries. Chaminade University offers free confidential counseling services to all enrolled students.

e. Recruitment and Admission

Recruitment occurs at the university level, in close consultation with the education Dean. Students must meet university admissions criteria as well as specific admissions criteria into the education program, as outlined in Standard 2, Table 6.1. These criteria are published in the university undergraduate and graduate catalogs as well as the Education Division website at www.chaminade.edu/education .

f. Catalogs and CalendarsAll updates to the annually published catalogs are posted on the Division website and communicated to candidates via email distribution lists and their academic advisors. The Dean is responsible for seeing that the division's academic calendars, catalogs, publications, grading policies and advertising are accurate and current by communicating with the Registrar, Dean of Admissions and respective programs on an ongoing basis, and by posting all updates on the division website.

2. Unit Budget

The three-year budget available to support programs preparing candidates to meet standards is provided below. The unit's budget is comparable to budgets of other divisions within the university. In comparison to similar units at other institutions the budget appears to be comparable in most categories. However, faculty and staff salaries are an ongoing concern in the Faculty Senate, where an analysis of net faculty salaries illustrates that they fall below parity with other similar universities across the country. While the university administration has been responsive to hearing Faculty Senate concerns there are no easy remedies as the university is facing challenges from declining enrollment in some programs and higher costs of operation. In this context the university has been reluctant to make tenure-track appointments, and this has resulted in an increased ratio of adjunct to full-time tenure track faculty. This is a particular concern in the Education Division where net enrollment, especially at the graduate level, has been increasing. While the Education Division is fortunate to have a qualified pool of adjunct instructors, the worry is that in the longer term the lack of full-time faculty will impact the quality and

delivery of programs.

For detailed budget by fiscal year, please see Attachment 3.7.

3. Personnel

Full-time faculty workload is eight 3-unit courses per academic year plus advising and committee responsibilities at the division and university level. This equates to approximately 40 hours of instruction per course, five hours per week of office hours, and three hours per week of committee work. The Education Division differentiates between academic advisors and faculty mentors. Students meet with the academic advisor to work on class scheduling and so forth, and meet with faculty mentors to address pedagogical and related aspects of their education. Conceivably, this mentoring can occur during a faculty member's office hours but in reality most faculty end up mentoring students outside of office hours as well.

Faculty who choose to supervise student teachers receive compensation over and above their regular compensation; the current supervision compensation rate is \$500 per student teacher. Most supervision is done by adjunct faculty. The maximum number of students to be supervised in a semester is twelve, although most of our adjunct supervise between two and five student teachers.

Class sizes are between 16 and 22 students, thus assuring that faculty are able to give candidates individual attention. Education faculty have often been recognized for the quality of this individualized attention. While it has never been suggested that less attention should be given to candidates, nor would faculty members entertain that notion, it has put challenges on finding adequate time to engage in scholarship. Nonetheless, concerted efforts have been made over the past three years to establish meaningful scholarship agendas, resulting in numerous conference presentations, a few publications, and funded grants. Recently the Education Division was awarded a large federal grant from the Native Hawaiian Education Act (NHEA) which will afford more scholarship opportunities.

The unit ensures that part-time faculty contribute to the integrity, coherence, and quality of the unit and its programs by requiring participation in an annual adjunct faculty retreat plus program-specific training. Most recently, for example, adjuncts were required to attend LiveText and eCollege training and, if teaching online, an online course focusing on pedagogical aspects. We are currently developing an online professional development course to more fully engage adjuncts in professional development. Also, program specific professional development is also provided for adjunct faculty. One example would be the Castle Distinguished Speaker Series conducted in January, 2008. Through private funding adjuncts were paid a stipend to attend this all day event that brought five mainland speakers to Chaminade to address brain-based education, temperaments, special education and policies in early childhood education. Another example can be found in the dual-certification program for Educational Assistants. Instructors for that program are made up of part-time adjuncts but through close coordination by a program director we have maintained a high level of instructor quality and student satisfaction.

As can be seen in the budget, financial support for professional development is provided so faculty can attend at least one off-island event each year, or have more than one supplemented. Additionally, funds are provided through the Faculty Senate professional development funds. Because of the high cost of

travel, however, faculty usually need to supplement this support with their own funds.

Support personnel for the Education Division include a full-time assistant to dean, a full-time assistant for special programs, a full-time field services director, two part-time academic advisors, a part-time receptionist, and two part-time student assistants. Additionally, the division works closely with the offices of graduate services, undergraduate, and evening and online program offices, all of which have support staff to facilitate necessary processes. Job descriptions and funding for each position have been approved at the university level, and in the event of vacancies the personnel office assists in advertising and screening applicants.

4. Unit Facilities

Each classroom is equipped with an instructor computer station, Elmo overhead projector, LCD projector, and a white board. Internet access is available in most classrooms, with access to online resources through LiveText, eCollege, and various databases. All full-time faculty have private offices, thus supporting quality space to plan, conduct scholarly activities, and meet with candidates.

Most off-campus facilities are equipped with an overhead and LCD projector, but because these classrooms are controlled by other institutions we are not guaranteed the same resources as those available on campus. This has generally not been an issue, however, and in the cases where inadequate facilities were an issue, alternate facilities were arranged.

The Education Division has its own Castle Curriculum Resource Center, CTRAC , funded by a grant from the Samuel N. and Mary Castle Foundation and Chaminade University. The facility is housed in the Education Division building, Brogan Hall. The purpose of CTRAC is to serve as a resource to the local educational community, providing pre-service and in-service teachers with professional development workshops, equipment and supplies to create classroom materials, and professional library with current books and videos.

On April 25, 2008, Chaminade University celebrated the dedication of the largest academic building constructed on campus since its founding – the Sullivan Family Library. The library features state of the art facilities with access to curricular resources in curriculum and instruction, educational research and related journals. An education librarian is assigned to the division and consults with faculty to identify needed resources.

5. Unit Resources including Technology

All university faculty and candidates are provided a university email account and access to the web portal with various online resources. Additionally, online students pay an additional fee to take classes using eCollege, an online course-delivery system that replaced WebCT in fall 2008. Within the Education Division all candidates are also required to use LiveText, an online course support and assessment system. Evidence to date indicates that not all faculty and teacher candidates have used the university email system, in part because they have their own private email accounts and in part because the system has not been completely reliable. In 2008 the Education Division instituted a policy that all official communications with candidates will only be sent to their Chaminade email accounts. We took this step because of the difficulty in changed email addresses and returned messages. Usage has increased but still not close to 100%. There is evidence that the online web portal is being used to register for classes and verify schedules, but not necessarily to take advantage of the other features it

offers. The premise is that this should be the one-stop location for faculty and candidates -- the portal to everything else -- but there are simply too many conflicting circumstances to assume this will happen. The Education Division would prefer that candidates access the division's web site as the portal to everything else, because this is where division announcements and other information are provided. Since implementing the new web site in 2007 it has aided in communication and streamlined many routines. We continue to update this site and have found it to be the most effective and efficient tool for candidates, potential candidates, and faculty to use.

There is also evidence that candidates and faculty are increasingly using LiveText, clearly due to the fact that submitting and scoring signature assignments through LiveText is mandatory. The system was implemented in 2007 amidst enthusiastic anticipation followed by our remorse due to the steep learning curve. Now that we have a better understanding of the system's features we are more confident in benefiting from its features to collect and sort data into meaningful assessment reports that will drive improvement. The current HTSB reaccreditation process will be the first opportunity to test this out! More information on LiveText and its usage in the Education Division can be found at <http://acad.chaminade.edu/dept/education/LiveText/LiveText.html>

Online resources are regularly added as the Education Division Faculty continues to seek ways to harness new technologies for more efficient operation. For example, the Division now has a "Ning" site in which important documents, announcements, meeting minutes, and topical discussions are housed. Important documents are developed collaboratively using Google Documents or Zoho. Instructional video clips on the Division website help students and adjuncts learn our software delivery systems. This has become an increasingly important feature due to the increased number of online classes. Online resources also exist through LiveText (e.g., streaming videos and interactive templates) and eCollege, adopted because it integrates innovative technological advances with varied pedagogical approaches.

ATTACHMENTS

Attachment 1.0

Chaminade University of Honolulu



Father William Joseph Chaminade

Chaminade University is named for Father William Chaminade (1761 - 1850), a French Catholic priest who lived through the French Revolution and the rise and fall of Napoleon. During the Revolution, Catholic churches and land were taken over by the state; clergy who did not cooperate were frequently executed. In the aftermath, Fr. Chaminade faced a new apostolic challenge: ignorance of the faith, religious indifference, the abandonment of Christian life and the structural ruin of the Church. Aiming to dedicate the rest of his life to the renewal of the Church, he realized that new means were required for his times: new institutions, new methods and even a new kind of missionary.

Fr. Chaminade understood the rich creative possibilities of a Christian community for apostolic service. Such a community could bear the witness of a people of saints, showing that the gospel could still be lived in all the force of its letter and spirit. A community could thus become the great means to re-Christianize France. Within the lay Christian communities he initiated, some expressed the desire to follow Christ as vowed religious. Thus, in 1816, Fr. Chaminade, in collaboration with Adele de Batz de Trenquellion, founded the Daughters of Mary Immaculate (Marianist Sisters). In 1817, he founded the Society of Mary (Marianist Brothers and Priests). He saw in these two religious congregations the means to animate and extend the network of communities and works founded through his inspiration.

The life of Fr. Chaminade reveals a deep sense of Providence. Filled with a compelling awareness of the Church's mission, he was ready to adapt to ever-new situations, eager to respond to the Lord's indications and deeply sensitive to the needs of the times. He was gifted with tenacity of purpose, a profound spirit of prayer and a keen ability to discern God's will. He wished to impress these traits on Marianists of all times.

Like social reformers before and after him, Fr. Chaminade saw schools as a principal means for transforming society. During his lifetime he founded over forty schools, including three teacher training institutions. In explaining his efforts to Pope Gregory XVI, he said that by opening schools, especially for those classes of people most numerous and most abandoned, and by engaging in teacher training, he sought to counteract the anti-Christian spirit ushered in by the

French Revolution and the religious indifference that resulted from it. Consistent with his fundamental apostolic insight, Fr. Chaminade desired that Marianist schools be true communities concerned for the education of the whole person, respecting both faith and reason as means to the truth, and preparing its graduates for both success in their careers and life and committed to service. Chaminade University is grateful to have received such a legacy and strives to be the educational institution envisioned by Fr Chaminade.

The Marianists in Hawai'i

The Marianists first arrived in Hawai'i in 1883 to assume responsibility for Saint Louis School in Honolulu. In subsequent years, they founded Saint Anthony's School in Wailuku, Maui, and Saint Joseph's School in Hilo. In September 1955, the Marianists opened Saint Louis Junior College on the Saint Louis School campus. Under the direction of the Reverend Robert R. Mackey, S.M., it provided a two-year liberal arts program. Two years later the college expanded its programs and became a four-year coeducational college with the name of Chaminade College of Honolulu. In 1967 Chaminade established an evening program to serve adult learners. A decade later, with the institution of graduate programs, Chaminade College of Honolulu became Chaminade University and "of Honolulu" was added in 1981.

Sister Universities

Chaminade University has close relations with two sister universities located on the U.S. Mainland. The University of Dayton, founded by the Marianists in 1850, has approximately 11,000 students and is the largest independent university in Ohio. Saint Mary's University, founded by the Marianists in San Antonio, Texas in 1852, has approximately 4,000 students. Students at any of the three institutions can take a portion of their study at any of the other universities.

Attachment 1.1
Alignment of Marianist Principles and core academic beliefs

Marianist Principles	Education Division's Core Academic Beliefs
Education for Formation in Faith (Mana)	~ All children can learn
Integral, Quality Education (Aloha)	<ul style="list-style-type: none"> ~ Education is an active process ~ Teaching and learning are reciprocal processes ~ Diversity enriches education by providing many different cultural values and viewpoints ~ Varied instruction for individual differences and learning styles facilitates learning ~ Learning is facilitated by integrating curriculum, using cooperative learning strategies, having high expectations of the learner, and making curriculum relevant to the world outside of the classroom ~ Teachers are responsible for nurturing the students' desire to learn
Education and the Family Spirit (Ohana)	<ul style="list-style-type: none"> ~ Learning requires a safe, stimulating environment where each student is nurtured ~ School, community and family collaboration support learning
Education for Service, Peace and Justice (Pono)	~ Students must be educated for responsible citizenship, and self-directed lifelong learning
Education for Adaptation and Change (Aina)	<ul style="list-style-type: none"> ~ Creative problem solving, divergent thinking and effective communication are nurtured ~ Reflection facilitates learning ~ Technology enriches the learning environment and the learning experience ~ Assessment improves instruction and increases student achievement ~ Students must be educated for responsible citizenship, and self-directed lifelong learning

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 candidates.

Attachment 1.2

Knowledge Bases and Educational Policies that Drive the Work of the Unit

1. Learning is an active process.

Active learning uses authentic projects to construct meaning while employing cooperative learning strategies and individual reflection to enhance the learning experience. Chaminade University is committed to a constructivist learning environment, which invites teacher candidates to construct meaning. The university professor and the teacher candidate in the P-12 school are responsible for creating a safe and secure learning environment which motivates teacher candidates and students to explore, reflect, and create meaning (Bigge and Shermis, 2004; Johnson and Johnson, 1990). Learning is not the transmission of knowledge through lectures and rote memorization of information and facts. Chaminade's instructional model cultivates teacher candidate's critical thinking and problem solving by actively engaging them in authentic learning (Brooks and Brooks, 1993; Cohen, McLaughlin and Talbert, 1993).

2. Education courses are rooted in child and adolescent development.

Child and adolescent developmental stages which are grounded in the work of Piaget and Vygotsky are at the center of developmentally appropriate practices, which address the cognitive, physical, psychological, spiritual, and social emotional needs of children and youth (Piaget, 1960; Vygotsky, 1978; Joyce, Weil and Calhoun, 2004; Bruner, 1986, 1990). This grounding in child and adolescent development promotes a child-centered classroom where every student's potential is maximized by using developmentally appropriate practices and a focus on the whole child. This focus on the whole child supports the General Learner Outcomes of quality producer and an effective communicator.

3. Diversity enriches education.

Diversity brings a wealth of cultures, traditions, and values to raise the awareness of teacher candidates about different groups of students that they will be teaching in the P-12 schools. There are many aspects to diversity: ethnicity, racial origin, socioeconomic status, gender, disability, religion, and language. Chaminade education students are assessed on their proficiency in addressing these aspects through coursework and signature assignments that highlight serving different categories of diverse students. These aspects and how teacher candidates are helped to develop a deep understanding of diversity are discussed more fully in Commitment to Diversity in Professional Dispositions section that follows in Element 7. At Chaminade, as a Native Hawaiian serving institution, special attention in the area of diversity is paid to Native Hawaiian issues. During the Student Teaching Practicum Seminars, student teachers are introduced to *Na Honua Maui Ola: The Hawai'i Guidelines for Culturally Healthy and Responsive Learning Environments*. In this document, the student teachers become familiar with the document developed by the Native Hawaiian Education Council in 2002. This document "provides schools and communities a way to examine and attend to the educational and cultural well-being of their learners." In addition, the Education Division pays special attention to the needs of the diverse population of students in our neighboring Palolo Valley through a variety of programs including Observation and Participation (O&P), tutoring, student teaching, and service learning activities. Recently the Division received a large federal grant to strengthen achievement in two Palolo Valley schools, Anuenue (a Hawaiian immersion charter school) and Palolo Valley Elementary.

4. Assessment is critical to the instructional process.

Along with Stiggins (2004) the Education Division believes that students are the most important users of

assessment data and need to be involved in the assessment process. When students are given clear assessment targets, involved in developing the rubrics, and charting their progress, they become self-directed learners. As teacher candidates and P-12 students develop their portfolios to demonstrate their knowledge, skills and dispositions, they learn to link their learning to state and national standards and to write reflections that demonstrate how learning relates to different aspects of their lives. Chaminade teacher candidates are encouraged to involve P-12 students in planning and monitoring their progress in all academic areas. There is an assessment course in all licensure programs, and assessment is integrated into methods courses. Teacher candidates in all special education programs take a class in the assessment of exceptional children.

5. Technology is important for clear and efficient communication in the twenty-first century.

The unprecedented and explosive growth of knowledge in the "information age" along with the introduction of digital and web-based media into schools requires new approaches to learning for 21st century teachers can harness the new technologies to add creativity, elaboration, and individualization to subject area content. Web-based education software has matured in the last few years, so that students, teachers, and families can be linked through networks. These new web-based education networks can open the door to broader changes. Christiansen, Johnson, and Horn (2008) argue that we are now at a place in the history of information technology where every student can have a customized learning strategy that allows him or her to tackle almost any subject matter at a pace and with a learning strategy that is appropriate. In this context, the teacher's task is no longer to be the "sage on the stage." Rather the teacher's task should be to assess a student's requirements, identify appropriate resources, and then facilitate the learning process. This, in turn, demands new skills for teacher education candidates. In this context the Education Division prepares teacher candidates to integrate "information age" knowledge with new skills for teaching and learning. The Division has integrated new technologies into its coursework (e.g., using ECollege for online coursework), and has expanded its use of new networking tools (e.g., LiveTextPro, Elluminate, Ning, and Skype) into its course delivery as appropriate. The Division requires a course in educational technology in all its licensure programs.

6. Critical and creative thinking and problem solving are important skills for teaching.

In the Education Division's view a competent teacher candidate has a sound foundation in critical and creative thinking based on the conceptual models of Bloom (1976) and Stiggins (2004). Developing the creative thinking skills of fluency, flexibility, originality and elaboration supports students in their writing and in creating original and unique projects. Problem solving is particularly important as teachers face challenging problems every day in their classrooms. When planning units, teacher candidates are required to move up the taxonomy to develop higher level thinking skills in their P-12 students.

Moving from knowledge, comprehension and application to analysis, synthesis and evaluation when planning instructional activities helps students develop higher level thinking skills and makes learning more interesting and exciting. Teaching children the steps in problem solving and the benefits of skills like brainstorming, mind-mapping, webbing, and collaborative problem solving has benefits inside and outside the classroom. It is critical to support P-12 learners in developing their metacognitive strategies so they can monitor their own learning and set their own goals. It is in helping students develop their metacognitive strategies that students become independent self-directed learners (Au, 1993; Dixon-Kraus, 1995; Fountas & Pinnell, 1996).

7. Reflection, professionalism and life-long learning are key dispositions for teacher candidates.

The Education Division views teaching as a reflective practice that supports lifelong learning. When teacher candidates analyze their lessons and their interaction with students, they are constantly discovering new ideas and new ways to present information to students. As Newman (1987) comments, "Our beliefs about learning and teaching can only be uncovered by engaging in systematic self-critical analysis of our current instructional practices which is the beginning...of professional development (p.727)." In the Chaminade Education Division we seek to foster teachers who become reflective practitioners and realize the power of classroom research, observation, and reflection in discovering new understandings about children (Clay, 1989). This reflective process leads to teacher collaboration and discussion of new ideas. In our program professional journals, courses, professional conferences and teacher collaboration in action research stimulate the process of lifelong learning. Moreover, in its context as a Marianist university, Chaminade encourages teacher candidates to become ethical, compassionate, and caring teachers, and to act professionally in all matters. Beyond this they are taught to serve the school-community and work for social justice in the larger community through service learning opportunities.

8. Self-Directed Learner

The Education Division thinks it is of critical importance to prepare teachers to facilitate the development of their students as independent self-directed learners. In this regard the Division focuses on active learning, critical and creative thinking, and involving learners in the assessment process in order to have students actively assess their own learning, monitor their progress and plan their future goals. Teacher candidates are required to demonstrate active learning strategies in their classrooms during student teaching. Active learning requires a classroom in which P-12 students are actively engaged in planning and monitoring their own learning.

9. Solid Foundation in Content Knowledge

A strong content base is essential to a competent teacher. The framework that guides teacher candidate preparation at Chaminade University is rooted in the liberal arts core and the professional education courses. Each section below addresses the content base for licensure programs at the undergraduate level, including the alternative dual licensure program and at the graduate level. An important goal of the Education Division is to provide teacher candidates with a solid foundation in content knowledge. This is supported by John Goodlad (1990) when he sets down one of the nineteen postulates of a program preparing teachers. "Programs for education of educators, whether elementary, or secondary, must carry the responsibility to ensure that all candidates progressing through them possess or acquire the literacy or thinking abilities associated with an educated person" (p.57)."

Attachment 2.1
Institutional Standard (HTSB Standards)

Standard 1: Focuses on the Learner

The effective teacher consistently engages students in appropriate experiences that support their development as independent learners

Standard 2: Creates and maintains a safe and positive learning environment

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

Standard 3: Adapts to learner diversity

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

Standard 4: Fosters effective communication in the learning environment

The effective teacher consistently enriches communication in the learning environment.

Standard 5: Demonstrates knowledge of content

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

Standard 6: Designs and provides meaningful learning experiences

The effective teacher consistently plans and implements, meaningful learning experiences for students.

Standard 7: Uses active learning strategies

The effective teacher consistently uses a variety of active learning strategies to develop students' thinking, problem-solving and learning skills.

Standard 8: 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.

Standard 9: Demonstrates professionalism

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

Standard 10: 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.

**Attachment 3.1
GPAs and Student Teaching Evaluations**

Undergraduate Elementary Academic Year	Number of Candidates	Overall GPA	1. Focus on the Learner	2. Maintains Safe Secure Environment	3. Diversity	4. Effective Communication	5. Demonstrates Content Knowledge	6. Meaningful Learning Experiences	7. Active Learning Strategies	8. Assessment Strategies	9. Demonstrates Professionalism	10. School-Community Relationships
AY2007-2008	21	3.60	4.61	4.67	4.56	4.67	4.61	4.50	4.50	4.22	4.78	4.56
AY2006-2007	24	3.71	4.46	4.52	4.39	4.57	4.52	4.57	4.39	4.33	4.74	4.61
AY2005-2006	13	3.40	4.38	4.50	4.54	4.38	4.46	4.46	4.38	4.15	4.77	4.46
AY2004-2005	8	3.87	4.79	4.79	4.79	4.79	4.57	4.71	4.71	4.67	4.93	4.50

Post-Bac Elementary Academic Year	Number of Candidates	Overall GPA	1. Focus on the Learner	2. Maintains Safe Secure Environment	3. Diversity	4. Effective Communication	5. Demonstrates Content Knowledge	6. Meaningful Learning Experiences	7. Active Learning Strategies	8. Assessment Strategies	9. Demonstrates Professionalism	10. School-Community Relationships
AY2007-2008	24	3.90	4.44	4.50	4.56	4.33	4.44	4.56	4.61	4.33	4.72	4.44
AY2006-2007	15	3.90	4.78	4.89	4.78	4.89	4.67	4.78	4.78	4.78	5.00	4.89
AY2005-2006	11	3.87	4.64	4.55	4.36	4.73	4.45	4.64	4.64	4.55	4.82	4.68
AY2004-2005	18	3.89	4.83	4.83	4.72	4.94	4.83	4.81	4.75	4.64	4.81	4.75

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

Post-Bac 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
2007-2008	8	3.90	4.63	4.88	4.75	4.88	4.13	4.63	4.75	4.50	4.88	4.75
2006-2007	6	3.71	3.75	3.50	3.50	3.75	3.75	3.75	3.50	3.50	3.75	3.50
2005-2006	2	3.92	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
2004-2005	6	3.84	4.33	4.33	4.67	4.50	4.50	4.17	4.33	4.40	4.67	4.40

Undergraduate EA Academic Year	Number of Completers	Overall GPA	1. Focus on the Learner	2. Maintains Safe Secure Environment	3. Diversity	4. Effective Communication	5. Demonstrates Content Knowledge	6. Meaningful Learning Experiences	7. Active Learning Strategies	8. Assessment Strategies	9. Demonstrates Professionalism	10. School-Community Relationships
2007-2008	13	3.86	4.92	4.85	4.85	4.92	4.77	4.85	4.92	4.69	5.00	4.85
2006-2007	3	3.68	4.33	4.33	4.00	4.33	3.67	4.33	4.00	4.00	4.33	4.33
2005-2006	13	3.66	4.50	4.35	4.35	4.50	4.23	4.19	4.27	4.27	4.50	4.00
2004-2005	18	3.74	4.66	4.66	4.44	4.66	4.38	4.60	4.59	4.53	4.81	4.63

Attachment 3.2
Graduate and Employer Survey

Please take a few minutes to evaluate the Education programs and your teacher preparation at Chaminade. Your comments will be helpful as we continually review and revise the programs to help students succeed. Thank you for completing the survey and returning it in the stamped addressed envelope by August 3rd.

1. Identify your area of specialization at Chaminade by placing an x in the box below:

A.S. Early Childhood (Accelerated Undergraduate Program (AUP))	
B.S. Early Childhood (AUP) Non-Licensure	
B.S. Early Childhood Montessori Credential	
B.S. Early Childhood PK-3 Licensure	
B.S. Early Childhood PK-3 Licensure AND Montessori Credential	
B.S. Elementary Education K-6 Licensure	
B.S. Dual Certification: Elementary and Special Education Licensures	
B.S. PK-3 Licensure and K-6 Licensure	
B.S. Secondary 7-12 English (AUP) Licensure	
B.S. Secondary 7-12 Social Studies (AUP) Licensure	
M.Ed. Early Childhood Montessori Credential	
M.Ed. Early Childhood PK-3 Licensure	
M.Ed. Early Childhood PK-3 Licensure AND Montessori Credential	
M.Ed. Elementary Education K-6 Licensure	
M.Ed. Secondary Education 7-12 Licensure Math	
M.Ed. Secondary Education 7-12 Licensure Science	
M.Ed. Secondary Education 7-12 Licensure Social Studies	
M.Ed. Secondary Education 7-12 Licensure English	
M.Ed. Special Education Licensure	
M.Ed. ARLISE Credential	
M.Ed. Non-Licensure	

2. Identify your Degree Completed by providing the year you graduated from Chaminade University.

A.S.	Year:	
B.S.	Year:	
M.Ed. with Licensure	Year:	
M.Ed. Non Licensure	Year:	

3. Did you complete your teacher education program at Chaminade University of Honolulu?

Yes	
No	

a. Are you still teaching?

Yes	
No	

b. If “yes,” Where are you currently teaching?

c. What grade and subject?

d. If no, are you currently looking for employment in education?

e. Have you received your state teacher’s license? If not, why?

f. If you are no longer teaching, please tell us why you left the field of education.

g. If you did not go into teaching after getting your degree, state what type of work you are currently doing, and was this part of your career plan?

We have listed the areas of pedagogical knowledge of a Chaminade Education degree below. Please rate your Chaminade preparation in these six areas. To each of the following, please indicate how well you were prepared by answering “strong,” “adequate,” or “weak.”

Students completing the program have knowledge and skills related to:	Strong	Adequate	Weak
1. Foundations of education			
2. The ways children and adolescents develop and the relationship to learning, professional ethics, laws, and policies			
3. The use of research in teaching			
4. Diversity of student populations, families, and communities			
5. The roles and responsibilities of the professional communities			
6. The consideration of school, family, and community contexts and the prior experiences of students			

We have listed learning competencies of a Chaminade Education degree below. Please rate your Chaminade preparation in these nine areas. To each of the following, please indicate how well you were prepared by answering “strong,” “adequate,” or “weak.”

Students completing the program can:	Strong	Adequate	Weak
1. Demonstrate and apply the dynamics of human development, growth and behavior, as well as learning styles and student-centered teaching.			
2. Demonstrate and apply individual, special, and large group instructional processes, planning and content, including the need to address the diverse learner.			
3. Demonstrate and apply professional ethics, and responsibilities.			
4. Demonstrate and apply educational assessment, evaluation, technology, and current educational research.			
5. Demonstrate and apply the social and cultural foundation that influence the creation of educational structures and environment, and of the process necessary for the creation of school community.			
6. Demonstrate and apply effective oral and written communication strategies and content knowledge in university and P-12 classrooms.			
7. Demonstrate and apply meaningful, interactive teaching and learning strategies in P-12 classrooms.			
8. Demonstrate mastery of a variety of teaching strategies and skills in a planned, supervised teacher candidate experience.			
9. Demonstrate the ability to maintain positive relationships with parents and members of the school community and demonstrates a commitment to continued growth in the profession.			

How adequately to do you feel that you were prepared to teach the content of the subjects in which you received your license in?

In what ways did Chaminade's teacher preparation program prepare you to have a broad knowledge of the instructional strategies specifically in the subjects you teach or plan to teach?

How would you rate your own demonstration of your teaching dispositions in your classroom, or if not in a classroom, then in your current professional career?

Please circle the number for each answer as it applies to you.

Low (1) High (5)

1. Professional Presence (Is Courteous, Confident, w/ Gracious Demeanor)	1	2	3	4	5
2. Overall Attitude & Emotional Stability (Demonstrates Even Temperament, Sense of Humor, Patience)	1	2	3	4	5
3. Integrity, honesty, trustworthiness (Genuine, Acts from a Consistent Philosophy)	1	2	3	4	5
4. Sense of Responsibility (Takes Initiative & Demonstrate Completion / Closure)	1	2	3	4	5
5. Punctuality & Attendance (Is Timely & Consistent)	1	2	3	4	5
6. Preparation & Planning (Is Thorough, Accurate; Accommodates Stages of Development & Learner Diversity)	1	2	3	4	5
7. Degree & Kind of Participation (Participates Fully w/ Enthusiasm & Cooperation)	1	2	3	4	5
8. General Intelligence & Insightfulness (Shows Open Mindedness, Insightfulness & Adaptability)	1	2	3	4	5
9. General Knowledge (Has a Grasp of: Philosophy, Curriculum, Methods, etc.)	1	2	3	4	5
10. Diligence & Application (Works to Level of Capacity / Goes Beyond Expectation)	1	2	3	4	5
11. Skill in Communication (Connects w/ Others; Demonstrates Clarity of Expression & Explanation)	1	2	3	4	5
12. Rapport w/ and Respect for Others (Identification w/ & Concern for Others Regardless of Differences, Compassionate)	1	2	3	4	5

5. In terms of your ability to assess student learning in your classroom, what types of assessments do you primarily use to assess student learning, to assess while instructing, and to develop meaningful learning experiences?
6. Do you have anything you would like to share about your teacher preparation from Chaminade based on a specific professor, or course, or subject area?

Thank you for returning this survey in the enclosed stamped envelope by *August 3rd* to:

Chaminade University of Honolulu
 Education Division - Survey
 3140 Waiālae Avenue
 Honolulu, Hawai'i 96816-157

Attachment 3.3 O&P Disposition Survey

O&P Dispositions

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

CUH Student: _____ CUH Course: ED _____ Prof: _____

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

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

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

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

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

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

Punctuality & Attendance
(Is Timely & Consistent) _____

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

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

General Intelligence & Insightfulness
(Shows Open Mindedness, Insightfulness & Adaptability) _____

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

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

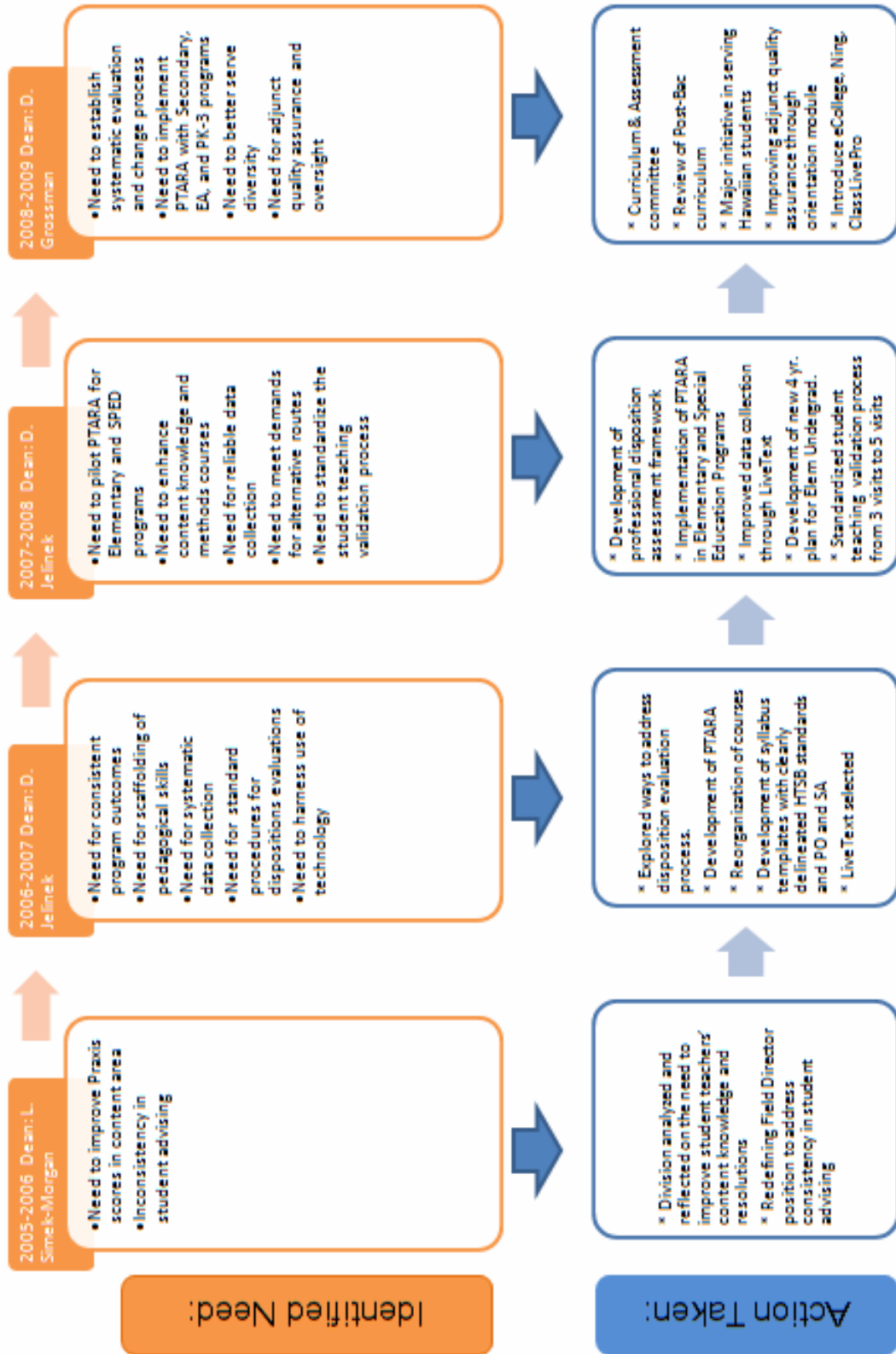
Skill in Communication
(Connects w/ Others; Demonstrates Clarity of Expression & Explanation) _____

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

Hrs. Completed _____ O&P Teacher/ Supervisor Signature _____ Date _____ Total O&P _____

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

Attachment 3.4 Continuous Improvement Timeline



**Attachment 3.5
Detailed Candidate Demographics**

ETHNIC BREAKDOWN OF STUDENTS (2006-2007)								
Program	Gender	Total	Black Non-Hispanic	Hispanic	Asian-Pacific/Islander	American Indian Alaskan Native	White Non-Hispanic	Non-Resident Alien
Day Undergraduate	Female	763	28	60	493	5	166	11
Day Undergraduate	Male	343	14	16	204	4	96	9
Accelerated Undergraduate	Female	584	107	74	136	5	262	0
Accelerated Undergraduate	Male	442	70	60	61	4	247	0
Masters	Female	511	24	28	317	3	136	3
Masters	Male	193	15	8	113	2	53	2
Grand Total		2836	258	246	1324	23	960	25

STUDENTS IN EDUCATION PROGRAMS (2006-2007)								
Program	Gender	Total	Black Non-Hispanic	Hispanic	Asian-Pacific/Islander	American Indian Alaskan Native	White Non-Hispanic	Non-Resident Alien
Day Undergraduate	Female	54	0	3	36	1	14	0
Day Undergraduate	Male	9	0	1	5	0	3	0
Accelerated Undergraduate	Female	41	4	1	13	0	23	0
Accelerated Undergraduate	Male	3	1	0	1	0	1	0
Masters	Female	31	1	0	19	1	10	0
Masters	Male	14	1	0	9	0	4	0
Grand Total		152	7	5	83	2	55	0

EDUCATION STUDENTS AS A PERCENTAGE (2006-2007)								
Program	Gender	Total	Black Non-Hispanic	Hispanic	Asian-Pacific/Islander	American Indian Alaskan Native	White Non-Hispanic	Non-Resident Alien
Day Undergraduate	Female	7.1%	0.0%	5.0%	7.3%	20.0%	8.4%	0.0%
Day Undergraduate	Male	2.6%	0.0%	6.3%	2.5%	0.0%	3.1%	0.0%
Accelerated Undergraduate	Female	7.0%	3.7%	1.4%	9.6%	0.0%	8.8%	0.0%
Accelerated Undergraduate	Male	0.7%	1.4%	0.0%	1.6%	0.0%	0.4%	0.0%
Masters	Female	6.1%	4.2%	0.0%	6.0%	33.3%	7.4%	0.0%
Masters	Male	7.3%	6.7%	0.0%	8.0%	0.0%	7.5%	0.0%
Grand Total		5.4%	2.7%	2.0%	6.3%	8.7%	5.7%	0.0%