



**Chaminade University**  
OF HONOLULU

EDUCATION DIVISION

## **Inquiry Brief**

Submitted to the

**Council for the Accreditation of Educator Preparation**

By

**The Education Division**

**Chaminade University of Honolulu**

Accepted by CAEP for Audit Review:  
CAEP TEAC Legacy Audit Visit:

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This document was discussed with program faculty and staff during the process of its preparation and the draft was reviewed by all Education faculty and staff members on March 20, 2015. The draft was formally approved by the Education Division faculty on April 1, 2015 and was submitted to CAEP on July 27, 2015.

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## Program Checklist for the Inquiry Brief Proposal

Requirement for the <i>Brief Proposal</i>	Location
1. We identify the author(s) of the document.	2
2. We provide evidence that the faculty approved the document.	2
3. We give a brief account of the history and logic of the program and its place within the institution.	7-19
4. We provide some demographics of program faculty and students (e.g., race and gender), broken out by year, by each program option.	19-25
5. We state our claims explicitly and precisely.	39-40
6. We provide evidence to support our claims organized by their relationship to the components of <i>QPI</i> (1.1–1.3).	40-42
7. We provide evidence for all the subcomponents of <i>QPI</i> (1.4): learning how to learn (1.4.1), multicultural perspectives and accuracy (1.4.2), and technology (1.4.3)	72-73
8. We have checked that our claims are consistent with other program documents (e.g., catalogs, websites, and brochures).	Woven throughout the document
9. In the rationale, we explain why we selected our particular measures and why we thought these measures would be reliable and valid indicators of our claims.	42-46
10. In the rationale, we also explain why we think the criteria and standards we have selected as indicating success are appropriate.	42-46
11. We describe our method of acquiring our evidence – the overall design of our approach, including sampling and comparison groups (if applicable).	47-48
12. We provide at least two measures for each claim unless there is a single measure of certain or authentic validity.	54
13. For each measure we include empirical evidence of the degree of reliability and validity.	54-68
14. We present findings related to each claim, and we offer a conclusion for each claim, explaining how our evidence supports or does not support the claim.	Optional for Proposal
15. We describe how we have recently used evidence of student performance in making decisions to change and improve the program.	Optional for Proposal
16. We provide a plan for making future decisions concerning program improvements based on evidence of our students' performance.	69-73
17. We provide evidence that we have conducted an internal audit of our quality control system (QCS), and we present and discuss the implications of the findings from our internal audit (Appendix A).	76-79 & 81-88
18. We provide Appendix C that describes faculty qualifications.	95-101
19. We provide Appendix D that describes our program requirements and their alignment with state and national standards.	102-150
20. We make a case for institutional commitment to the program (Appendix B).	89-94
21. We make a case that we have sufficient capacity to offer a quality program (Appendix B).	89-94
22. We list all evidence (related to accreditation) available to the program (Appendix E).	150-153
23. We provide copies of all locally developed assessments in Appendix F.	154-231
24. We provide, if applicable, copies of decisions by other recognized accreditors for professional education programs not covered in the <i>Inquiry Brief</i> (Appendix G).	N/A

\*The checklist for the *Inquiry Brief Proposal* need not have entries for rows 6, 7, 13, 14 and 15.

## **Section 1: Program Overview**

### **Program Areas, Levels, Specialties, and Options**

Chaminade University's Division of Education offers the following degree programs:

- Bachelor of Science in Elementary Education with K-6 Licensure
- Bachelor of Science in Secondary Education 7-12
  - With Licensure in Math
  - With Licensure in English
  - With Licensure in Social Studies
  - With Licensure in Science
- Master of Art in Teaching in Early Childhood Education PK-K
- Master of Art in Teaching in Early Childhood Education PK-3
- Master of Art in Teaching in Elementary Education K-6
- Master of Art in Teaching in Secondary Education 7-12
  - With Licensure in Math
  - With Licensure in English
  - With Licensure in Social Studies
  - With Licensure in Science
- Master of Art in Teaching in Special Education K-12

These program options are included in a single brief because each of the options calls for the same embedded assessments and each option prepares teacher candidates for initial state licensure.

### **Historical Context of Chaminade University of Honolulu**

Chaminade University is named for Father William Joseph Chaminade (1761-1850), a French Catholic priest who lived through the French Revolution and the rise and fall of Napoleon. During the Revolution, the Catholic Church was persecuted: churches and church land were taken over by the state, and clergy who did not cooperate were frequently executed. For five years Father Chaminade ministered to his people in secret, under the constant threat of death by guillotine.

In 1817, Father Chaminade founded the Society of Mary (Marianists). The primary purpose of the Marianists was, and is today, educating leaders for a new age. Father Chaminade, having seen the excesses of the Enlightenment and of secular religions, taught that human reason is not enough and that faith and reason must be combined for human beings to reach their fullest potential. Having experienced the revolution, he also realized that the Catholic Church must become a more positive and egalitarian force for spiritual growth and

material well being in the modern world. The hallmark of Marianist education is the development of leaders who have a strong professional background, a mature faith, and ethical sensibility. Today, there are 111,000 students in 106 Marianist schools and universities in 30 countries.

The Marianists first arrived in Hawaii in 1883. They assumed the leadership of St. Anthony's School in Wailuku, Maui; St. Joseph's School in Hilo; and St. Louis College in Honolulu. In September 1955, the Marianists opened St. Louis Junior College on the St. 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. In 1967 Chaminade extended its services to the community with the establishment of an evening program. A decade later, Chaminade College became Chaminade University of Honolulu with the addition of graduate programs.

## **Mission and Commitments of Chaminade University of Honolulu**

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 educational 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.

From Chaminade's mission flows the following Core Commitments, which both amplify and specify the Mission. Chaminade understands that their Core Commitments guide both the service they offer and the formation of their educational community.

### **Commitments to Service:**

- To offer quality academic programs, both those leading to a degree and those focused on continuing education, in a manner responsive to the needs of our students and communities;
- To graduate students who are recognized for their liberal arts learning, preparation for professional careers, facility in the use of information and communication technologies, interest in life-long learning, appreciation of diversity, sense of ethical responsibility, and commitment to leadership through service to affect positively individual lives and the common good;
- To be a community that looks beyond itself and engages in public service, that enriches the life of the wider community;
- To exhibit a strong social consciousness that expressly permeates all curricula;
- To engage in partnerships with the Hawaii community, our Pacific Island neighbors, the church and those with whom we share Marianist sponsorship; and

- To explore critically the intersections of faith and culture and, consistent with our identity, engage our students in this dialogue and participate in the processes of public learning and policy formulation and the building of a more just and peaceful society.

### **Commitments to the Character of Our Educational Community:**

- To be a unified educational community where members are committed to our common mission and their self-development;
- To be a faculty and staff with a primary focus on student learning and the development of the whole person;
- To hold an extensive view of hospitality, meaning cordiality to the ideas and talents of others; to listen with an open mind that enhances our integrity and reasserts our humanity;
- To nurture a culture which honors and promotes open inquiry, reflection, critical dialogue with peers on and beyond the campus and the dissemination of our scholarship;
- To be a scholarly community which explores and encourages connections between disciplines and provides the various experiences necessary to make those connections. This implies intense, dedicated collaboration among colleagues and students;
- To foster an excellent multi-cultural learning environment drawing on our unique Pacific Island location;
- To conduct ourselves with personal integrity, perhaps the most powerful educational tool we possess; to serve as mentors and role models; the way in which we interact with students enables them to work with others in a like manner; and
- To be a community which stays the course through the difficult periods. Patience, self-discipline and sacrifice are necessary to build a strong community. We look within ourselves for solutions and the resolve to work through difficulties.

### **Marianist Educational Values**

Chaminade University of Honolulu is a Marianist university. Marianists are members of the Catholic Society of Mary. They embrace the idea of education as a mechanism to transform society and have founded many schools and three universities, Chaminade University of Honolulu being one of them. The Marianist spirit is one of openness, mutual respect, and acceptance.

Although Chaminade is a Marianist university approximately 60% of the student body is not Catholic. In fact, many faiths and cultural backgrounds are represented on campus, including, but not limited to Buddhism and Native Hawaiian spirituality. A healthy dialogue among the faith traditions is appreciated and reflected in the coursework and also in campus life. This diversity and acceptance is part of the Chaminade experience.

In 1999 Chaminade University of Honolulu, St. Mary's University, and University of Dayton published *Characteristics of Marianist Universities: A Resource Paper*. Within the publication were the five

characteristics of a Marianist education. Each of these characteristics is integrated, to varying degrees, within every course at this university. The five characteristics are as follows:

### **Educate for Formation in Faith**

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

### **Provide an Excellent Education**

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

### **Educate in Family Spirit**

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

### **Educate for Service, Justice, and Peace**

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist

universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

**Educate for Adaptation to Change**

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

**Native Hawaiian serving institution.**

Historically, St. Louis College (the first Marianist educational institution on the island of Oahu) opened to serve the local Hawaiian population in what is now Honolulu’s Chinatown in 1884. The Marianists, with an emphasis on bringing education to those in need and a willingness to adapt to Hawaii’s multi-cultural environment, quickly became an integral part of the community. The Marianists were not only friends with the citizens of Oahu, but they were also friends with the Hawaiian ali`i (royalty) of that era. What is now known as St. Louis School and Chaminade University of Honolulu continued that partnership to present day.

Today, Chaminade continues its commitment to the native Hawaiian population and has been designated as a Title III Native Hawaiian Serving Institution by the United States Department of Education due to the University’s Native Hawaiian enrollment. Chaminade is extremely pro-active in seeking opportunities for Native Hawaiian students to achieve their academic potential. In addition, Chaminade recognizes the value in preserving and perpetuating the culture and values of Hawaiian culture, especially those values that are closely mirrored by Marianist philosophy.

**Table 1-1** TEAC Quality Principles, Chaminade’s Levers of Success and the Education Division’s Strategic Priorities

<b>TEAC Quality Principles</b>	<b>Chaminade of Honolulu Key Levers of Success (Strategic Priorities)</b>	<b>Chaminade Education Division Strategic Priorities</b>
<p><b>Quality Principle 1: Evidence of Candidate Learning</b></p> <p>Subject matter knowledge</p>	<p>1.Enhance educational excellence            Build academic quality            Strengthen selected programs            Be known for fully prepared and</p>	<p><b>Candidate Knowledge, Skills and Professional Dispositions:</b>            Prepare our teacher candidates to: a) have a deep understanding of the</p>

<p>Pedagogical knowledge  Caring and effective teaching skills  Cross-cutting themes  Learning how to  Learn  Multicultural  perspectives and accuracy  Technology  Evidence of valid assessment</p>	<p>competitive graduates  Develop our capacity to support  educational excellence</p> <p>2.Develop and use our  information technology  capabilities to achieve  pedagogical and competitive  advantage</p>	<p>subject matter and the  appropriate use of  technology that will enable  them to effectively  transfer/apply their  knowledge to new  situations, b) create  compelling and engaging  lessons that meet the  needs of a wide range of  students, c) teach  effectively in a caring  manner, and d) conduct  themselves as  knowledgeable  professionals.</p> <p>Implement a rigorous and  comprehensive course  assessment system in which there  is consistency in the quality,  validity and reliability of the  assessments (formative and  summative) which are  administered and evaluated to  provide definitive evidence that  our candidates meet professional,  state, and institutional standards;</p> <p><b>Program Assessment:</b>  Implement a reliable, valid and  comprehensive program  assessment system that regularly  collects and analyzes data on  course quality, student  qualifications and  performance from program  acceptance to  post-graduation, and  instructor and course  evaluations to inform  program improvement  initiatives.</p> <p><b>Diversity:</b>  Design, implement and evaluate</p>
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		curriculum and experiences which require teacher candidates to learn about and demonstrate that they have learned accurate and sound information on matters of race, gender, individual differences, and ethnic and cultural perspectives.
<p><b>Quality Principle 2: Evidence of Faculty Learning and Inquiry</b></p> <p>2.1 Rationale for the assessments</p> <p>2.2 Program decisions and planning based on evidence</p> <p>2.3 Influential quality control system</p> <p>2.3.1 Curriculum</p> <p>2.3.2 Faculty</p> <p>2.3.3 Candidates</p> <p>2.3.4 Resources</p>	<p>1.Enhance educational excellence</p> <p>Build academic quality</p> <p>Strengthen selected programs</p> <p>Be known for fully prepared and competitive graduates</p> <p>Develop our capacity to support educational excellence</p> <p>2. Partner for the common good</p>	<p><b>Faculty Qualifications, Performance, and Development</b></p> <p>Utilize qualified faculty who regularly engage in reviewing: a) course content, b) instructional strategies, c) student outcomes, d) national and local education trends, along with e) student teaching and f) PRAXIS data, to inform decisions related to program quality improvement and to identify faculty members' areas for improvement.</p> <p>Based on the regular program quality review, provide faculty with timely and regular professional development opportunities.</p>
<p><b>Quality Principle 3: Evidence of Institutional Commitment and Capacity for Program Quality</b></p> <p>3.1 Commitment (program parity with the institution)</p> <p>3.1.1 Curriculum</p> <p>3.1.2 Faculty</p> <p>3.1.3 Facilities</p>	<p>1.Enhance educational excellence</p> <p>Build academic quality</p> <p>Strengthen selected programs</p> <p>Be known for fully prepared and competitive graduates</p> <p>Develop our capacity to support educational excellence</p>	<p>Provide initial and ongoing training for adjunct instructors related to course expectations, standardized assessments, LiveText, and the Chaminade course management</p>

<p>3.1.4 Fiscal and Administrative  3.1.5 Candidate Support  3.1.6 Candidate Complaints  3.2 Sufficient capacity for quality  3.2.1 Curriculum  3.2.2 Faculty  3.2.3 Facilities  3.2.4 Fiscal and Administrative  3.3 State Standards</p>	<p>2. Partner for the common good   3. Develop and use or information technology capabilities to achieve pedagogical and competitive advantage   4. Secure high levels of external support and recognition   5. Build financial capacity and Resilience</p>	<p>system   Strengthen and clearly define course lead roles, expectations, assignments, and supervision of courses to insure standardization and fidelity.   In conjunction with the University, Hawaii Department of Education, and HTSB, develop a comprehensive system for tracking program completers and their   impact on student learning.</p>
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## History of the Education Programs at Chaminade University

From Chaminade’s inception, it has had a focus on teacher education and preparing teachers for Hawaii’s schools. The Education Department at Chaminade officially began during the 1957-58 school year when the founding Marianists’ integrated a teacher education program within Chaminade’s curriculum. This inaugural program included majors in both elementary and secondary education. As an indication of Chaminade’s focus and commitment to preparing educators, two of the first three Chaminade graduates were education majors. In 1972, Brother Elmer Dunsky arrived at Chaminade as the new Chairperson of the Education Department. Brother Dunsky was responsible for initiating the professional diploma program during the 1973-74 school year. This fifth year program afforded Chaminade students the opportunity for achieving a greater degree of competence as a teacher while also meeting the State’s new requirements for getting professional teacher’s certification.

In 1974, Chaminade was selected as the first institution to be evaluated by the Hawaii Department of Education for state approval of its teacher education programs. As a result of this first accreditation visit, Chaminade received a five-year approval for its elementary education program. The secondary education program was reviewed in 1976 and also received its first state approval.

Over the years, Chaminade has continued to develop new programs to meet the growing needs of the state. During the 1975-76 school year, the Associate of General Studies in Early Childhood Education began. This program launched Chaminade into the early childhood arena where they have become an international leader in

Montessori –based early childhood education. To meet teacher requests and state needs for advanced training in education, Chaminade started its first Master’s degree program in Education during the 1991-92 school year.

Just as Father Chaminade envisioned, the education programs at Chaminade have continued to be a primary focus and source of pride sense of pride for the university. Since its beginnings in the 1950s, Chaminade has been preparing high quality teachers who can now be found at many public and private schools in Hawaii, as well as in schools across the nation and internationally where they continue to have a positive impact on the lives of students.

### **Division of Education Mission Statement**

The mission of the Education Division is closely aligned to and flows from Chaminade University’s mission. The mission of the Education Division is 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. The graduate programs prepare professionals to assume a leadership role in education by advancing their educational training and expertise.

**Table 1-2** Relationship of the Chaminade University of Honolulu and Chaminade Education Division Mission Statements

<b>Chaminade University of Honolulu Mission Statement</b>	<b>Chaminade Education Division Mission Statement</b>
<p>Chaminade University offers its students an education in a collaborative learning environment that prepares them for life, service and successful careers.</p> <p>Guided by its Catholic, Marianist and liberal arts educational traditions, Chaminade encourages the development of moral character, personal competencies, and a commitment to build a just and peaceful society.</p>	<p>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.</p>
<p>The University offers both the civic and church communities of the Pacific region its academic and intellectual resources in the pursuit of common aims.</p>	<p>Course of study are aligned with the TEAC Quality Principles, InTASC Standards, Hawaii Teacher Standards Board Standards and the specific professional associations specific to each program and each field of study.</p>

## Guiding Philosophy and Orientation of the Program

The Education Division philosophy is structured by a set of core values and beliefs that flow from Chaminade University of Honolulu's vision and mission statements and the division's vision and mission statements. These values and beliefs are grounded in the Catholic Marianist values and the Hawaiian value system and are evidenced by the Division's commitment to mentor students to realize their full potential, a commitment to teaching, scholarship and research, and a commitment to serve the university and the larger community.

The Education Division's conceptual framework was developed in the 2006-2007 and 2007-2008 academic years through a collaborative and iterative process involving all members of the faculty and the Education Division's Advisory Council. The Advisory Council is comprised of principals from both public and private Pre-K to 12 schools, student representative, alumni representative, University of Hawaii Dean of Education, Education Division faculty and staff members, and a representative from Chaminade University's administration.

The foundational components of the conceptual framework have remained the same, however, the Education Division faculty has worked together to update the framework to align with the Interstate Teacher Assessment and Support Consortium (InTASC) standards and TEAC Principles. This alignment is articulated in the Education Division's Program Learning Outcomes (PLOs). This updated conceptual framework is overtly addressed through course learning activities and performance-based assessments in all teacher-preparation courses, with emphasis on specific components of the conceptual framework in designated courses. The portfolio developed in the student teaching seminar course contain reflections and artifacts which provide evidence of the teacher candidates' understanding of and ability to apply the InTASC standards.

The eight Program Learning Outcomes (PLOs) are listed below:

Successful teacher candidates in Chaminade's initial and Master of Arts in Teaching programs meet relevant professional, state, and institutional standards and will demonstrate:

- PLO 1: Content Knowledge** (Knowledge of subject matter)
- PLO 2: Developmentally Appropriate Practice** (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning.)
- PLO 3: Pedagogical Content Knowledge** (Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner.)
- PLO 4: Educational Technology** (Knowledge of and application of appropriate technology for student learning.)
- PLO 5: Assessment for Learning** (Knowledge of and use of appropriate

assessment strategies that enhance the knowledge of learners and their responsibility for their own learning.)

**PLO 6: Diversity** (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe, positive, caring and inclusive learning environments.)

**PLO 7: Focus on Student Learning** (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology.)

**PLO 8: Professional and Ethical Dispositions and Communication** (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues.)

**Table 1-3** Chaminade’s Education Division Philosophical Foundations

Values	TEAC Principles	InTASC Standards	Program Learning Outcomes
<p><b>Education for Formation in Faith</b> (Mana): Within the community of learners, reason and personal faith are seen as mutually complementary roads to truth. All Education Division members join the larger community of faith, hope, love and ethical practice.</p> <p><b>Mana:</b> <i>A supernatural force or charisma believed to be embodied in an object or person.</i> This personal embodiment of love, faith, and ethical practice supports the intrapersonal strand. Embodiment also becomes a metaphor for the internal programmatic quality and capacity for the program to sustain the academic and</p>	<p>Internal Program Quality</p> <p>Internal Program Assessment</p> <p>2.3 Internal Quality Control System</p> <p>3.0 Internal Program Capacity</p> <p>3.1 Internal Commitment</p> <p>3.2 Internal Capacity for Quality</p> <p>3.3 State Standards</p>	<p>Standard 9: Professional Learning and Ethical Practice</p>	<p>PLO 8: Professional and Ethical Dispositions and Communication</p>

<p>professional needs of the students.</p>			
<p><b>Integral, Quality Education</b> (Aloha): The community is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. All Education Division 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.</p> <p><i>Aloha: The presence of divine breath or sacredness; love; compassion. Interpersonal characteristics are supported through quality teaching that is facilitated through a spirit of aloha seen as caring and concern for each child as a learner. Content preparation is an important part of the ability to interpersonally share knowledge and skills.</i></p>	<p>Subject Matter Knowledge</p> <p>1.4.1 Learning How to Learn</p> <p>2.1 Rationale for the Assessments</p> <p>2.3.3 Candidates</p> <p>3.1.2 Faculty</p> <p>3.1.6 Candidate Complaints</p> <p>3.2.2 Faculty</p> <p><i>HTSB III Adapts to Learner Diversity</i></p> <p><i>HTSB V Demonstrates Knowledge of Content</i></p> <p><i>HTSB IX Demonstrates Professionalism</i></p>	<p>Standard 1: Learner Development</p> <p>Standard 4: Content Knowledge</p> <p>Standard 8: Instructional Strategies</p>	<p>PLO 1: Content Knowledge</p> <p>PLO 3: Pedagogical Content Knowledge</p>
<p><b>Education and the Family Spirit</b> (Ohana): The community of learners is a second family that encourages the personal development of each of its members. Mutual respect for all members of the Education Division family allows the community to share responsibility for decision making at all levels.</p>	<p>Pedagogical Knowledge</p> <p>Caring and Effective Teaching Skill</p> <p>2.2 Program Decisions and</p>	<p>Standard 2: Learning Differences</p> <p>Standard 3: Learning Environments</p> <p>Standard 5:</p>	<p>PLO 2: Developmentally Appropriate Practice</p> <p>PLO 5: Assessment for Learning</p>

<p><i>Ohana: family; interconnectedness; defining yourself in relation to others. Both the K-12 and post-secondary classroom atmospheres support the family spirit where respect for the individual and his or her curricular needs are met through careful planning, a positive learning environment, and supportive services.</i></p>	<p>Planning Based On Evidence</p> <p>2.3.1 Curriculum</p> <p>3.1.1 Curriculum</p> <p>3.1.5 Candidate Support</p> <p>3.2.1 Curriculum</p> <p><i>HTSB I Focuses on the Learner</i></p> <p><i>HTSB II Creates and Maintains A Safe and Positive Learning Environment</i></p> <p><i>HTSB IV Fosters Effective Communication in the Learning Environment</i></p> <p><i>HTSB VI Designs and Provides Meaningful Learning Experiences</i></p> <p><i>HTSB VII Uses Active Student Learning Strategies</i></p> <p><i>HTSB VIII Uses Assessment Strategies</i></p>	<p>Application of Content</p> <p>Standard 6: Assessment</p>	<p>PLO 7: Focus on Student Learning</p>
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<p><b>Education for Service, Peace and Justice</b> (Pono): All members of the community strive to serve the University community and the larger community. Education Division community members are committed to scholarly service and to dispense and receive justice to and from each other and to the larger community.</p> <p><i>Pono: being in alignment and balance with all things in the community, life, and with God; righteousness. The community becomes the vehicle for providing the education and service necessary to support the balance we view as peace and justice. The community includes the many groupings of individuals with diverse perspectives and needs as well as the connectedness which extends beyond the classroom.</i></p>	<p>1.4.2 Multicultural Perspectives and Accuracy</p> <p>2.3.2 Faculty</p> <p>3.1.3 Facilities</p> <p>3.1.4 Fiscal and Administrative</p> <p>3.2.3 Facilities</p> <p>3.2.4 Fiscal and Administrative</p> <p>3.2.5 Student Support Services</p> <p><i>HTSB X Fosters Parent and School Community Relationships</i></p> <p><i>Awareness and Use of Common Core Standards-Math</i></p> <p><i>Awareness and Use of Common Core Standards-English/Language Arts</i></p>	<p>Standard 2: Learning Differences</p> <p>Standard 10: Leadership and Collaboration</p>	<p>PLO 6: Diversity</p> <p>PLO 8: Professional and Ethical Dispositions and Communication</p>
<p><b>Education for Adaptation and Change</b> (Aina/Ho‘oma‘ama‘a): True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and adapts to its time. The Education Division scholarly</p>	<p>1.4.3 Technology</p> <p>1.5 Evidence of Valid Assessment</p>	<p>Standard 7: Planning for Instruction</p>	<p>PLO 4: Educational Technology</p>

<p>community of learners regards technology as a critical aid in the quest for understanding in a changing world.</p> <p><i>Ho‘oma‘ama‘a: accustom one to work; become adapted to; know thoroughly; teach one to work. It is through skilled practice that we can prepare ourselves to be educational leaders in the world. The worldview also looks at the community in perspective of the other communities. Also represented in this broader view we find policies, assessments, and resource comparisons in the context of national measures, technology used to connect to the world for 21<sup>st</sup> Century teaching and learning, and education as a way to adapt to global change.</i></p>	<p>2.3.4 Resources</p> <p>3.2.6 Policies and Practices</p>		
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### **Relationship of the Program to other Programs in the Institution**

Chaminade University is proud to offer undergraduate degrees in 23 majors including education. The division’s undergraduate majors include a Bachelor of Science in Elementary Education, a Bachelor of Science in Early Childhood Education, and a Bachelor of Science in Secondary Education. Chaminade also offers eight Master’s degree programs. These programs include: Business Administration (M.B.A.), Counseling Psychology (M.S.C.P.), Criminal Justice Administration (M.S.C.J.A.), Forensic Sciences (M.S.F.S.), Pastoral Theology (M.P.T.), and both Education M.Ed. and Education M.A.T degrees.

The Division of Education is one of six divisions that make-up Chaminade University’s academic structure. The other divisions are: Behavioral Sciences, Business, Humanities and Fine Arts, Nursing, and Natural Sciences and Mathematics. The current student enrollment at Chaminade University is 2,766 of which 1,306 students are enrolled in the day undergraduate program.

**Table 1-4** Full-Time Faculty Members Disaggregated Gender, Ethnicity, and Race

IPEDS Category	Full-Time Faculty Member Name								
	Dale Fryxell	Toni Kauai	Bryan Moseley	Glenn Medeiros	Margaret Mize	Elizabeth Park	Joseph Peters	Mary Smith	Total
<b>Gender</b>									
Male	x		x	x			x		<b>4</b>
Female		x			x	x		x	<b>4</b>
<b>Ethnicity</b>									
Hispanic or Latino									<b>0</b>
Non-Hispanic or Latino	x	x	x	x	x	x	x	x	<b>8</b>
<b>Race</b>									
Hispanic or Latino									<b>0</b>
American Indian or Alaska Native							x		<b>1</b>
Asian						x			<b>1</b>
Black or African American									<b>0</b>
Native Hawaiian or Other Pacific Islander		x							<b>1</b>
White	x		x	x	x		x	x	<b>6</b>
Race/Ethnicity Unknown									<b>0</b>

Chaminade has a very diverse student body and has undergraduate day students from 33 different states as well as students from American Samoa (33), the Federated States of Micronesia (17), Guam (50), the Northern Mariana Islands (11), Palau (2), and 29 other international students. Chaminade draws students from across the states and has students from Hawaii Island (28), Kauai (33), Lanai (2), Maui (49), Molokai (2), and Oahu (754). Of the 969 undergraduate students who have declared their majors, 29 are in Elementary Education. Of these 29 students, 26 are female and 3 are male. This compares to the overall gender picture at Chaminade where 676 of the declared major students are female and 293 are male.

### Program Demographics

Seven full-time faculty members as well as adjunct faculty members with experience and expertise in selected areas teach at both the graduate and undergraduate levels across the degree programs. Table 1.4 shows the names of the full-time faculty members disaggregated by gender, ethnicity, and race, using the Integrated Postsecondary Education System (IPEDS) categories. In addition, Table 1.5 shows program completer, disaggregated by gender, ethnicity, and race for the last three years and Table 6 shows the current teacher candidate enrollment, disaggregated by gender, ethnicity, and race.

Table 1.5 provides the demographic data of the Education Division program completers. It should be noted that Chaminade University’s Teacher Preparation program is highly diverse and is well represented by a number of minority groups (e.g., women, African-Americans, Asians, Hispanics, Native Hawaiians, and Pacific Islanders).

**Table 1-5** Program Completers by Gender and Ethnicity 2011 - 2014

IPEDS Categories	MAT	B Ed (DUG)	B Ed (PACE)	Totals
Completers (2011 – current)	84	29	63	176
Gender	MAT	B Ed (DUG)	B Ed (PACE)	Totals
Male	22	3	13	38
Female	62	26	50	138
Ethnicity	MAT	B Ed (DUG)	B Ed (PACE)	Totals
American Indian	0	0	0	0
Asian	14	5	24	43
Black/African American	0	1	3	4
Native Hawaiian/ Pacific Islander	7	2	11	20
Hispanic/Latino	5	1	1	7
White	16	7	15	38
Mixed	1	12	4	17
Other	41	1	4	46

**Table 1-6** Currently Enrolled Teacher Candidates by Gender and Ethnicity

IPEDS Categories	MAT	B Ed (DUG)	B Ed (PACE)	ECE	Totals
Current Enrollment	108	30	57	44	239
Gender	MAT	B Ed (DUG)	B Ed (PACE)	ECE	Totals
Male	27	2	13	1	43
Female	81	28	44	43	196
Ethnicity	MAT	B Ed (DUG)	B Ed (PACE)	ECE	Totals
American Indian	1	0	1	2	4
Asian	20	13	18	5	56

Black/African American	2	0	1	8	11
Native Hawaiian/ Pacific Islander	17	3	16	8	44
Hispanic/Latino	4	0	1	3	8
White	14	2	10	15	41
Mixed/Diverse	3	11	4	0	18
Other	47	1	6	3	57

**Table 1-7** State Approved Teacher Education Program (SATEP) Completers and Currently Enrolled Teacher Candidates Disaggregated by Program Option

Program Option	2011	2012	2013	2014	All Candidates Currently Enrolled
Elementary Education	26	36	27	24	120
Secondary English	2	5	5	2	18
Secondary Math	2	12	3	4	12
Secondary Social Studies	4	6	2	4	10
Secondary Science	2	2	4	0	14
Special Education	9	23	20	7	19
<b>TOTAL</b>	<b>45</b>	<b>84</b>	<b>61</b>	<b>41</b>	<b>193</b>

### **Requirements for Admission and Graduation Admission to Clinical Practice**

Prior to the clinical practice phase of the program, candidates will have participated in field experiences through courses containing approximately 40 or 60 hours of observation and participation (40 hours for graduate students and 60 hours for undergraduate students) tasks that range from maintaining an observation log to planning and teaching a mini lesson. In addition, the Field Services Director will have confirmed that the candidate has completed the prerequisites of 1) meeting the content knowledge requirement with a passing score on the PRAXIS II Elementary, Secondary, or Special Education (licensure area) Content Knowledge Test; 2) passing fingerprinting and background checks; 3) three letters of recommendation; and 4) maintaining a GPA of 3.0 for all courses in the program.

During the clinical practice phase, University Supervisors conduct a minimum of four observations to document and evaluate candidate performance against the InTASC standards. Weekly meeting reports of planning topics, areas of strength, and areas for improvement are submitted to document candidate growth. Monthly disposition reports are submitted by the cooperating teacher with remediation plans developed and implemented as needed.

Mid-term and Final Evaluations are conducted by the cooperating teacher with input from the University Supervisor to further document candidate knowledge, skill, and effectiveness of instructional practice.

### **Completion of Clinical Practice**

Clinical practice is culminated with a final professional portfolio containing 1) artifacts that represent evidence of each of the ten InTASC standards, 2) evidence of long-range planning through a macro-unit of instruction planned for the 5-week solo period, 3) a set of comprehensive daily lesson plans that represent all lessons taught each day in a ten-day period, 4) a paper on the candidate's educational philosophy, 5) candidate's resume, and 6) three letters of recommendation. To address the state's emphasis on the use of assessment to not only record student learning, but to inform changes to instruction, the macro-unit incorporates assessment planning and analysis that not only documents pre- and post-assessments, but also key data points during the period for each student. The candidate identifies/creates assessment tasks and rubrics for each data point, then analyzes the data to determine the learning for each student, describes the learning for groups within the class as well as the class as a whole, and reflects on the changes that should be made based on data results to improve learning.

### **Completion of the Program**

At several points in the program, (during school visits/meetings with the cooperating teacher, university supervisor, and teacher candidate; during mandatory meetings of teacher candidates; and via an end of field experience evaluation) feedback for program improvement is collected. Upon successful completion of a minimum of 450 clinical hours and professional portfolio, candidates' names are provided on Completers Lists and submitted to the Hawaii Teachers Standards Board (HTSB) for licensure. Transcripts are State Approved Teacher Education Program (SATEP) stamped and provided to candidates for submittal to HTSB and prospective employers.

A year after graduation and possible employment, follow-up surveys are sent to graduates and their employers to gather data to inform program improvement.

### **Review of Candidate Progress**

As teacher candidates progress through their education program, they are continuously assessed and monitored by the faculty and staff of the Education Division. The Education Division Director of Advising does all academic advising for the day undergraduate and graduate MAT students. The Director of Early Childhood Education advises candidates enrolled in the Early Childhood programs. They constantly monitor student progress, identify academic concerns, and make recommendations to the faculty and Dean. Faculty members are consistently in touch with their students and also monitor student progress in each of their classes including seminar and student teaching. Kathleen Nishimura, the Field Services Director, monitors student progress and evaluates whether teacher candidates are ready for placement in student teaching. Part of the evaluation process for admission into student teaching includes getting three letters of recommendation from education faculty members or education adjunct instructors who evaluate the candidates' readiness to enter student teaching. Any students who are identified as having issues or concerns go through the KSD (Knowledge, Skills, and

Dispositions) remediation planning process. As part of this process, students meet with the Dean to develop a contract that addresses areas of concern. These KSD contracts identify the specific deficiency that is to be addressed, specify a remediation plan, identify the evidence that will be used to evaluate progress, and indicate the support services and resources that will be available for the student. These students are then carefully monitored to ensure that their issues are successfully resolved.

## **Application and Admission Requirements**

### **For the Undergraduate Program:**

- Submit a completed Declaration of Major form;
- Praxis I Core Academic Skills for Educators (CORE) passing scores upon declaration of major;
- A minimum GPA of 3.00 upon application to the program;
- Three letters of recommendation;
- A letter of acceptance from the Education Division; and
- Submission of a signed Memorandum of Understanding (MOU).

Pre-Major Requirements: AN 340, COM 310, ED 220, GE 102, MA 105, MA 205, PSY 202 and passing scores for Praxis I.

### **For the Professional and Continuing Education Program:**

For students interested in an elementary or secondary teacher licensure program offered through the Professional and Continuing Education Programs (PACE) admission requirements include:

- Praxis I Core Academic Skills for Educators (CORE) passing scores upon declaration of major;
- A minimum GPA of 3.00 upon application to the program;
- Three letters of recommendation; and
- A letter of acceptance from the Education Division.

### **For the Graduate Programs:**

- must have a baccalaureate degree from an accredited college or university in the United States or an equivalent degree from another country;
- all applicants must submit certified copies of their postsecondary transcripts showing completion of the undergraduate degree;
- two letters of recommendation from professors, counselors, employers, and other who can attest to the applicant's potential for success at the graduate level and as a professional educator; and

- a writing sample.

When reviewing an application for admission to the Education Division, several factors will be considered:

- Grade point average (GPA)
- Results of the Praxis I Core Academic Skills for Educators test (undergraduates only)

**Table 1-8** Key Transition Points for Degree Program in the Education Division

Program	Admission	Entry to Clinical Practice	Exit from Clinical Practice	Program Completion
B.S. In Elementary Education	Praxis I Core Academic Skills Test for Educators  Declaration of Major Form to the Education Division  Academic Transcript Review	Classroom Observations  Completion of all pre-major and major courses, and all licensure related courses  Student Teaching Application  Praxis II Elementary Education Content Exam  Three faculty letters of recommendation	Clinical Practice Evaluation  Candidate Professional Portfolio	Academic Transcript Review
B.S. In Secondary Education	Praxis I Core Academic Skills Test for Educators  Declaration of Major Form to the Education Division  Academic Transcript Review	Classroom Observations  Completion of all pre-major and major courses, and all licensure related courses  Pre-requisite course work Student Teaching Application  Praxis II Secondary Education Content Exam Three faculty letters of recommendation	Clinical Practice Evaluation  Candidate Professional Portfolio	Academic Transcript Review

MAT in Elementary Education	Application for Admission  Academic Transcript Review	Classroom Observations  Completion of all pre-major and major courses, and all licensure related courses  Praxis II Elementary Content Exam  Three faculty letters of recommendation	Clinical Practice Evaluation  Candidate Professional Portfolio	Academic Transcript Review
MAT in Secondary Education	Application for Admission  Academic Transcript Review	Classroom Observations  Completion of all pre-major and major courses, and all licensure related courses  Praxis II Secondary Education Content Exam  Three faculty letters of recommendation	Clinical Practice Evaluation  Candidate Professional Portfolio	Academic Transcript Review
MAT in Special Education	Application for Admission  Academic Transcript Review	Classroom Observations  Completion of all pre-major and major courses, and all licensure related courses  Praxis II Special Education Content Knowledge Test Three faculty letters of recommendation	Clinical Practice Evaluation  Candidate Professional Portfolio	Academic Transcript Review

## The Impact of the Program on the Local and Regional Community

The Education Division works with the Department of Education, partnering 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 director work together to design, deliver, and evaluate the unit's field and clinical experiences. The student teacher and the field services director collaborate on the appropriate placements for each candidate. Subsequently, the field services director places student teachers in their respective field experience sites and communicates with the university supervisors and cooperating teachers on the progress of the candidates throughout each field experience. The field services 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. In addition, the field services director records all student O&P and student teaching placements to ensure teacher candidates have a variety of classroom experiences that include diverse student populations. Classroom placements can include learning environments in schools that are- private/public, low SES, high SES, upper/lower Elementary grades (if applicable), that are ethnically diverse, etc.

During the last four years, Chaminade has impacted the community through positive and productive partnerships that have been established with an average of 32 schools, public, private and charter, throughout the State of Hawaii. These partnerships have contributed to strong alliances between teacher candidates with their mentor teachers, who are classroom teachers at these schools, and their school administrators.

As shown in Table 1.9 below, Chaminade is currently working with 37 schools as participating schools, where highly qualified teachers work with our teacher candidates to help prepare and nurture teacher candidates through the teacher preparation process and to help candidates meet their field experience course requirements. These cooperating teachers play an essential role in the development of teacher candidates by helping them to translate their academic knowledge into meaningful instruction in a classroom focused on student learning and achievement.

Table 1-9 Current Listing of Participating Schools  
2011

Grade Levels	Honolulu District	Central District	Leeward District	Windward District	Other	Total
Elementary	Ala Wai Elementary	Webling Elementary	Barbers Pt Elementary	Lanikai Elementary	Waimea Elementary	22
	Sacred Hearts Academy	Waialua Elementary	Kamaile Academy	Le Jardin Academy	West Hawaii Explorations Academy	
		Pearl Harbor Kai	August Ahrens		Voyager	

	St. Patrick's School	Elementary	Elementary		Elementary Honaunau Elementary	
	Kamiloiki Elementary	Kipapa Elem	Iroquois Pt Elementary			
	St. John the Baptist Catholic School	Aiea Elementary	Ewa Beach Elementary Waikele Elementary			
<b>Intermediate/Middle</b>	Stevenson Middle School					1
<b>High School</b>	Kamehameha Schools	Mililani High School	Waipahu High		Keaau High	9
	Farrington High School	Leileihua High School				
	Maryknoll School	Waialua High				
	Star of the Sea					
<b>Total</b>	10	8	7	2	5	32

**2012**

<b>Grade Levels</b>	<b>Honolulu District</b>	<b>Central District</b>	<b>Leeward District</b>	<b>Windward District</b>	<b>Other</b>	<b>Total</b>
<b>Elementary</b>		Aliamanu Elem Kipapa Elem	Ewa Elementary  Iroquois Point Elem	Aikahi Elementary  Hakipuu Elementary	Island School  Newport Elementary  Parker School	21
	Hahaione Elementary	Mililani Mauka	Mauka Lani Elementary	Ka'aawa Elementary		
	Kamiloiki Elementary	Waialua Elementary	St. Joseph School			
	Koko Head Elementary					
	Lincoln Elementary					
	Lunalilo Elementary					

	Our Redeemer Waikiki Elementary					
<b>Intermediate/Middle</b>	Kaimuki Middle					4
	Kalakaua Middle					
	Niu Valley Middle					
	Stevenson Middle					
<b>High School</b>	Kamehameha Schools	Aiea High		Kailua High School	Waiakea High	9
	Punahou School	Mililani Middle School				
	St Louis School	Moanalua High Radford High				
<b>Total</b>	14	8	4	4	4	34

**2013**

<b>Grade Levels</b>	<b>Honolulu District</b>	<b>Central District</b>	<b>Leeward District</b>	<b>Windward District</b>	<b>Other</b>	<b>Total</b>
<b>Elementary</b>	Ala Wai Elementary	Hale Kula Elementary	Kaleiopu'u Elementary		Keonepo ko Elem	17
	Kaewai Elementary	Makalapa Elem Mililani Mauka	Makakilo Elem		Pioneer Annex	
	Kamiloiki Elementary	Red Hill Elementary Wheeler Middle	Mauka Lani Elementary			
	Kuhio Elementary					
	Variety School					
	Waikiki Elementary					
	Wilson Elementary					
<b>Intermediate/Middle</b>	Central Middle	Mililani Middle				2
<b>High School</b>	Farrington High	Radford High	Waipahu High	Kailua High	Bremerton High	7
	Kaimuki High				Orcutt Academy	
<b>Total</b>	10	7	4	1	4	26

**2014**

<b>Grade Levels</b>	<b>Honolulu District</b>	<b>Central District</b>	<b>Leeward District</b>	<b>Windward District</b>	<b>Other</b>	<b>Total</b>
<b>Elementary</b>	Ala Wai Elementary  Fern Elementary  Kaahumanu Elementary  Kamiloiki Elementary  Kapalama Elementary  Koko Head Elementary  Kuhio Elementary  Maemae Elementary  Waikiki Elementary  Wilson Elementary	Mililani Mauka	August Ahrens Elementary  Kanoelani Elementary  Maili Elementary  Mauka Lani Elementary  Nanaikapono Elementary  Waikele Elementary	Kaelepulu Elementary  Kainalu Elementary  Lanikai Elementary  Pope Elementary	Alki Elementary	22
<b>Intermediate/Middle</b>	Niu Valley Middle		Highlands Intermediate  Ilima Intermediate	King Intermediate		4
<b>High School</b>	Kaimuki High  Kalani High Kalani High St. Louis School  Star of the Sea	Aiea High  Radford High	Campbell High  Waipahu High	Castle High	Baldwin High	11
<b>Total</b>	16	3	10	6	2	37

## **Procedures for Second Placements and Termination of Student Teaching**

### **Second placements.**

Termination of a student teaching placement does not automatically equate with failure by the student. Except in the case of failure, there are several situations that allow a second student teaching placement upon the recommendation of the Field Services Director and endorsed by the Dean of Education. These situations include, but are not limited to: illness, emergency situations, and/or irreconcilable personality and/or philosophical differences between the student teacher and the cooperating teacher (CT). In each case, a knowledge, skills, and disposition (KSD) referral will be submitted on the student's behalf to determine what safeguards can be put into effect to ensure the success of a future placement.

Several conditions apply to situations where a second placement for student teaching is made:

- A second placement may be approved by the Director of Field Services and endorsed by the Dean of Education under certain circumstances within the first two weeks of the semester. Every effort will be made to place the student teacher in another setting in sufficient time to complete the term.
- If a second placement needs to take place after the third week, it may or may not be possible for the student teacher to complete student teaching during that semester. Every effort will be made to place the student in another setting for the following term.
- If a second placement is in another term, a determination will be made by the Field Services Director and endorsed by the Dean of Education and Provost to allow the tuition payment to be credited to the following term.
  - If the student's actions, for example, lack of attendance, lack of preparation, excessive tardiness, inappropriate behavior, failure to comply with the reasonable requests of the cooperating teacher or university supervisor, are responsible for the termination, no tuition payment credit will be issued.
- Students will only be allowed a total of two teaching assignments. If a second teaching assignment is also terminated for any reason, the student will not be allowed a third placement.

### **Performance issues.**

Where there is evidence that a student teacher is not demonstrating the proficiencies required by Chaminade and HTSB, efforts will be made to resolve the situation in a collaborative manner and will include the student teacher, the CT, the University Supervisor, and the Field Services Director. A KSD referral will also be submitted on the student teacher's behalf. In cases where the student teacher's performance has not improved to satisfactory within the required student teaching period, the case will be reviewed by the Dean of Education, who may recommend either an extension of the student teaching period or, in extreme cases, failure and potential transfer to a non-licensure program.

### **Failure.**

Failure is a very uncommon situation in which, despite efforts by the student teacher, the CT, University Supervisor, and Field Services Director, serious performance issues (including dispositions) are identified that cannot be resolved. Chaminade will not issue a second student teaching placement to a student who fails his or her student teaching assignment.

### **Removal.**

The Education Division reserves the right to terminate a student teaching placement at any time during the term upon recommendation of the Field Services Director and endorsement by the Dean of Education.

**(See Appendix I: Closing Procedures for Student Teachers)**

### **Degree requirements.**

The expected sequence of courses for all incoming provisional and fully classified candidates are as follows: foundation courses, core courses, special requirements, seminar, and student teaching. Prior to entering the seminar course, candidates must be fully classified, have a minimum program GPA of 3.0, and have successfully completed 40 hours of observation and participation field experience (60 hours of observation and participation for undergraduates). Prior to student teaching, all candidates must have successfully completed all foundation, core, special requirement, and seminar courses, and successfully completed all required Praxis exams.

**(See Appendix D: Education Division Courses.)**

### **Requirements for program completion.**

The candidate will receive the degree as soon as he or she completes the following:

For Graduate Level Programs:

- Completion of all coursework required for the applicable MAT program
- Maintains a grade of “B” or better in all program coursework
- Maintaining a GPA of 3.0 or better in all graduate courses
- Completion of 40 hours of O&P
- Completion of student teaching with satisfactory or better final evaluation from the CT and University Supervisor, plus their letters of recommendation
- Provide evidence of successful completion of all applicable Praxis exams

For Undergraduate Level Programs:

- Completion of all coursework as required by Chaminade University and applicable bachelor’s level program. [http://www.chaminade.edu/catalog/pdf/current/CUH\\_catalog.pdf](http://www.chaminade.edu/catalog/pdf/current/CUH_catalog.pdf) (p. 70)
- Maintain a GPA of 3.0 or better in Education courses
- Completion of 60 hours of O&P
- Completion of Portfolio as required in the candidate’s seminar course
- Completion of student teaching with satisfactory or better evaluation from the CT and University Supervisor that are accompanied by letters of recommendation
- Provide evidence of successful completion of all applicable Praxis exams

Table 1.10 illustrates the number of candidates who enrolled in, completed the teacher preparation program, and withdrew prior to program completion, for the past three academic years.

**Table 1-10 Enrollment and Program Completion Data**

Academic year a Candidate was first enrolled	Number of Candidates enrolled for the first time in a program leading to licensure	Completers who were recommended for Licensure	Graduates who were recommended for Licensure	Number of candidates who withdrew from the program
AY 2013 - 2014	88	95	60	48
AY 2012 - 2013	94	93	87	41
AY 2011 - 2012	70	67	106	115

### **Overview of Chaminade University of Honolulu’s Teacher Preparation Program Inquiry Brief**

In the remaining sections of this Inquiry Brief we will provide valid and reliable quantitative and qualitative evidence for our three program claims that supports the three TEAC Legacy quality principles and the cross-cutting themes. Section 2 will introduce our program claims and assessment tools. In this section, a strong argument will be made as to the rationale for our reliance on certain assessment tools and that its data is valid, reliable, and able to be trusted. Section 3 will focus on the detailed methodology of implementing our program assessments and the analysis of its data. Section 4 will illustrate the results of our claims based on our assessment data. Section 5 is where the meaning of the results (shown in Section 4) is discussed as it pertains to our program claims and the three TEAC Legacy quality principles. Since continuous quality improvement is highly valued by our faculty, an action plan(s) for program improvement will be introduced in this section of the Inquiry Brief. Lastly, Section 6 discusses institutional learning and the impact completing this inquiry brief proposal had on our program.

The faculty of Chaminade University’s teacher preparation programs fully accepts and embraces the goal of preparing competent, caring, and highly qualified teachers.

## **Section 2: Claims and Rationale**

Program completers of Chaminade University of Honolulu's teacher preparation programs are competent, caring, and qualified professionals. The claims listed below were established from extensive faculty conversations that included an analysis and reflection of our student learning outcomes, previous assessment data, community and student feedback, and the Marianist Educational Values. The core outcome of producing competent, caring, and highly qualified teachers is the common thread that creates coherence amongst our program's student learning outcomes, the five Marianist Educational Values, the InTASC standards and the teacher performance standards of the Hawaii Teacher Standards Board (HTSB).

Claim 1 assesses candidate disposition, which provides evidence for Quality Principle 1.2 Pedagogical Knowledge and Quality Principle 1.3 Caring and Effective Teaching Skills. In addition, Claim 1 addresses cross-cutting theme 1.4.2 Multicultural Perspectives and Accuracy. Claim 2 targets procedural and declarative knowledge by assessing subject matter knowledge and the candidate's ability to apply that knowledge in their learning community. Quality Principle 1.1 and 1.2 are addressed. In addition, Claim 2 also addresses two cross-cutting themes, 1.4.1 Learning How To Learn and 1.4.3 Technology. Claim 3 addresses the graduate's ability to plan and assess their effectiveness of their instruction. Quality Principles 1.1, 1.2, and 1.3 are covered. In addition, cross-cutting themes 1.4.1, 1.4.2, and 1.4.3 are addressed. By meeting these three program claims we provide evidence that our program completers have acquired the subject matter knowledge, pedagogical knowledge, and caring and effective skills, outlined in Quality Principle 1. In addition, we will also provide evidence that the cross-cutting themes of learning how to learn, multicultural perspectives and accuracy, and competent use of technology, are addressed in all of our teacher education programs.

### **Claim 1**

To be a competent, qualified, and caring teacher, Chaminade graduates demonstrate professionalism, caring, and ethical behavior in their learning communities.

The data used to determine that our graduates meet this claim are as follows:

- Student Teaching Disposition Assessment
- Student Teacher Final Evaluation
- Graduate Follow-Up Survey
- School Administrator Follow-Up Survey

### **Claim 2**

Chaminade graduates demonstrate knowledge of subject matter and the ability to apply content knowledge in their learning communities.

The data used to determine that our graduates meet this claim are as follows:

- Grade Point Average
- Praxis II
- Portfolio
- School Administrator Follow-Up Survey
- Student Teacher Final Evaluation

### **Claim 3**

Chaminade graduates plan and assess instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

The data used to determine that our graduates meet this claim are as follows:

- Portfolio
- School Administrator Follow-Up Survey
- Graduate Survey
- Student Teacher Final Evaluation

### **Cross-Cutting Themes**

#### **1.4.1 Learning how to learn.**

The teacher education program faculty conceptualized this cross-cutting theme as the candidate's ability to think independently, problem-solve through inquiry and seeking out needed information, and transfer what was learned to the real-world. This directly applies to the Marianist Educational Values to Provide an Excellent Education and Educate for the Adaptation to Change. The Marianists value a candidate's ability to link theory and practice. In addition, with the world constantly changing, candidates must also become agile in navigating through chaotic environments. This is accomplished through their coursework and student teaching experience.

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.

More specifically, candidates are required in their seminar course to complete a Portfolio that provides evidence of their mastery of the 10 InTASC and HTSB performance standards. Through this experience, candidates are able to reflect on their instruction and assess their effectiveness. This reflective practice teaches candidates how to identify what they need, gain more knowledge in, and where their strengths lie. Once their student teaching experience begins, candidates will be out in the field and there they are able to demonstrate their ability to learn on their own and transferring their new found knowledge to practice.

Prior to 2014, learning how to learn was not directly assessed. After identifying this during our self-audit, assessment modifications were made to address this missing element. Starting in academic year 2015-2016, support for our claim that graduates of the Education program have learned how to learn will be assessed through (a) the Portfolio assignment (b) Graduate Survey, and (b) the edTPA summative assessment data.

#### **1.4.2 Multicultural perspectives and accuracy.**

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, socioeconomic status, gender, disability, religion, and language. Chaminade education students are assessed on their proficiency in addressing these aspects through coursework and summative assessments.

This cross-cutting theme is formally evaluated through Claim 1. As noted in Claim 1, accurate multicultural perspectives is assessed and evaluated through the following:

- Student Teaching Disposition Assessment
- Student Teacher Final Evaluation
- Graduate Survey
- School Administrator Follow-Up Survey

In addition to the above noted assessments, multicultural perspectives and accuracy are woven throughout all undergraduate and graduate Education courses. It is also addressed specifically in EDUC 643 Hawaiian Culture & Language, and EDUC 652 Multicultural Education at the graduate level and in COM 310 Intercultural Communications and the Global Awareness General Education classes at the undergraduate level. For the Early Education programs, candidates are required to take EDUC 764 Culturally Appropriate Practices & Montessori Methods, which addresses cross-cutting theme 1.4.2.

#### **1.4.3 Technology.**

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 21<sup>st</sup> century teachers so they 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. A 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 needs, 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, when applicable. The Division requires a course in educational technology in all of its licensure programs, with the exception of the early education programs where technology is embedded in all of its methods courses. Refer to Appendix D for specific courses.

Cross-cutting theme 1.4.3 Technology is assessed and evaluated through the following:

- Portfolio
- Graduate Survey
- School Administrator Follow-Up Survey

In addition to the above noted assessments, technology is addressed at the graduate level in EDUC 600 Introduction to the Master of Education, EDUC 640 Education Technology in the Classroom, and for the Early Education programs technology is covered in the methods courses (EDUC 764, EDUC 765, EDUC 766, and EDUC 767) and the seminar courses (EDUC 782, EDUC 784, and EDUC 690). At the undergraduate level, technology is addressed in ED 100 Survey of Education.

### Rationale for Data Sources

The primary data sources that support the Education Division’s three claims and Quality Principle I’s cross-cutting themes are shown in Table 2.1 below.

**Table 2-1 Primary Data Sources and Rationale**

Data Source	Rationale
Praxis II Content Examination Scores	<ul style="list-style-type: none"> <li>● These standardized tests that have been developed by the Educational Testing Services (ETS) provide a direct assessment of the content knowledge required by competent teachers.</li> <li>● ETS developed tests are considered to be industry standard that are widely held to be reliable and valid measures of content knowledge.</li> <li>● All HTSB-required Praxis exams with their respective cut-off scores can be found on the HTSB website at <a href="http://www.htsb.org/licensing-permits/licensure-tests/">http://www.htsb.org/licensing-permits/licensure-tests/</a></li> </ul>
Student Teaching Disposition Assessment	<ul style="list-style-type: none"> <li>● Approximately midway through the candidate’s student teaching experience, the Cooperating Teacher will complete this assessment and review his or her findings with the student teacher, University Supervisor, and with the Field Services Director.</li> <li>● This assessment consists of 12 categories:               <ul style="list-style-type: none"> <li>○ Demonstrates Professionalism</li> <li>○ Positive and Enthusiastic Attitude</li> <li>○ Uses effective Oral Communication Skills</li> <li>○ Uses effective Written Communication Skills</li> <li>○ Appreciation and Value for Diversity</li> <li>○ Prepared to Teach and Learn</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Collaborates Effectively with Peers, Supervisors, Parents, and Student</li> <li>○ Self-Regulated Learner/Shows Initiative</li> <li>○ Emotional Intelligence to Promote Personal and Educational Goals/Stability</li> <li>○ Reflects on Own Teaching and Learning</li> <li>○ Exhibits Respect for Peers, Supervisors, Parents, and Students</li> <li>○ Demonstrates Professional Appearance</li> <li>● Measured on a 4 point Likert scale <ul style="list-style-type: none"> <li>○ 1 = Unacceptable</li> <li>○ 2 = Needs Remediation</li> <li>○ 3 = Acceptable</li> <li>○ 4 = Exemplary</li> </ul> </li> <li>● Reliability could not accurately be measured due to the low <i>n</i> size (<i>n</i> = 21) and because this instrument was introduced recently. As the <i>n</i> size increases, reliability can be calculated.</li> <li>● Validity is measured through face and content validity. Because all of the questions were developed and reviewed by all teacher education faculty and it was based on the Conceptual Framework of the Education Division, face and content validity is considered to be high.</li> </ul>
Portfolio	<ul style="list-style-type: none"> <li>● At the conclusion of the candidate's seminar course, each candidate is required to submit an exit portfolio that provides evidence of their demonstration of competency in the InTASC and HTSB teacher performance standards.</li> <li>● The Student Teaching InTASC Portfolio rubric consists of 14 sections: <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Educational Philosophy</li> <li>○ InTASC Standard 1</li> <li>○ InTASC Standard 2</li> <li>○ InTASC Standard 3</li> <li>○ InTASC Standard 4</li> <li>○ InTASC Standard 5</li> <li>○ InTASC Standard 6</li> <li>○ InTASC Standard 7</li> <li>○ InTASC Standard 8</li> <li>○ InTASC Standard 9</li> <li>○ InTASC Standard 10</li> <li>○ Academic Credentials and Accomplishments</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>o Mechanics</li> <li>● Measured on a 4 point Likert scale <ul style="list-style-type: none"> <li>o 1 = Does Not Meet</li> <li>o 2 = Approaching</li> <li>o 3 = Meets</li> <li>o 4 = Exceeds</li> </ul> </li> <li>● Inter-rater reliability was calculated at .807 using Cronbach's Alpha Reliability Coefficient.</li> <li>● Validity is measured through face and content validity. Because the rubric was developed and reviewed by all teacher education faculty and it was based on the revised InTASC HTSB teacher performance standards, face and content validity is considered to be high.</li> </ul>
Student Teacher Final Evaluation	<ul style="list-style-type: none"> <li>● Student teaching takes place in the final semester of the senior year for undergraduate elementary education candidates. For candidates in the MAT elementary, secondary or SPED programs, the student teaching portion may be completed after the entire licensure portion of the program is completed.</li> <li>● The student teacher will be required to complete a minimum of 450 clinical hours of student teaching before completion (see HTSB NBI: 09-77).</li> <li>● The Student Teacher Final Evaluation is an assessment used to assess the student teacher's level of professional and personal competence in the school setting. This assessment is completed by the CT prior to the final University Supervisor (US) visit. When the US visits, all three parties (CT, US, and student teacher) will discuss the evaluation, make modifications, agree and sign. The final copy is submitted to the Field Services Director.</li> <li>● Reliability of this assessment tool could not be measured due to the frequent edits made over the past 3 years. This evaluation form is presently in its third revision and faculty believe the most recent version will remain stable going forward.</li> <li>● Validity is measured through face and content validity. Because all of the questions were developed and reviewed by all Education Division faculty and based on the InTASC and HTSB performance standards, face and content validity is considered to be high.</li> </ul>
Graduate Follow-Up Survey	<ul style="list-style-type: none"> <li>● Beginning in 2014 graduates from the Education Division will be electronically sent a Graduate Follow-Up Survey one year post program completion.</li> <li>● This survey is an important component of our continuous quality improvement process as it seeks feedback pertaining to the</li> </ul>

	<p>graduate's self-reported performance as a new teacher. Information obtained from this survey will be used for program improvement.</p> <ul style="list-style-type: none"> <li>● The Education Division graduates are provided the following two Likert scales to complete the survey. The first is: (a) Unable to Judge, (b) Did Not Meeting Expectations, (c) Approached Expectations, (d) Met Expectations, and (e) Exceeded Expectations. The second is: (a) Strongly Disagree, (b) Disagree, (c) Agree, and (d) Strongly Agree. A third section of the survey asks for short answer responses.</li> <li>● The reliability of this survey was not assessed as this is a revised version of this assessment tool. Establishing reliability has been added to our action plan going forward.</li> <li>● Validity is measured through face and content validity. Because all of the questions were developed and reviewed by all Education Division faculty and it covers curriculum, fieldwork experience, and the candidate's assessment of their teaching performance post-degree, face and content validity is considered to be high.</li> </ul>
<p>School Administrator Follow-Up Survey</p>	<ul style="list-style-type: none"> <li>● In 2014, the Education Division sought feedback about Chaminade's teacher education program from School Administrators using the School Administrator Follow-Up Survey. It needs to be noted that all future requests for feedback from Hawaii Department of Education School Administrators must go through the Hawaii Department of Education Office of the Superintendent and not from the School Administrators themselves. Chaminade University is presently working with the Hawaii Department of Education to secure an agreement for such data. This is critical as the new CAEP standards require information like this. This has been added to our action plan going forward.</li> <li>● This survey is an essential component of our continuous quality improvement process as it seeks feedback pertaining to our graduates' performance as new teachers. Information obtained from this survey will be used for program improvement.</li> <li>● The School Administrators are provided the following two Likert scales to complete the survey. The first is: (a) Unable to Judge, (b) Did Not Meeting Expectations, (c) Approached Expectations, (d) Met Expectations, and (e) Exceeded Expectations. The second is: (a) Strongly Disagree, (b) Disagree, (c) Agree, and (d) Strongly Agree. A third section of the survey asks for short answer responses.</li> </ul>

	<ul style="list-style-type: none"> <li>● The reliability of this survey was not assessed as this is a revised version of this assessment tool. Moving forward, we will focus on obtaining performance data directly from the Hawaii Department of Education. This survey will continue to be used to obtain feedback from Hawaii’s private schools. With the anticipation of focusing this survey on only Hawaii’s private schools, reliability will be calculated once this survey has been revised accordingly.</li> <li>● Validity is measured through face and content validity. Because all of the questions were developed and reviewed by all Education Division faculty and it covers curriculum, fieldwork experience, and the School Administrator’s assessment of Education Division graduates’ teaching performance, face and content validity is considered to be high.</li> </ul>
Grade Point Average	<ul style="list-style-type: none"> <li>● GPA is considered a valid measurement of student learning and competency. Cumulative GPA at the completion of the program is comprised of numerous summative evaluations provided by multiple faculty members (full-time and part-time) in all the required courses of the respective program.</li> <li>● To be considered competent and qualified, undergraduate students must maintain an overall 3.0 GPA or higher in all Education classes and graduate students must maintain a 3.0 GPA or higher for program completion.</li> <li>● Grades from individual courses are considered valid measurements because they are aligned with student learning outcomes. These student learning outcomes were developed based on InTASC and HTSB performance standards. In addition, grades in individual courses are typically calculated using a grading rubric. Use of a grading rubric increases objectivity and reliability.</li> <li>● At this time, the reliability for GPA was not calculated. This will be added to our action plan going forward.</li> </ul>

### Section 3: Methods of Assessment

Seven assessments were used to evaluate program claims and TEAC cross-cutting themes. The assessments are shown in Table 3.1 Education Division Assessment Tools.

**Table 3-1 Education Division Assessment Tools**

Assessment	Program Claim(s) Assessed	TEAC Principle(s) Assessed
Praxis II Content Examination Scores	2	1.1
Student Teaching Disposition Assessment	1	1.2, 1.3, 1.4.1, 1.4.2, & 1.4.3
Portfolio	2 & 3	1.1, 1.2, 1.3, 1.4.1, 1.4.2, & 1.4.3
Student Teacher Final Evaluation	1, 2, & 3	1.1, 1.2, 1.3
Graduate Follow-Up Survey	1 & 3	1.1, 1.2, 1.3, 1.4.1, 1.4.2, & 1.4.3
School Administrator Follow-Up Survey	1, 2, & 3	1.1, 1.2, 1.3, 1.4.1, 1.4.2, & 1.4.3
Grade Point Average	2	1.1

Listed below are the standards for InTASC and the HTSB performance standards that are referenced, as applicable, in each of the assessments noted thereafter:

- **Standard 1: Learner Development** – The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard 2: Learning Differences** – The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard 3: Learning Environments** – The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Standard 4: Content Knowledge** – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

- **Standard 5: Application of Content** – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard 6: Assessment** – The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
- **Standard 7: Planning for Instruction** – The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard 8: Instructional Strategies** – The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard 9: Professional Learning and Ethical Practice** – The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard 10: Leadership and Collaboration** – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## Praxis II Content Examination

It is an Education Division program requirement that all candidates must successfully complete their respective Praxis II content exam(s) prior to entering student teaching.

Refer to Table 3.2 for the list of required Praxis exam(s) by licensure. (Source: <http://www.ets.org/praxis/hi/requirements>)

**Table 3-2 Praxis Exam Requirements by Licensure**

Certification Area	Praxis Exam & Test Code	Qualifying Score
Early Childhood Education	Education of Young Children (5024)	160
Elementary Education	Elementary Education: Multiple Subjects (5001)	N/A
	Reading and Language Arts Subtest (5002)	157
	Mathematics Subtest (5003)	157

	Social Studies Subtest (5004)	155
	Science Subtest (5005)	
	Note: To pass the Elementary Education: Multiple Subjects (5001) test you must receive a passing score on each subtest.	159
Middle School Education	Middle School English Language Arts (5047)	164
	Middle School Mathematics (5169)	164
	Middle School Science (5440)	150
	Middle School Social Studies (5089)	152
Secondary Education English	English Language Arts: Content Knowledge (5038)	167
Secondary Education Mathematics	Mathematics: Content Knowledge (5161)	160
Secondary Education Science	Biology: Content Knowledge (5235)	151
	Chemistry: Content Knowledge (5245)	154
	General Science: Content Knowledge (5435)	152
	Physics: Content Knowledge (5265)	153
Secondary Education Social Studies	Social Studies: Content Knowledge (5081)	154
Special Education	Special Education: Core Knowledge and Applications (5354)	151

Special Education Blind/Visually Impaired (all levels)	Special Education: Teaching Students with Visual Impairments (5282)	163
Special Education Deaf/Hard of Hearing (all levels)	Special Education: Education of Deaf and Hard of Hearing Students (5272)	160
Special Education Mild/Moderate (K-12, PK-3, K-6, 5-9, and 7-12)	Special Education: Core Knowledge and Mild to Moderate Applications (5543)	158
Special Education Severe/Profound (K-12, PK-3, K-6, 5-9, and 7-12)	Special Education: Core knowledge and Severe to Profound Applications (5545)	158

Successful completion of the Praxis II content exam is an Education Division program requirement and mandated by the State of Hawaii as a requirement for licensure. This indicates that the State of Hawaii recognizes the Praxis II exam as a valid and reliable measure of a graduate's competence and qualification to become a licensed teacher.

The Praxis II content exams align with InTASC/HTSB Standard 4, Quality Principle 1.1, and Program Claim 2.

### **Student Teaching Disposition Assessment**

Approximately midway through the candidate's student teaching experience, the Cooperating Teacher (CT) will complete this assessment and review his or her findings with the student teacher and with the Field Services Director. This assessment consists of 12 categories:

- Demonstrates Professionalism
- Positive and Enthusiastic Attitude
- Effective Oral Communication Skills
- Effective Written Communication Skills
- Appreciation and Value for Diversity
- Prepared to Teach and Learn
- Collaborates Effectively with Peers, Supervisors, Parents, and Student
- Self-Regulated Learner/Takes Initiative
- Emotional Intelligence to Promote Personal and Educational Goals/Stability
- Reflects on One's Own Teaching and Learning
- Exhibits Respect for Peers, Supervisors, Parents, and Students
- Demonstrates Professional Appearance

Each category is measured using a 4 point Likert scale.

- 1 = Unacceptable
- 2 = Needs Remediation
- 3 = Acceptable
- 4 = Exemplary

The Student Teaching Disposition Assessment is an assessment used to assess the candidates' level of professional and personal competence, and disposition in the school setting. Categories rated as Needs Remediation results in a review conducted by the Field Services Director and a KSD referral is submitted to the Dean of Education. Categories rated as Unacceptable results in an immediate referral to the Dean of Education.

The Student Teaching Disposition Assessment aligns with InTASC/HTSB Standard 6, Standard 7, Standard 8, Standard 9 and Standard 10, Quality Principles 1.2, 1.3, 1.4.1, 1.4.2, and 1.4.3, and Program Claim 1.

## **Portfolio**

The Portfolio is a performance-based assessment organized around the ten InTASC/HTSB performance standards. It contains documentation of the essential skills and dispositions required by these standards. Contents of the Portfolio also document the candidates' reflective practice as a developing teacher.

The Portfolio is a collection of materials and reflections providing a record of the candidate's course work and school-based experiences. It encourages the candidate's active involvement in monitoring and reflecting on his or her development as a teacher. Quality teaching is both a performance-based profession and an on-going learning process. A significant part of this learning process is the ability to reflect on attitudes, skills, and ideas and to be willing to change and update these ideas through continued learning. The Portfolio is evidence of the candidate's ability to impact student learning. The location of each student's portfolio is within the respective Methods Courses under the Assessment Tab.

The Portfolio is a demonstration of competency and is a required signature assignment in the candidate's seminar course. The Portfolio contains 14 sections:

- Introduction
- Educational Philosophy
- InTASC Standard 1
- InTASC Standard 2
- InTASC Standard 3
- InTASC Standard 4
- InTASC Standard 5
- InTASC Standard 6
- InTASC Standard 7
- InTASC Standard 8
- InTASC Standard 9

- InTASC Standard 10
- Academic Credentials and Accomplishments
- Mechanics

The rubric is measured on a 4 point Likert scale

- 1 = Does Not Meet
- 2 = Approaching
- 3 = Meets
- 4 = Exceeds

The Portfolio aligns with all InTASC/HTSB Standards, Quality Principles 1.1, 1.2, 1.3, 1.4.1, 1.4.2, and 1.4.3, and Program Claims 2 and 3.

### **Student Teacher Final Evaluation**

The Education Division utilizes the InTASC standards as the framework for the clinical (i.e., professional) instruction that is required of all teacher candidates in the program. All candidates are required to complete a minimum 450-hour student teaching experience (HTSB NBI: 09-77). Student teaching provides an opportunity for the teacher candidate to perform, under supervision, a variety of teaching activities that a professional teacher is expected to perform.

Student teaching takes place in the final semester of the senior year for undergraduate elementary education candidates. For candidates in the MAT elementary, secondary or SPED programs, the student teaching portion may be completed after the entire licensure portion of the program is completed.

The Student Teacher Final Evaluation is an assessment used to assess the student teacher's level of professional and personal competence in the school setting. This assessment is completed by the Cooperating Teacher (CT) prior to the final University Supervisor (US) visit. When the US visits, all three parties (CT, US, and student teacher) will discuss the evaluation, make modifications, agree and sign. The final copy is submitted to the Field Services Director.

The Student Teacher Final Evaluation aligns with all InTASC/HTSB Standards, Quality Principles 1.1, 1.2, and 1.3, and Program Claims 1, 2, and 3.

### **Graduate Follow-Up Survey**

The Graduate Follow-Up Survey is an important component of the Education Division's continuous quality improvement process as it seeks feedback pertaining to the graduate's self-reported performance as a new teacher. Information obtained from this survey will be used for program improvement. It needs to be noted that in 2014, the Graduate Follow-Up Survey was completely revised to better align with the revised InTASC standards and the new data requirements required by TEAC and CAEP.

Beginning in 2014 graduates from the Education Division will be electronically sent a Graduate Follow-Up Survey one year post program completion.

The Education Division graduates are provided the following two Likert scales to complete the survey. The first is: (a) Unable to Judge, (b) Did Not Meeting Expectations, (c) Approached Expectations, (d) Met Expectations, and (e) Exceeded Expectations. The second is: (a) Strongly Disagree, (b) Disagree, (c) Agree, and (d) Strongly Agree. A third section of the survey asks for short answer responses.

The Graduate Follow-Up Survey aligns with all InTASC/HTSB Standards, Quality Principles 1.1, 1.2, 1.3, 1.4.1, 1.4.2, and 1.4.3, and Program Claims 1 and 3.

### **School Administrator Follow-Up Survey**

The School Administrator Follow-Up Survey is an essential component of the Education Division's continuous quality improvement process as it seeks feedback pertaining to our graduates' performance as new teachers. Information obtained from this survey will be used for program improvement. It needs to be noted that in 2012, the DOE informed all EPPs that a standardized Principal survey was going to be developed. The goal was to reduce the amount of surveys Principals were being asked to complete. In 2015, this survey is still being discussed and because of the Education Division's deadline to complete this Inquiry Brief Proposal, it was decided to send out our newly revised survey to the Principals. DOE informed the Education Division that principals were instructed to only complete surveys approved by the Superintendent's office. Subsequently, going forward, the Education Division will stop the distribution of this survey and will work collaboratively with the DOE to obtain data on graduate performance.

The School Administrators are provided the following two Likert scales to complete the survey. The first is: (a) Unable to Judge, (b) Did Not Meeting Expectations, (c) Approached Expectations, (d) Met Expectations, and (e) Exceeded Expectations. The second is: (a) Strongly Disagree, (b) Disagree, (c) Agree, and (d) Strongly Agree. A third section of the survey asks for short answer responses.

The School Administrator Follow-Up Survey aligns with all InTASC/HTSB Standards, Quality Principles 1.1, 1.2, 1.3, 1.4.1, 1.4.2, and 1.4.3, and Program Claims 1, 2, and 3.

### **Grade Point Average**

GPA is considered a valid measurement of student learning and competency. Cumulative GPA at the completion of the program is comprised of numerous summative evaluations provided by multiple faculty members (full-time and part-time) in all the required courses of the respective program. Faculty derive course grades based on percentage of total points earned during the semester, which then corresponds to letter grades. Letter grades are then converted to numeric grades based on Chaminade University's grading policy. ([http://www.chaminade.edu/catalog/pdf/current/CUH\\_catalog.pdf](http://www.chaminade.edu/catalog/pdf/current/CUH_catalog.pdf) p. 53)

To be considered competent and qualified, undergraduate students must maintain a 3.0 GPA or higher in Education classes and graduate students must maintain a 3.0 GPA or higher for program completion.

Grade Point Average aligns with InTASC/HTSB Standard 4, Quality Principle 1.1, and Program Claim 2.

## Section 4: Results

In this section, the results of our assessments are presented. The assessment tools utilized as evidence for the claims are: (a) Praxis II Content Examination Scores, (b) Student Teaching Disposition Assessment, (c) Portfolio, (d) Student Teacher Final Evaluation, (e) Graduate Follow-Up Survey, (f) School Administrator Follow-Up Survey, and (g) Grade Point Average.

### Claim 1

*To be a competent, qualified, and caring teacher, Chaminade graduates demonstrate professionalism, caring, and ethical behavior in their learning communities.*

The assessment data used to determine that our graduates meet this claim are as follows:

**Student Teaching Disposition Assessment.** The Student Teaching Disposition Assessment is an assessment used to assess the candidates' level of professional and personal competence, and disposition in the school setting. Refer to Table 4.1 for the results of the disposition instrument.

**Table 4-1 Disposition Instrument (n = 21)**

Category	Mean (based on a 4 pt Likert Scale)	SD
A. Demonstrates Professionalism	3.42	.51
B. Positive and Enthusiastic Attitude	3.33	.48
C. Effective Oral Communication Skills	3.24	.44
D. Effective Written Communication Skills	3.30	.47
E. Appreciation and Value for Diversity	3.29	.46
F. Prepared to Teach and Learn	3.33	.48
G. Collaborates Effectively with Peers, Supervisors, Parents, and Student	3.30	.47
H. Self-Regulated Learner/Takes Initiative	3.48	.51
I. Emotional Intelligence to Promote Personal and Educational Goals/Stability	3.38	.50

J. Reflects on One’s Own Teaching and Learning	3.29	.56
K. Exhibits Respect for Peers, Supervisors, Parents and Students	3.52	.51
L. Demonstrates Professional Appearance	3.43	.51

1 = Unacceptable, 2 = Needs Remediation, 3 = Acceptable, and 4 = Exemplary

Based on the analyzed data, student teachers have performed consistently between the Acceptable and Exemplary range. Student teachers have excelled in professionalism, taking initiative, and preparation. Although in the acceptable range, areas that could be improved upon are our candidate’s oral and written communication skills, and their ability to reflect on their own teaching and learning.

Based on the evidence provided there is alignment with InTASC/HTSB Standard 6, Standard 7, Standard 8, Standard 9 and Standard 10, Quality Principles 1.2, 1.3, 1.4.1, 1.4.2, and 1.4.3, and Program Claim 1.

**Student Teacher Final Evaluation.** The Student Teacher Final Evaluation is an assessment used to assess the student teacher’s level of professional and personal competence in the school setting.

Standard IX and X of the Student Teacher Final Evaluation (2011 – 2014) Old Form Version 1 focuses on professional responsibility, which includes items directly related to Claim 1. Refer to Table 4.2 for the results of the Professional Responsibility Sub-Category of the Student Teacher Final Evaluation (2011-2014) Old Form Version 1. To view the entire instrument, refer to Appendix F: Student Teacher Final Evaluation (2011-2014) Old Form Version 1.

**Table 4-2 Professional Responsibility Sub-Category of the Student Teacher Final Evaluation (2011-2014) Old Form Version 1 (n = 50)**

Standard	Mean (based on a 5 pt Likert Scale)	SD
IX. Demonstrates Professionalism	4.84	.37
X. Fosters Parent and School Community Relationships	4.72	.57

N = No Opportunity to Judge, 1 = Unacceptable, 2 = Below Acceptable Standard, 3 = Acceptable, 4 = Above Average, and 5 = Outstanding.

Standard IX, X, and XI of the Student Teacher Final Evaluation (2011 – 2014) Old Form Version 2 focuses on professional responsibility, which includes items directly related to Claim 1. Refer to Table 4.3 for the results of the Professional Responsibility Sub-Category of the Student Teacher Final Evaluation (2011-2014) Old Form Version 2. To view the entire instrument, refer to Appendix F: Student Teacher Final Evaluation (2011-2014) Old Form Version 2.

**Table 4-3 Professional Responsibility Sub-Category of the Student Teacher Final Evaluation (2011-2014) Old Form Version 2 (n = 28)**

Standard	Mean (based on a 3 pt Likert Scale)	SD
IX. Demonstrates Professionalism	2.89	.47
X. Professional Behaviors and Developments	2.83	.51
XI. Fosters Parent and School Community Relationships	2.50	.62

1 = Does Not Meet, 2 = Meet, and 3 = Exceeds

Standards 9 and 10 of the Student Teacher Final Evaluation (2011 – 2014) New Form focuses on professional responsibility, which includes items directly related to Claim 1. Refer to Table 4.4 for the results of the Professional Responsibility Sub-Category of the Student Teacher Final Evaluation (2011-2014) New Form. To view the entire instrument, refer to Appendix F: Student Teacher Final Evaluation (2011-2014) New Form.

**Table 4-4 Professional Responsibility Sub-Category of the Student Teacher Final Evaluation (2011-2014) New Form (n = 85)**

Standard	Mean (based on a 4 pt Likert Scale)	SD
Standard 9: Professional Learning and Ethical Practices	3.45	.52
Standard 10: Leadership and Collaboration	3.43	.52

1 = Does Not Meet, 2 = Approaching, 3 = Meets, and 4 = Exceeds

In reference to the data provided in Tables 4.2, 4.3, and 4.4, the evidence indicates that the teacher candidates' ratings in the Professional Responsibility sub-category in the Student Teacher Final Evaluation forms are consistently high. Cooperating teachers consistently rate the student teachers as Meets (also known as Above Average) or Exceeds (also known as Outstanding). This provides evidence that procedural knowledge is high as they are able to apply professional and ethical concepts to their teaching experience.

Based on the evidence provided there is alignment and the meeting of InTASC/HTSB Standards 9 and 10, Quality Principles 1.1, 1.2, and 1.3, and Program Claim 1.

**Graduate Follow-Up Survey.** This survey is an important component of the Education Division's continuous quality improvement process as it seeks feedback pertaining to the graduate's self-reported performance as a new teacher.

Questions 6, 7, 9, 16, 17, and 18 of the Graduate Follow-Up Survey focuses on professional responsibility, which includes items directly related to Claim 1. Refer to Table 4.5 for the results of the 2014 Professional Responsibility Sub-Category of the Graduate Follow-Up Survey. To view the entire instrument, refer to Appendix F: 2014 Graduate Follow-Up Survey.

**Table 4-5 2014 Professional Responsibility Sub-Category of the Graduate Follow-Up Survey (n = 28)**

Survey Question	Mean (based on a 4 pt Likert Scale)	SD
Chaminade’s teacher education program prepared me to:		
1. Incorporate multicultural perspectives	3.32	.61
2. Adapt teaching methods for students with special needs	3.14	.89
9. Create a safe, caring and respectful learning environment for all students	3.56	.94
16. Work well with all members of the school community	3.36	.94
17. Use effective verbal, non-verbal and written communication including proper writing conventions	3.36	.51
18. Abide by code of ethics, professional standards of practice, and relevant law and policy	3.36	.86

0 = Unable to Judge, 1 = Does Not Meet Expectations, 2 = Approaches Expectations, 3 = Meets Expectations, and 4 = Exceeds Expectations

In reference to the data provided in Tables 4.5, the evidence indicates that the teacher candidates’ ratings in the Professional Responsibility sub-category in the Graduate Follow-Up Survey are consistently in the Meets Expectations to Exceeds Expectations range. Graduates felt prepared to meet the professional responsibilities required of them as a new teacher. This provides evidence that our graduates are able to apply professional and ethical concepts to their teaching experience.

Based on the evidence provided there is alignment and the meeting of InTASC/HTSB Standards 9 and 10, Quality Principles 1.1, 1.2, 1.3, 1.4.1, and 1.4.2, and Program Claim 1.

**School Administrator Follow-Up Survey.** This survey is an essential component of our continuous quality improvement process as it seeks feedback pertaining to our graduates’ performance as new teachers. Information obtained from this survey will be used for program improvement.

Questions 6, 7, 9, 16, 17, and 18 of the School Administrator Follow-Up Survey focuses on professional responsibility, which includes items directly related to Claim 1. Refer to Table 4.6 for the results of the 2014 Professional Responsibility Sub-Category of the School Administrator Follow-Up Survey. To view the entire instrument, refer to Appendix F: 2014 School Administrator Follow-Up Survey.

**Table 4-6 2014 Professional Responsibility Sub-Category of the School Administrator Follow-Up Survey (n = 14)**

Survey Question	Mean (based on a 4 pt Likert Scale)	SD
The Graduate:		
6. Incorporate multicultural perspectives	3.14	.77
7. Adapt teaching methods for students with special needs	3.0	.78
9. Create a safe, caring and respectful learning environment for all students	3.50	.65
16. Work well with all members of the school community	3.64	.50
17. Use effective verbal, non-verbal and written communication including proper writing conventions	3.57	.51
18. Abide by code of ethics, professional standards of practice, and relevant law and policy	3.57	.51

0 = Unable to Judge, 1 = Does Not Meet Expectations, 2 = Approaches Expectations, 3 = Meets Expectations, and 4 = Exceeds Expectations

In reference to the data provided in Tables 4.6, the evidence indicates that the teacher candidates' ratings in the Professional Responsibility sub-category in the School Administrator Follow-Up Survey fall within the Meets Expectations to Exceeds Expectations range. After reviewing the data, an area that could be improved upon was adapting teaching methods for students with special needs. This will be added to the Education Division's action plan to determine the most effective strategy to better support our candidates with this subject matter. Overall, School Administrators felt that our graduates were prepared to meet the professional responsibilities required of them as a new teacher. This provides evidence that our graduates are able to apply professional and ethical concepts to their teaching experience.

Based on the evidence provided there is alignment and the meeting of InTASC/HTSB Standards 9 and 10, Quality Principles 1.1, 1.2, 1.3, 1.4.1, and 1.4.2, and Program Claim 1.

## Claim 2

*Chaminade graduates demonstrate knowledge of subject matter and the ability to apply content knowledge in their learning communities.*

The data used to determine that our graduates meet this claim are as follows:

**Praxis II Content Examination Scores.** These standardized examinations that have been developed by the Educational Testing Services provides a direct assessment of the content knowledge required by competent teachers. It is an Education Division program requirement that all candidates must successfully complete their respective Praxis II content exam(s) prior to entering student teaching.

**Table 4-7 Praxis Scores for Chaminade Completers (2011-2014)**

Test	Mean	Standard Deviation	Passing Score	State Mean	Mean Difference
Praxis I (total)	538.22	11.33	516	531.79	22.22
PPST – Reading	180.14	4.20	172	177.60	8.14
PPST – Writing	177.23	4.16	171	175.31	6.23
PPST – Math	181.25	5.13	173	178.88	8.25
Elementary Education K-6 (0014/5014)	169.73	12.34	153	163.75	16.73
Praxis II – English (5038)	179.06	11.38	167	174.21	12.06
Praxis II – Math (5161)	151.91	14.20	160	147.05	-8.09
Praxis II – Science (5435)	163.17	16.39	152	156.99	11.17
Praxis II – Social Studies (5081)	166.16	10.55	154	156.91	12.16
Praxis II – Special Education (5543)	172.62	8.95	158	166.47	14.62

The evidence indicates that teacher education candidates have an exceptionally high passing rate, with the exception of Praxis II – Math (5161). Based on this finding, the math curriculum will be added to the Education Division’s action plan to determine the most effective strategy to better support our candidates with this subject matter. It should be noted that the average passing score for our candidates is higher than the State mean for exam 5161. Overall, this shows that the teacher education candidates have met the minimum standards of their understanding of how to be an effective and knowledgeable teacher as determined by HTSB’s minimum passing score.

Based on the evidence provided there is alignment and the meeting of InTASC/HTSB Standard 4, Quality Principle 1.1, Program Claim 2, and HTSB’s licensure requirement of successful completion of the Praxis II content examination.

**Portfolio.** The Portfolio is a performance-based assessment organized around the ten InTASC/HTSB performance standards. It contains documentation of the essential skills and dispositions required by these standards. Contents of the Portfolio also document the candidates’ reflective practice as a developing teacher.

The line items in the Portfolio rubric that is associated to Standards 4, 5, 7, and 8 focuses on content knowledge and instructional practice, which includes items directly related to Claim 2. Refer to Table 4.6 for the results of the Content Knowledge & Instructional Practice Sub-Category of the Portfolio Rubric FST14. To view the entire instrument, refer to Appendix F: Content Knowledge Sub-Category of the Portfolio Rubric FST14.

**Table 4-8 2014 Content Knowledge & Instructional Practice Sub-Category of the Portfolio Rubric FST14 (n = 22)**

Section	Mean (based on a 4 pt Likert Scale)	SD
InTASC Standard 4	3.14	.64
InTASC Standard 5	3.09	.68
InTASC Standard 7	3.00	.69
InTASC Standard 8	3.00	.69

1 = Does Not Meet, 2 = Approaching, 3 = Meets, and 4 = Exceeds

In reference to the data provided in Table 4.8, the evidence indicates that the teacher candidates' ratings in the Content Knowledge & Instructional Practice sub-category of the Portfolio Rubric meets expectations. Candidates have demonstrated knowledge of their respective content matter and are prepared to apply that knowledge in their classroom. This provides evidence that our graduates are able to apply content knowledge to their teaching practice.

Based on the evidence provided there is alignment and the meeting of InTASC/HTSB Standard 4, Standard 5, Standard 7, and Standard 8, Quality Principle 1.1 and 1.2, and Program Claim 2.

**Student Teacher Final Evaluation.** The Student Teacher Final Evaluation is an assessment used to assess the student teacher's level of professional and personal competence in the school setting.

Standard V, VI, and VII of the Student Teacher Final Evaluation (2011 – 2014) Old Form Version 1 focuses on content knowledge and instructional practice, which includes items directly related to Claim 2. Refer to Table 4.9 for the Content Knowledge & Instructional Practice Sub-Category of the Student Teacher Final Evaluation (2011-2014) Old Form Version 1 results. To view the instrument, refer to Appendix F: Student Teacher Final Evaluation (2011-2014) Old Form Version 1.

**Table 4-9 Content Knowledge & Instructional Practice Sub-Category of the Student Teacher Final Evaluation (2011-2014) Old Form Version 1 (n = 50)**

Standard	Mean (based on a 5 pt	SD
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	Likert Scale)	
V. Demonstrates Content Knowledge	4.62	.53
VI. Designs and Provides Meaningful Learning Experiences	4.67	.51
VII. Uses Active Student Learning Strategies	4.59	.57

N = No Opportunity to Judge, 1 = Unacceptable, 2 = Below Acceptable Standard, 3 = Acceptable, 4 = Above Average, and 5 = Outstanding.

Standard V, VI, and VII of the Student Teacher Final Evaluation (2011 – 2014) Old Form Version 2 focuses on content knowledge and instructional practice, which includes items directly related to Claim 2. Refer to Table 4.10 for the Content Knowledge & Instructional Practice Sub-Category of the Student Teacher Final Evaluation (2011-2014) Old Form Version 2 results. To view the instrument, refer to Appendix F: Student Teacher Final Evaluation (2011-2014) Old Form Version 2.

**Table 4-10 Content Knowledge & Instructional Practice Sub-Category of the Student Teacher Final Evaluation (2011-2014) Old Form Version 2 (n = 28)**

Standard	Mean (based on a 3 pt Likert Scale)	SD
V. Demonstrates Content Knowledge	2.61	.50
VI. Designs and Provides Meaningful Learning Experiences	2.50	.62
VII. Uses Active Student Learning Strategies	2.41	.51

1 = Does Not Meet, 2 = Meet, and 3 = Exceeds

Standard V, VI, and VII of the Student Teacher Final Evaluation (2011 – 2014) New Form focuses on content knowledge and instructional practice, which includes items directly related to Claim 2. Refer to Table 4.11 for the Content Knowledge & Instructional Practice Sub-Category of the Student Teacher Final Evaluation (2011-2014) New Form results. To view the instrument, refer to Appendix F: Student Teacher Final Evaluation (2011-2014) New Form.

**Table 4-11 Content Knowledge & Instructional Practice Sub-Category of the Student Teacher Final Evaluation (2011-2014) New Form (n = 85)**

Standard	Mean (based on a 4 pt Likert Scale)	SD
Standard 4: Content Knowledge	3.33	.50
Standard 5: Application of Content	3.32	.49
Standard 7: Planning for Instruction	3.41	.52
Standard 8: Instructional Strategies	3.43	.52

1 = Does Not Meet, 2 = Approaching, 3 = Meets, and 4 = Exceeds

In reference to the data provided in Tables 4.9, 4.10, and 4.11, the evidence indicates that the teacher candidates' ratings in the Content Knowledge & Instructional Practice sub-category in the Student Teacher Final Evaluation forms are consistently high. Cooperating teachers consistently rate the student teachers as Meets (also known as Above Average) or Exceeds (also known as Outstanding). This provides evidence that declarative and procedural knowledge is high as they are able to apply their respective content knowledge to their teaching practice.

Based on the evidence provided there is alignment and the meeting of InTASC/HTSB Standards 4, 5, 7, and 8, Quality Principles 1.1 and 1.2, and Program Claim 2.

**School Administrator Follow-Up Survey.** This survey is an important component of our continuous quality improvement process as it seeks feedback pertaining to our graduates' performance as new teachers. Information obtained from this survey will be used for program improvement.

Questions 1 and 2 of the School Administrator Follow-Up Survey focuses on content knowledge and instructional practice, which is directly related to Claim 2. Refer to Table 4.12 for the results of the Content Knowledge & Instructional Practice Sub-Category of the 2014 Professional Responsibility Sub-Category of the School Administrator Follow-Up Survey. To view the entire instrument, refer to Appendix F: 2014 School Administrator Follow-Up Survey.

**Table 4-12 Content Knowledge & Instructional Practice Sub-Category of the 2014 Professional Responsibility Sub-Category of the School Administrator Follow-Up Survey (n = 14)**

Survey Question	Mean (based on a 4 pt Likert Scale)	SD
The Graduate:		
1. Knows subject matter	3.0	1.04
2. Can transfer knowledge to classroom lessons	3.43	.51

0 = Unable to Judge, 1 = Does Not Meet Expectations, 2 = Approaches Expectations, 3 = Meets Expectations, and 4 = Exceeds Expectations

In reference to the data provided in Tables 4.12, the evidence indicates that the teacher candidates' ratings in the Content Knowledge & Instructional Practice sub-category in the School Administrator Follow-Up Survey fall within the Meets Expectations to Exceeds Expectations range. Overall, School Administrators felt that our graduates were prepared and able to meet the academic needs of their students as a new teacher. This provides evidence that our graduates are able to apply knowledge of their respective subject matter to their teaching practice.

Based on the evidence provided there is alignment and the meeting of InTASC/HTSB Standards 4, 5, 7, and 8, Quality Principles 1.1 and 1.2, and Program Claim 2.

**Grade Point Average.** Cumulative GPA at the completion of the program is comprised of numerous summative evaluations provided by multiple faculty members (full-time and part-time) in all the required courses of the candidate’s respective program. Refer to Table 4.13 to view the mean GPA for 2011 – 2014 program completers by major.

**Table 4-13 Chaminade Completer GPA (2011 – 2014) by Major**

Major	Mean GPA (based on a 4 pt scale)	SD
All Completers	3.84	.22
BS – Elementary Education	3.68	.28
BS – Secondary Education	3.73	.24
Masters – Elementary Education	3.92	.13
Masters – Secondary Education	3.92	.11
Masters – Special Education	3.86	.19

In reference to the data provided in Table 4.13, the evidence indicates that the teacher candidate’s ability to perform in their subject area courses is very high. Candidates have demonstrated knowledge of their respective content matter. It should be noted that for masters level courses only a grade of A or B results in the passing of the course. A C-grade or below requires the candidate to retake the course. For undergraduate education courses, it is a common practice for professors to coach the candidates to mastery. Overall, this provides evidence that our graduates have the content knowledge required of them to effectively perform as a new teacher.

Based on the evidence provided there is alignment and the meeting of InTASC/HTSB Standard 4, Standard 5, Standard 7, and Standard 8, Quality Principle 1.1 and 1.2, and Program Claim 2.

**Claim 3**

*Chaminade graduates plan and assess instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*

The data used to determine that our graduates meet this claim are as follows:

**Student Teacher Final Evaluation.** The Student Teacher Final Evaluation is an assessment used to assess the student teacher’s level of professional and personal competence in the school setting.

Refer to Table 4.14 for the Student Teacher Final Evaluation (2011-2014) Old Form Version 1 results. To view the instrument, refer to Appendix F: Student Teacher Final Evaluation (2011-2014) Old Form Version 1.

**Table 4-14 Student Teacher Final Evaluation (2011-2014) Old Form Version 1 (n = 50)**

Standard	Mean (based on a 5 pt Likert Scale)	SD
I. Focuses on the Learner	4.66	.56
II. Creates and Maintains a Physically & Emotionally Safe Learning Environment	4.70	.61
III. Adapts to Learner Diversity	4.74	.49
IV. Fosters Effective Communication in the Learning Environment	4.76	.59
V. Demonstrates Content Knowledge	4.62	.53
VI. Designs and Provides Meaningful Learning Experiences	4.67	.51
VII. Uses Active Student Learning Strategies	4.59	.57
VIII. Uses Assessment Strategies	4.58	.54
IX. Demonstrates Professionalism	4.84	.37
X. Fosters Parent and School Community Relationships	4.72	.57

N = No Opportunity to Judge, 1 = Unacceptable, 2 = Below Acceptable Standard, 3 = Acceptable, 4 = Above Average, and 5 = Outstanding.

Refer to Table 4.15 for the Student Teacher Final Evaluation (2011-2014) Old Form Version 2 results. To view the instrument, refer to Appendix F: Student Teacher Final Evaluation (2011-2014) Old Form Version 2.

**Table 4-15 Student Teacher Final Evaluation (2011-2014) Old Form Version 2 (n = 28)**

Standard	Mean (based on a 3 pt Likert Scale)	SD
I. Focuses on the Learner	2.67	.49
II. Creates and Maintains a Physically & Emotionally Safe Learning Environment	2.67	.49
III. Adapts to Learner Diversity	2.56	.62
IV. Fosters Effective Communication in the Learning Environment	2.61	.50
V. Demonstrates Content Knowledge	2.61	.50
VI. Designs and Provides Meaningful Learning	2.50	.62

Experiences		
VII. Uses Active Student Learning Strategies	2.41	.51
VIII. Uses Assessment Strategies	2.39	.50
IX. Demonstrates Professionalism	2.89	.47
X. Professional Behaviors and Developments	2.83	.51
XI. Fosters Parent and School Community Relationships	2.50	.62

1 = Does Not Meet, 2 = Meet, and 3 = Exceeds

Refer to Table 4.16 for the Student Teacher Final Evaluation (2011-2014) New Form results. To view the instrument, refer to Appendix F: Student Teacher Final Evaluation (2011-2014) New Form.

**Table 4-16 Student Teacher Final Evaluation (2011-2014) New Form (n = 85)**

Standard	Mean (based on a 4 pt Likert Scale)	SD
Standard 1: Learner Development	3.43	.52
Standard 2: Learning Differences	3.37	.51
Standard 3: Learning Environments	3.51	.53
Standard 4: Content Knowledge	3.33	.50
Standard 5: Application of Content	3.32	.49
Standard 6: Assessment	3.38	.49
Standard 7: Planning for Instruction	3.41	.52
Standard 8: Instructional Strategies	3.43	.52
Standard 9: Professional Learning and Ethical Practices	3.45	.52
Standard 10: Leadership and Collaboration	3.43	.52
Final Summary: Cooperating Teacher	3.37	.52
Final Summary: University Supervisor	3.49	.50

1 = Does Not Meet, 2 = Approaching, 3 = Meets, and 4 = Exceeds

In reference to the data provided in Tables 4.14, 4.15, and 4.16, the evidence indicates that the teacher candidates' ratings in the Student Teacher Final Evaluation forms are consistently high. Cooperating teachers consistently rate the student teachers as Meets (also known as Above Average) or Exceeds (also known as Outstanding). This provides evidence that our graduates are able to plan and assess instruction based upon knowledge of subject matter, their students, the community, and curriculum goals.

Based on the evidence provided there is alignment and the meeting of all of the InTASC/HTSB Standards, Quality Principles 1.1,1.2, 1.3, 1.4.1, 1.4.2, and 1.4.3, and Program Claim 3.

**Portfolio.** The Portfolio is a performance-based assessment organized around the ten InTASC/HTSB performance standards. It contains documentation of the essential skills and dispositions required by these standards. Contents of the Portfolio also document the candidates’ reflective practice as a developing teacher.

Refer to Table 4.17 for the results of the Content Knowledge & Instructional Practice Sub-Category of the Portfolio Rubric FST14. To view the entire instrument, refer to Appendix F: Content Knowledge Sub-Category of the Portfolio Rubric FST14.

**Table 4-17 2014 Portfolio Rubric FST14 (n = 22)**

Section	Mean (based on a 4 pt Likert Scale)	SD
Introduction	3.22	.81
Educational Philosophy	3.14	.71
InTASC Standard 1	3.18	.59
InTASC Standard 2	3.09	.68
InTASC Standard 3	3.14	.71
InTASC Standard 4	3.14	.64
InTASC Standard 5	3.09	.68
InTASC Standard 6	3.00	.69
InTASC Standard 7	3.00	.69
InTASC Standard 8	3.00	.69
InTASC Standard 9	2.95	.72
InTASC Standard 10	2.86	.83
Academic Credentials and Accomplishments	3.32	.78
Mechanics	3.27	.63

1 = Does Not Meet, 2 = Approaching, 3 = Meets, and 4 = Exceeds

In reference to the data provided in Table 4.17, the evidence indicates that the teacher candidates’ ratings in the Portfolio Rubric overall meets expectations. Candidates have demonstrated knowledge of their respective content matter and are prepared to apply that knowledge in their classroom. Areas that will be focused on due to the evidence in Table 4.17 are InTASC Standards 9 and 10. Curriculum adjustments will be made in applicable courses to address Professional Learning and Ethical Practice and Leadership and Collaboration. This will also be stressed during the candidates’ student teaching and seminar courses. In summary, this provides evidence that our graduates are able to plan and assess instruction based upon knowledge of subject matter, their students, the community, and curriculum goals.

Based on the evidence provided there is alignment and the meeting of all of the InTASC/HTSB Standards, Quality Principles 1.1,1.2, 1.3, 1.4.1, 1.4.2, and 1.4.3, and Program Claim 3.

**Graduate Follow-Up Survey.** This survey is an essential component of the Education Division’s continuous quality improvement process as it seeks feedback pertaining to the graduate’s self-reported performance as a new teacher.

Refer to Table 4.18 for the results of the 2014 Graduate Follow-Up Survey. To view the entire instrument, refer to Appendix F: 2014 Graduate Follow-Up Survey.

**Table 4-18 2014 Graduate Follow-Up Survey (n = 28)**

Survey Question	Mean (based on a 4 pt Likert Scale)	SD
Chaminade’s teacher education program prepared me to:		
1. Know subject matter	3.21	.57
2. Transfer knowledge to classroom lessons	3.18	.94
3. Plan lessons based on content standards	3.11	.99
4. Understand how learners grow and develop	3.18	.49
5. Use effective, developmentally appropriate teaching practices to address student need	3.18	.94
6. Incorporate multicultural perspectives	3.32	.61
7. Adapt teaching methods for students with special needs	3.14	.89
8. Know and use appropriate educational technology	3.11	.92
9. Create a safe, caring and respectful learning environment for all students	3.56	.94
10. Evaluate student achievement	3.11	.92
11. Use assessment to inform instruction	3.56	.94
12. Collect evidence of positive student achievement based on grade level, school wide, and/or state wide assessment	3.36	.98
13. Actively seek opportunities to learn and grow professionally	3.32	.72
14. Critically reflect upon his/her practice	3.36	.63
15. Learn how to learn and demonstrates the disposition of being a lifelong learner	3.36	.94
16. Work well with all members of the school community	3.36	.94
17. Use effective verbal, non-verbal and written communication including proper writing conventions	3.36	.51
18. Abide by codes of ethics, professional standards of practice, and relevant law and policy	3.36	.86
19. Overall, I felt adequately prepared by Chaminade’s Teacher Education program	3.36	.56

Scale for Questions 1 – 18: 0 = Unable to Judge, 1 = Does Not Meet Expectations, 2 = Approaches Expectations, 3 = Meets Expectations, and 4 = Exceeds Expectations

Scale for Question 19: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree

In reference to the data provided in Tables 4.18, the evidence indicates that the teacher candidates’ ratings in the Graduate Follow-Up Survey are consistently in the Meets Expectations to Exceeds Expectations range. Also, the feedback for question 19 fell between Agree and Strongly Agree range. Graduates felt prepared to meet the professional responsibilities required of them as a new teacher. This provides evidence that our graduates are able to plan and assess instruction based upon knowledge of subject matter, their students, the community, and curriculum goals.

Based on the evidence provided there is alignment and the meeting of all of the InTASC/HTSB Standards, Quality Principles 1.1,1.2, 1.3, 1.4.1, 1.4.2, and 1.4.3, and Program Claim 3.

**School Administrator Follow-Up Survey.** This survey is an important component of our continuous quality improvement process as it seeks feedback pertaining to our graduates’ performance as new teachers. Information obtained from this survey will be used for program improvement.

Refer to Table 4.19 for the results of the 2014 School Administrator Follow-Up Survey. To view the entire instrument, refer to Appendix F: 2014 School Administrator Follow-Up Survey.

**Table 4-19 2014 School Administrator Follow-Up Survey (n = 28)**

Survey Question	Mean (based on a 4 pt Likert Scale)	SD
The Graduate:		
1. Know subject matter	3.00	1.04
2. Transfer knowledge to classroom lessons	3.43	.51
3. Plan lessons based on content standards	3.36	.63
4. Understand how learners grow and develop	3.14	.77
5. Use effective, developmentally appropriate teaching practices to address student need	3.21	.80
6. Incorporate multicultural perspectives	3.14	.66
7. Adapt teaching methods for students with special needs	3.00	.78
8. Know and use appropriate educational technology	3.36	.63
9. Create a safe, caring and respectful learning environment for	3.50	.65

all students		
10. Evaluate student achievement	3.21	.70
11. Use assessment to inform instruction	3.14	.77
12. Collect evidence of positive student achievement based on grade level, school wide, and/or state wide assessment	3.14	.77
13. Actively seek opportunities to learn and grow professionally	3.57	.51
14. Critically reflect upon his/her practice	3.36	.50
15. Learn how to learn and demonstrates the disposition of being a lifelong learner	3.43	.51
16. Work well with all members of the school community	3.64	.50
17. Use effective verbal, non-verbal and written communication including proper writing conventions	3.57	.51
18. Abide by codes of ethics, professional standards of practice, and relevant law and policy	3.57	.51
22. If given the opportunity, I would consider hiring this teacher again	3.79	.43

Scale for Questions 1 – 18: 0 = Unable to Judge, 1 = Does Not Meet Expectations, 2 = Approaches Expectations, 3 = Meets Expectations, and 4 = Exceeds Expectations

Scale for Question 19: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree

In reference to the data provided in Tables 4.19, the evidence indicates that the School Administrators' ratings in the School Administrator Follow-Up Survey are consistently in the Meets Expectations to Exceeds Expectations range. Also, the feedback for question 22 fell between Agree and Strongly Agree range. School Administrators felt that our graduates were prepared to meet the professional responsibilities required of them as a new teacher. This provides evidence that our graduates are able to plan and assess instruction based upon knowledge of subject matter, their students, the community, and curriculum goals.

Based on the evidence provided there is alignment and the meeting of all of the InTASC/HTSB Standards, Quality Principles 1.1,1.2, 1.3, 1.4.1, 1.4.2, and 1.4.3, and Program Claim 3.

### **Section 5 Discussion and Plan**

After reviewing Chaminade University's Education Division's assessment data, we feel very strongly that there is evidence supporting our three claims. The teacher education candidates have shown to be competent, caring, and qualified by exhibiting a high level of declarative and procedural knowledge through their performance on summative assessments and evaluations. Consequently, the teacher education candidates have met TEAC's Quality Principles including the Cross-Cutting Themes, HTSB's Performance Standards, and InTASC's Model Core Teaching Standards.

## **Claim 1**

*To be a competent, qualified, and caring teacher, Chaminade graduates demonstrate professionalism, caring, and ethical behavior in their learning communities.*

The understanding of professionalism, ethical behavior, and how to be a caring teacher, are a critical component of being an effective, competent, and qualified teacher. Claim 1 was assessed through the use of the Student Teaching Disposition Assessment, the Professional Responsibility Sub-Category of the Student Teacher Final Evaluation, the Professional Responsibility Sub-Category of the Graduate Follow-Up Survey, and the Professional Responsibility Sub-Category of the School Administrator Follow-Up Survey. Where applicable, scores and passing rates for all four assessments were consistent over the past four years. The findings, as shown in Table 4.1, 4.2, 4.3, 4.4, 4.5 and 4.6, are indicative of the occurrence of significant cumulative candidate learning.

Teacher education candidates excelled in professionalism, taking initiative, and preparation, as supported by the cooperating teachers through the use of the Student Teaching Disposition Assessment and the Student Teaching Final Evaluation. Graduate feedback supported these findings as they noted in the Graduate Follow-Up Survey that they were able to create a safe, caring, and respectful learning environment for their students and the school community. This was also supported by surveyed School Administrators through their responses on the School Administrator Follow-Up Survey.

Areas where there is room for growth is improving our candidates' ability to reflect on their own teaching and learning. Another area that could be improved upon was adapting teaching methods for students with special needs. A primary area of concern is the need for a minimum of three years of data per assessment. A challenge that the Education Division has had in the past is that they were required to modify assessment tools due to changing standards or changes in curriculum. The Dean of Education is aware of this challenge and will work with faculty to keep changes to a minimum so the Education Division will be prepared to accreditation beyond the Inquiry Brief Proposal.

In summary, through the Student Teaching Disposition Assessment, the Professional Responsibility Sub-Category of the Student Teacher Final Evaluation, the Professional Responsibility Sub-Category of the Graduate Follow-Up Survey, and the Professional Responsibility Sub-Category of the School Administrator Follow-Up Survey, it can be concluded that a high degree of declarative and procedural knowledge has been achieved and that Claim 1 has been met.

## **Claim 2**

*Chaminade graduates demonstrate knowledge of subject matter and the ability to apply content knowledge in their learning communities.*

The understanding of the skills, instructional practice, and content knowledge needed to be an effective, competent, and qualified teacher was assessed through the use of the Praxis II Content Examination Scores, the

Content Knowledge & Instructional Practice Sub-Category of the Portfolio Rubric FST14, the Content Knowledge & Instructional Practice Sub-Category of the Student Teacher Final Evaluation (2011 – 2014) Old Form Version 1, 2, and the New Form, the Content Knowledge & Instructional Practice Sub-Category of the 2014 School Administrator Follow-Up Survey, and Grade Point Average. Where applicable, scores and passing rates for all five assessments were consistent over the past four years. The findings, as shown in Table 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, and 4.13, are indicative of the occurrence of significant cumulative candidate learning.

Teacher education candidates performed well in demonstrating content knowledge through their Praxis II scores, the evidence and reflection provided in their Portfolios, feedback from the cooperating teachers, school administrators, and based on candidate grade point average upon graduation. Based on the assessment findings, areas where there is room for growth is improving our candidates' performance on the Mathematics Praxis II exam (5161) and strengthening the breadth and depth of the candidate's knowledge of their respective subject matter. A primary area of concern is the need for a minimum of three years of data per assessment. A challenge that the Education Division has had in the past is that they were required to modify assessment tools due to changing standards or changes in curriculum. The Dean of Education is aware of this challenge and will work with faculty to keep changes to a minimum so the Education Division will be prepared to accreditation beyond the Inquiry Brief Proposal.

In summary, through the use of the Praxis II Content Examination Scores, the Content Knowledge & Instructional Practice Sub-Category of the Portfolio Rubric FST14, the Content Knowledge & Instructional Practice Sub-Category of the Student Teacher Final Evaluation (2011 – 2014) Old Form Version 1, 2, and the New Form, the Content Knowledge & Instructional Practice Sub-Category of the 2014 School Administrator Follow-Up Survey, and Grade Point Average, it can be concluded that a high degree of declarative and procedural knowledge has been achieved and that Claim 2 has been met.

### **Claim 3**

*Chaminade graduates plan and assess instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*

The ability for our graduates to be able to plan and assess instruction based upon content knowledge, the needs of their students, the needs of the school community, and curriculum goals are assessed through the use of the Student Teacher Final Evaluation (2011 – 2014) Old Form Version 1, 2, and the New Form, the Portfolio Rubric, the 2014 Graduate Follow-Up Survey, and the 2014 School Administrator Follow-Up Survey. Where applicable, scores and passing rates for all four assessments were consistent over the past four years. The findings, as shown in Table 4.14, 4.15, 4.16, 4.17, 4.18, and 4.19, are indicative of the occurrence of significant cumulative candidate learning.

Teacher education candidates performed well in meeting the needs of students. They appreciated and adapted to student differences by understanding how students learn and grow, as well as creating appropriate learning environments that supported the learning needs of their students. Graduates felt prepared to meet the

professional responsibilities required of them and school administrators felt similarly. In focusing on the feedback provided by school administrator, our graduates work very well with their students. They create a safe, caring and respectful learning environment for all students and the school community. Although all of the ratings feel between Meets Expectations and Exceeds Expectations, the two outlying scores by school administrators were: (a) Knows subject matter (3.00 on a 4 points Likert scale); and (b) Adapts teaching methods for students with special needs (3.00 on a 4 point Likert scale). Faculty agreed that these are areas that candidates and graduates could always improve on. A primary area of concern is the need for a minimum of three years of data per assessment. A challenge that the Education Division has had in the past is that they were required to modify assessment tools due to changing standards or changes in curriculum. The Dean of Education is aware of this challenge and will work with faculty to keep changes to a minimum so the Education Division will be prepared to accreditation beyond the Inquiry Brief Proposal.

In summary, through the use of the Student Teacher Final Evaluation (2011 – 2014) Old Form Version 1, 2, and the New Form, the Portfolio Rubric, the 2014 Graduate Follow-Up Survey, and the 2014 School Administrator Follow-Up Survey, it can be concluded that a high degree of declarative and procedural knowledge has been achieved and that Claim 3 has been met.

## **Cross-Cutting Themes**

### **1.4.1 Learning how to learn**

The faculty of the Education Division conceptualized this cross-cutting theme as the candidate's ability to think independently, problem-solve through inquiry and seeking out needed information, and transfer what was learned to the real-world. This directly applies to the Marianist Educational Values of Providing an Excellent Education and Educate for the Adaptation to Change. The Marianists value a candidate's ability to link theory and practice. In addition, with the world constantly changing, candidates must also become agile in navigating through chaotic environments. This is accomplished through their coursework and student teaching experience.

More specifically, candidates are required in their seminar course to complete a Portfolio that provides evidence of their mastery of the 10 InTASC and HTSB performance standards. Through this experience, candidates are able to reflect on their instruction and assess their effectiveness. This reflective practice teaches candidates how to identify what they need, gain more knowledge in, and where their strengths lie. Once their student teaching experience begins, candidates will be out in the field and there they are able to demonstrate their ability to learn on their own and transferring their new found knowledge to practice.

Prior to 2014, learning how to learn was not directly assessed. After identifying this during our self-audit, assessment modifications were made to address this missing element. Starting in academic year 2015-2016, support for our claim that graduates of the education program have learned how to learn will be assessed through (a) the Portfolio assignment (b) Graduate Survey, and (b) the edTPA summative assessment data.

### **1.4.2 Multicultural perspectives and accuracy**

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, socioeconomic status, gender, disability, religion, and language. Chaminade education students are assessed on their proficiency in addressing these aspects through coursework and summative assessments.

This cross-cutting theme is formally evaluated through Claim 1. As noted in Claim 1, accurate multicultural perspectives is assessed and evaluated through the following:

- Student Teaching Disposition Assessment
- Student Teacher Final Evaluation
- Graduate Survey
- School Administrator Follow-Up Survey

In addition to the above noted assessments, multicultural perspectives and accuracy is also addressed in EDUC 643 Hawaiian Culture & Language, and EDUC 652 Multicultural Education. For the Early Education programs, candidates are required to take EDUC 764 Culturally Appropriate Practices & Montessori Methods, which addresses cross-cutting theme 1.4.2. ([http://www.chaminade.edu/syllabus\\_repository/search.php](http://www.chaminade.edu/syllabus_repository/search.php))

### **1.4.3 Technology**

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 21<sup>st</sup> century teachers so they 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. A 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 learning needs, 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, when applicable. The Division requires a course in educational technology in all of its licensure programs.

Cross-cutting theme 1.4.3 Technology is assessed and evaluated through the following:

- Portfolio (ability to create an electronic-portfolio)
- Graduate Survey (question 8. Know and use appropriate educational technology; mean 3.11; SD .92)
- School Administrator Follow-Up Survey (question 8. Know and use appropriate educational technology; mean 3.36; SD .63)

In addition to the above noted assessments, technology is addressed in EDUC 640 Education Technology in the Classroom and for the Early Education programs technology is covered in the methods courses (EDUC 764, EDUC 765, EDUC 766, and EDUC 767) and the seminar courses (EDUC 782, EDUC 784, and EDUC 690 ). ([http://www.chaminade.edu/syllabus\\_repository/search.php](http://www.chaminade.edu/syllabus_repository/search.php))

### Areas of Improvement/Action Plan

The preparation of this Inquiry Brief Proposal required the Education Division faculty and staff to rigorously apply the inquiry process to assess their current program status. As a result of the in- depth research and self-reflection, the Education Division faculty and staff were able to clearly define the degree to which their current program meets the expectations of the TEAC Quality Principles. The strength of this self-study process is, however, how it helped the Division to identify the specific areas for improvement.

Provided below is a table that lists the Areas of Improvement identified in this Inquiry Brief and the Internal Audit Report, and the Education Division’s Action Plan to address them.

**Table 5-1 Areas of Improvement and Action Plan**

Area of Improvement	Action Step(s)	Timeline Initiate/Complete
Clearly defined and communicated procedure and expectations regarding the completion and submittal of the Student Teaching Disposition Assessment	The Student Teaching Disposition Form is included in the Field Experiences Manual and this is communicated to teacher candidates by the Field Director. Efforts are now underway to streamline this procedure.	Fall 2014 Fall Student Teaching Semester
Regular monitoring of Student Teaching Disposition Assessments, timely follow up and regular analysis of data to inform Division’s decision making	A ‘Curriculum and Assessment Committee’ (C&A) has been formed composed of core, full-time faculty to monitor and analyze data.	C&A Committee will review Student Teaching Mid-term Evaluations and Disposition results
Administer the same version of the Student Teacher Evaluation form to establish reliability of the data over time	InTASC based Student Teacher Evaluation implemented Spring 2015 semester.	Implemented January 2015
Finalize the Graduate Follow-Up Survey and administer the same version of the Survey to establish	Survey was constructed and disseminated in Fall 2014.	Completed December 2014

reliability of the data over time		
Finalize the School Administrator Follow-Up Survey and administer the same version of the Survey to establish reliability of the data over time among the private schools surveyed	School Administrators' Survey was administered in Fall 2014	Completed December 2014
Secure an agreement with the HIDOE to enable HIDOE school administrators to provide feedback on teachers who have completed Chaminade's SATEP	This is a collaborative effort by HIDOE, Hawai'i P-20, and Teacher Education Coordinating Committee Report (TECC).	Estimated completion December 2015
Establish a system for the regular collection and analysis of the Graduate and School Administrator surveys to inform the Division's continuous improvement efforts	The C&A committee will establish a schedule for the collection and analysis of this data for continuous improvement.	Assistant for Special Projects will assist in data collection efforts.
Improve Quality Control in courses across Education Programs	Develop a plan to systematically: ~ develop edTPA aligned unit and lesson plan templates that will be consistently used for all appropriate courses ~ develop and standardize EdTPA aligned assessment rubrics for each course across the various program options ~ involve faculty in establishing inter-rater reliability in the use of the edTPA rubrics ~ provide professional development modules for adjuncts to inform them of the edTPA assessment requirements and to have them assess a student sample to ensure inter-rater reliability among all instructors	EdTPA implementation began January 2015, completion by August 2016.
Identify how the Division will be able to collect definitive data to assess the degree to which teacher	This is now being addressed in surveys sent out to our former student teachers and their	Completed December 2014

candidates have achieved the “learning how to learn” cross-cutting theme	principals.	
Conduct on-going “temperature checks” of program quality throughout the year and regularly monitor achievement of action steps	The C&A Committee has been charged with oversight of edTPA implementation. This is being accomplished through bi-monthly meetings.	Began January 2015, ongoing
Establish a formal system to regularly review/evaluate program/courses to ensure that program learning outcomes are met and overtly address the InTASC standards	The establishment of course leads in our Elementary program will assist in this endeavor. Program directors provide oversight to smaller programs such as secondary and special education. InTASC alignment is being addressed and will continue to be a focus in Faculty meetings in Fall 2015.	Completed by December 2015
Identify specific ways to improve teacher candidates’ ability to reflect on their teaching practices.	Written reflections will be addressed simultaneously with EdTPA implementation.	Completed by December 2015
Identify specific ways to improve teacher candidates’ ability to adapt their teaching methods for students with special needs and implement within designated courses	This is being addressed in all method courses and planning for diverse learners is now addressed in our lesson plan template. This will be monitored by the C&A Committee.	Completed February 2015
Develop and implement strategies to improve teacher candidates’ content knowledge in mathematics, science and social studies in preparation for the PRAXIS II	This need has been discussed at Faculty meetings. A series of workshops have been planned as well as online support modules.	Completed February 2015, online component to be completed September 2015

### **Section 6 Evidence of Institutional Learning**

The development of the Inquiry Brief Proposal, in particular the analysis of data and the audit process of Appendix A, has shown the Education Division our many strengths and some critical areas that need improvement. The data provided in Section 4 informed the Education faculty that they are positively influencing their candidates. All three claims were achieved and the overall feedback from the community and our graduates were congruent with our summative assessment data. Although we were pleased with our

findings, critical areas of improvement were identified. The area that requires immediate attention is focused on our data collection strategy. In particular, forms should be minimally modified and the assessment tools need to be administered on time and on a regular schedule. Along similar lines, the Education Division’s faculty and administrative leaders also needs to stabilize. The high turnover in the Dean’s position and the loss of two senior faculty members and two highly experienced staff members created a challenging situation within the division.

Despite the high turnover, the remaining faculty and staff, and the newly hired ones bonded together and worked cohesively in developing the Education Division’s continuous quality control system. Challenges in our past, as stated in Appendix A, have been addressed and an action plan has been developed. The Education Division will continue the assessment process shown here in this IB Proposal and will conduct program assessments on an annual basis. In order to address the other identified challenges from Section 4 and Appendix A, refer to Education Division’s action plan shown in Table 5.1 in Section 5 of this Inquiry Brief Proposal.

**Table 6-1 – Areas of Improvement and Action Plan**

<b>Area of Improvement</b>	<b>Action Step(s)</b>	<b>Timeline Initiate/Complete</b>
Clearly defined and communicated procedure and expectations regarding the completion and submittal of the Student Teaching Disposition Assessment	The Student Teaching Disposition Form is included in the Field Experiences Manual and this is communicated to teacher candidates by the Field Director. Efforts are now underway to streamline this procedure.	Fall 2014 Fall Student Teaching Semester
Regular monitoring of Student Teaching Disposition Assessments, timely follow up and regular analysis of data to inform Division’s decision making	A ‘Curriculum and Assessment Committee’ (C&A) has been formed composed of core, full-time faculty to monitor and analyze data.	C&A Committee will review Student Teaching Mid-term Evaluations and Disposition results
Administer the same version of the Student Teacher Evaluation form to establish reliability of the data over time	InTASC based Student Teacher Evaluation implemented Spring 2015 semester.	Implemented January 2015
Finalize the Graduate Follow-Up Survey and administer the same version of the Survey to establish reliability of the data over time	Survey was constructed and disseminated in Fall 2014.	Completed December 2014
Finalize the School Administrator Follow-Up Survey and administer the same version of the Survey to establish reliability of the data over time among the private schools surveyed	School Administrators’ Survey was administered in Fall 2014	Completed December 2014

Secure an agreement with the HODOE to enable HODOE school administrators to provide feedback on teachers who have completed Chaminade's SATEP	This is a collaborative effort by HODOE, Hawai'i P-20, and Teacher Education Coordinating Committee Report (TECC).	Estimated completion December 2015
Establish a system for the regular collection and analysis of the Graduate and School Administrator surveys to inform the Division's continuous improvement efforts	The C&A committee will establish a schedule for the collection and analysis of this data for continuous improvement	Assistant for Special Projects will assist in data collection efforts.
Improve Quality Control in courses across Education Programs	Develop a plan to systematically: ~ develop and standardize EdTPA aligned assessment rubrics for each course across the various program options, including PACE ~ involve faculty in establishing inter-rater reliability in the use of the edTPA rubrics ~ provide professional development modules for adjuncts to inform them of the edTPA assessment requirements and to have them assess a student sample to ensure inter-rater reliability among all instructors ~ develop edTPA aligned unit and lesson plan templates that will be consistently used for all appropriate courses	EdTPA implementation began January 2015, completion by August 2016.
Identify how the Division will be able to collect definitive data to assess the degree to which teacher candidates have achieved the "learning how to learn" cross-cutting theme	This is now being addressed in surveys sent out to our former student teachers and their principals.	Completed December 2014
Conduct on-going "temperature checks" of program quality throughout the year and regularly monitor achievement of action steps	The C&A Committee has been charged with oversight of edTPA implementation. This is being accomplished through bi-monthly meetings.	Began January 2015, ongoing
Establish a formal system to regularly review/evaluate program/courses to ensure that program learning outcomes are met and overtly address the InTASC standards	The establishment of course leads in our Elementary program will assist in this endeavor. Program directors provide oversight to smaller programs such as secondary and special education. InTASC alignment is being addressed and	Completed by December 2015

	will continue to be will in Faculty meetings in Fall 2015.	
Identify specific ways to improve teacher candidates' oral and written communication skills	Additional assignments such a peer-teaching in method courses have been implemented to strengthen oral communication. Written communication skills are being addressed simultaneously with EdTPA implementation.	Completed by December 2015
Identify specific ways to improve teacher candidates' ability to adapt their teaching methods for students with special needs and implement within designated courses	This is being addressed in all method courses and planning for diverse learners is now addressed in our lesson plan template. This will be monitored by the C&A Committee.	Completed February 2015
Develop and implement strategies to improve teacher candidates' content knowledge in mathematics, science and social studies in preparation for the PRAXIS II	This need has been discussed at Faculty meetings. A series of workshops have been planned as well as online support modules.	Completed February 2015, Online component to be completed September 2015

### **Summary**

The writing of the Inquiry Brief Proposal was a very rewarding activity. The actual writing took a lot longer than expected because many conversations were initiated from this process. The question of “why is this done this way?” was the common opening line for these conversations. A lot of good questions were raised and a number of very innovative and thoughtful solutions resulted. A formal internal program review will continue to occur on an annual basis. Feedback from graduates and school administrators will continue (subject to change based on the policies of the Hawaii Department of Education). Completing the Inquiry Brief Proposal was a very challenging endeavor, but we are very proud of our findings, the changes that were made, and especially of our candidates who are our future teachers here in the State of Hawaii.

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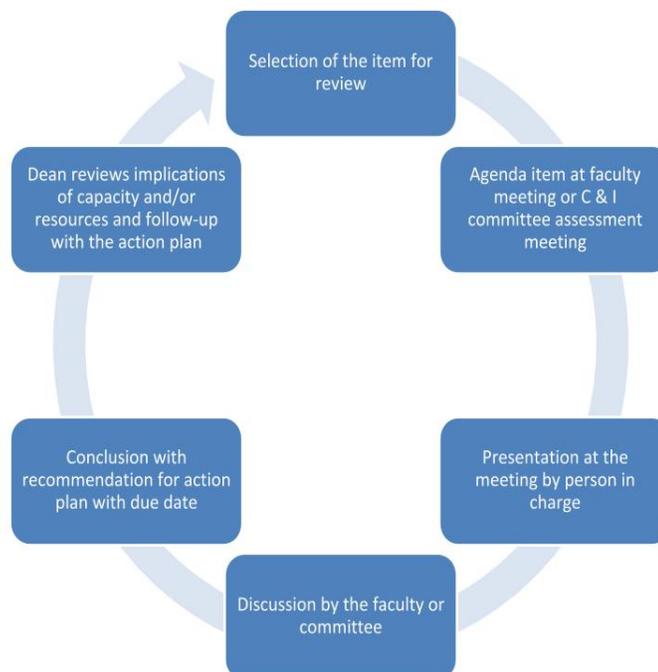
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## Appendix A: Internal Audit Report

### Scope of the Audit

Based on the last WASC accreditation visit to Chaminade, a formal program review process and schedule has been adopted which includes review of the Education Division programs. The last formal review of the Education Division's teacher preparation programs was conducted by the Hawaii Teachers Standards Board in 2009. The Chaminade Education Division is currently in transition from a cycle of state review to one of national review. One major issue for the division in this transition is that there is a lack of administrative personnel and faculty with backgrounds in national accreditation processes and procedures for the division's wide array of programs and tracks. The division does not currently have a specific person who is in the position for oversight of accreditation and assessment so it is a shared responsibility of all faculty and staff members within the division. The division currently has a system for internal quality control of programs and courses that is done through the division and faculty meetings using the following process:

Figure 1. Program Review Process Flowchart



The Education Division is in the process of developing systems and procedures for collecting, analyzing, and reporting the data that are needed to provide the foundation for a comprehensive internal audit. Recognizing that the division has some areas that it would like to strengthen and that several issues would be immediately apparent to an outside reviewer this audit directly reports them in the spirit of transparency and working toward a clear shared understanding between reviewers and the Chaminade Education Division to identify the strengths and challenges within the division.

### Internal Audit Methodology

This review will cover five areas that are part of the Chaminade Education Division practices for all programs. The five areas are candidate progression, faculty, courses, programs, and facilities. In cases where student data was analyzed, a random sample of half of all completers from each program was used. In instances in which the total number of completers was an odd number, the sample size was increased to include an additional candidate. The following checklist summarizes the findings of the internal audit. A complete table for all tabulated data will be on display for reviewers during their visit.

Name:	Chaminade Education Division
Degree Program:	<p><b>Associate of Science (AS) in Early Childhood Education</b></p> <p>Bachelor of Science (BS) in Early Childhood Education</p> <p>Bachelor of Science (BS ) in Elementary K-6 Licensure</p> <p>Bachelor of Science (BS ) in Secondary 7-12 Licensure</p> <p>Master of Arts in Teaching (MAT) in elementary, secondary, special education, or PK-3.</p> <p>Master of Education (Med)</p>

Point of Inquiry	Question	Yes	No	N/A	%	Comments
Candidate Progression	1. Is the teacher candidate’s Chaminade student record located in datatel?	116	0	0	100%	
	2. Is there a copy of the PRAXIS I Score report located in the Chaminade datatel system? Is there a copy of the PRAXIS II score report in the Chaminade datatel system?	116	0	0	100%	

	3. Is there an application for admission to the Education Division (background check, Test scores) in the teacher candidate record located in the education division shared drive?	116	0	0	100%	
	4. Is there a record of the teacher candidate's field placement located in the Chaminade Education share drive?	79	37	0	68%	Some students are placed through TFA.
	5. Is there a record of teacher candidate advising located in the Chaminade datatel system? (e.g., <b>program changes</b> , add/drop form requests)	0	116	0	0%	
	6. Is there a record of the academic advisor's screening for eligibility for clinical practice in the Chaminade datatel system?	80	36	0	69%	
	7. Is there a record of the program completer's name in the program completer's report located in ed division website (print and download from htsb website)	116	0	0	100%	
<b>Program</b>	8. Is there a record of the degree program requirements in the academic catalog and the Chaminade website?	X				
	9. Is there a record of Hawaii Teacher Standards Board approval of the degree programs in the Chaminade Education Division office	X				
<b>Point of Inquiry</b>	<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>		<b>Comments</b>
<b>Courses</b>	10. Is there a record of all required coursework located in the Chaminade datatel system?	X				
	11. Is there a record of course approvals (i.e., ADCF) located in the Chaminade Education Division office? (Get this from the minutes of academic council.)	X				
	12. Is there a copy of all course syllabi located in the Chaminade Syllabus Repository?	X				
	13. Is there a record of all course evaluations located in the Chaminade ecollege system or	X				

	Curtis Washburn's office?					
<b>Faculty</b>	14. Is there a record of faculty qualifications in the personnel records located in the Chaminade Human Resources office?	X				
	15. Are there written guidelines for faculty hiring policies and procedures located in the Chaminade faculty handbook and the Chaminade Human Resources office? Do these include adjunct faculty?	X				
	16. Are there written guidelines for full-time faculty reappointment and promotion in the handbook? Are there written guidelines for adjunct reappointment?	X				
	17. Is there a record of adjunct faculty applications and contracts located in the Chaminade Education Division office?	X				
	18. Is there a record of adjunct faculty peer evaluations in the personnel records located in the Chaminade Education Division office?		X			
	19. Is there a record of supervising teacher applications and contracts located in the Chaminade Education Division office?	X				
<b>Facilities</b>	20. Is there a record of appropriate classroom assignments somewhere at Chaminade?	X				
	21. Is there a record of adequate classroom equipment as documented in the Chaminade Classroom List and Room Preferences by Rooms list maintained by Chaminade's Academic Support office?	X				

### Candidate Progression

A candidate's progress is primarily tracked using the Chaminade Datatel system. The division office, through Datatel, has a complete list of both students who are currently in teacher preparation programs and those who

have completed their program. For day undergraduate students, entry into the division is documented on Datatel as students declare themselves as education majors. For graduate students, a letter of acceptance is kept on file documenting their entry into the division. Graduate and undergraduate PACE student applications to the division are processed by the PACE office and then sent to the Education Division for approval. In all cases a student record was found for all completers in the Chaminade Datatel System. These student records also indicate a complete record of passage of both the PRAXIS I & II exams.

Student Teaching Documentation: A review of records for student teaching preparation revealed that the documentation of teacher candidates meeting the requirements for student teaching is incomplete. Many of the incomplete records are due to the fact that TFA student placements are not done through Chaminade but through the TFA program. Even though this is the case, steps are being taken to improve formal record keeping procedures for student teaching documents.

	Complete Records	Incomplete Records	Lacking placement Records
BS-Elementary	21	13	14
BS-Secondary	3	2	2
MAT-Elementary	19	4	4
MAT-Secondary	18	8	8
MAT-Special Ed	18	9	9

## Faculty

All faculty and supervisors have records of qualifications in the Education Dean's office for oversight by the Dean and Provost. There are written guidelines for the qualifications of hiring of faculty in the faculty handbook. The Dean has data for teaching evaluations for all instructional faculty.

- **Full Time Faculty:** Chaminade has formal procedures for review of full time faculty. All faculty with full time appointments are expected to complete a yearly evaluation of the teaching, scholarship, and service known as the Growth and Development Plan (GDP). GDP's are kept in the provost's office.
- **Adjunct Faculty:** Chaminade does not have a formal review process for adjunct faculty by full time faculty. Evaluations of instructional non-full time faculty are carried out by the Division Dean using course evaluations as the measure of instructional quality. The minimum requirement to teach at Chaminade is a Master's degree in the field of instruction. In a specialized professional field, substantial

qualified work experience with a Bachelor’s degree will be considered in lieu a Master’s degree with the approval of the Provost.”

- Faculty Composition: Currently, the division has one tenured faculty member, two tenure track faculty, two non-tenure track, and one full-time Instructor to provide leadership to a division that consists of roughly 10-20 part-time instructors.

### **Courses**

The faculty is currently in the process of developing reliable data measures to evaluate program learning outcomes from courses within the division. The division is using LiveText to collect and store signature assignments that can be used to assess program learning outcomes. However, the rubrics used to assess this data currently lack measures for reliability. Policies and systematic procedures for division review of courses, learning outcomes, and programs need to be further developed and refined. In a review of curriculum maps for programs within the division, inconsistencies were identified with some courses not being in alignment with inTASC standards. A review of the syllabus repository selecting ten courses at random revealed that 80% of graduate and day undergraduate courses have syllabi posted. However, only 50% of PACE courses have a posted syllabi.

### **Program**

Clear records of the program requirements exist in the academic catalogue and on the Chaminade website. There is a copy of the of Hawaii Teacher Standards Board approval of the degree programs in the Chaminade Education Division office. Each of these will be made available to reviewers.

### **Facilities**

Classroom Assignments: A record of the classroom assignments was obtained. The report covers our day undergraduate courses only with master’s level courses being offered online. These records indicate that proper assignments were made to provide classrooms with enough space for students in all cases over the past three years. A copy of that report will be available to the reviewers during their visit.

Classroom Technology: A review of classroom technology was conducted in the fall of 2014. The report revealed that all education classrooms in Brogan Hall are outfitted with adequate technology for education courses. Below is a listing of the technology that is available in each of the three classrooms.

Brogan 101	Optiplex 990 Extron MLS 406SA Hitachi Projector CP- X4015WN 3M Smartboard (SB680-R2- A91559)
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	Samsung Document Camera SDP-900 Sony DVD/VCR ComboSLV-D380P
Brogan 102	Optiplex 9010 Extron MLS 304SA Epson Brightlink 485WI Samsung Document Camera SDP-900
Brogan 103	Optiplex 9010 Extron MLS 304SA Hitachi Projector CP- X4015WN Samsung Document Camera SDP-900

A review of online resources indicated that they possess "capacity to ensure the timely delivery of distance education and support services and to accommodate current student numbers and expected near-term growth in enrollment." Chaminade contracts with eCollege, an outside provider for hosting its' learning management system, and works with this partner to monitor load and performance. The hosting can be scaled at any time for additional capacity, and since the costs for the service are based on enrollments, the fees that are collected also scale to cover any additional costs. Support services are available from the Chaminade Helpdesk which is open from 7am - 10pm M-Th, 8:15am - 6pm Fri, and 11am - 4pm Sat (all HST) to support distance and on-ground learners and faculty. eCollege also provides help desk services 24/7 directly to both students and faculty.

**Conclusion**

The Chaminade Education Division is committed to providing high quality teaching and learning experiences for its teacher candidates. This audit reveals that the Chaminade Education Division has many of its systems and procedures in place but is still in the process of building and refining some areas. As the faculty and staff of the Education Division continue to overtly address the national accreditation standards and practices the division will continually improve the services that they provide.

## Appendix B: Evidence of Institutional Capacity for Program Quality

**Table B-1 Capacity for Quality: A Comparison of Program and Institutional Statistics**

Capacity Dimension	Program Statistic	Institution Statistics (Norm)	Difference Analysis (Analysis of the differences between the program and the institutional statistics)
3.1.1 Curriculum (number of credits)	<ul style="list-style-type: none"> <li>● Master of Arts in Teaching Secondary Education with Licensure 49 credits</li> <li>● Master of Arts in Teaching Early Childhood Education Pk-K 38 credits</li> <li>● Master of Arts in Teaching Special Education (Mild/Moderate) with Licensure 52 credits</li> <li>● Master of Arts in Teaching Early Childhood Education Pk-3 46 credits</li> <li>● Master of Education Instructional Leadership 31 credits</li> <li>● Master of Education Child</li> </ul>	<ul style="list-style-type: none"> <li>● Master of Business Administration 36 credits</li> <li>● Master of Science in Counseling Psychology 60 credits</li> <li>● Master of Education Educational Leadership 33 credits</li> <li>● Master of Science in Criminal Justice Administration 42 credits</li> <li>● Master of Science in Criminal Justice Administration Homeland Security Leadership Development 45 credits</li> <li>● Master of Science in Forensic Sciences 42 credits</li> <li>● Master of Pastoral Theology 33 credits</li> </ul>	<p>Undergraduate degree is the same with the rest of the institution. The variance occurs at the graduate level. When comparing the Education Division programs to the other graduate level programs, the credit requirement for all Education Division programs are comparable to the rest of the institution and falls well below its comparable program (MSCP program) by approximately 11 - 25 credits.</p>

	<p>Development 31 credits</p> <ul style="list-style-type: none"> <li>● Master of Education Early Childhood Education with Montessori Credential 35 credits</li> <li>● Master of Education Early Childhood Education with Montessori Credential and Master's Degree 44 credits</li> </ul>		
<p>3.1.2 Faculty (percentages at ranks; workload)</p>	<ul style="list-style-type: none"> <li>● Professor – 2 (4%)</li> <li>● Associate Professor – 3 (6%)</li> <li>● Assistant Professor – 2 (4%)</li> <li>● Lecturer – 1 (2%)</li> <li>● Adjunct Professor – 41 (84%)</li> </ul> <p>Professors, Associate Professors and Assistant Professors have a minimum teaching load per academic year of 12 credits undergraduate and 12 credits graduate. Adjuncts are normally contracted for 3 credits per semester, unless the demand requires additional credits.</p>	<p>(Comparable Program – MSCP)</p> <ul style="list-style-type: none"> <li>● Professor – 4 (14%)</li> <li>● Associate Professor – 2 (7%)</li> <li>● Assistant Professor – 1 (3%)</li> <li>● Adjunct Professor – 22 (76%)</li> </ul> <p>Professors, Associate Professors and Assistant Professors have a minimum teaching load per academic year of 12 credits undergraduate and 12 credits graduate. Adjuncts are normally contracted for 3 credits per semester, unless the demand requires additional</p>	<p>When compared to the MSCP program, the Education Division programs have a lower percentage of full-time faculty and utilizes more adjunct professors.</p>

		credits.	
3.1.3 Facilities (space & equipment provided)	All classrooms at Chaminade University are equipped with an Internet-accessible computer, projection system, DVD player, VHS player, document camera, and wi-fi. Student workspaces are determined by classroom capacity. Private study rooms with an Internet-accessible computer, flatscreen television, and conference table are available for reserve at the Sullivan Family Library.	All classrooms at Chaminade University are equipped with an Internet-accessible computer, projection system, DVD player, VHS player, document camera, and Wi-Fi. Student workspaces are determined by classroom capacity. Private study rooms with an Internet-accessible computer, flatscreen television, and conference table are available for reserve at the Sullivan Family Library.	No difference found for this domain.
3.1.4 Fiscal and Administrative (support dollars/faculty member)	Appendix K: 2014-2015 Education Division Budget Allocations  Academic Support = \$268,817.42  \$268,817.42 / 8 full-time faculty = \$33,602.18	(Comparable Program - MSCP)  Appendix L: 2014-2015 MSCP Budget Allocations  Academic Support = \$203,787.19  \$203,787.19 / 7 full-time faculty = \$29,112.46	When compared to the MSCP program, the Education Division programs receive \$4,489.72 more per full-time faculty.
3.1.5 Student Support Services (equal access to services)	Chaminade University provides counseling services, career placement, advising, financial aid,	Chaminade University provides counseling services, career placement, advising, and financial aid,	No difference found for this domain.

	assistance in obtaining health insurance, academic tutoring, and technology support for all students.	assistance in obtaining health insurance, academic tutoring, and technology support for all students.	
3.1.6 Student Feedback (course evaluation means, numbers of complaints)	Refer to Appendix J: Course Evaluation Data  Data source: Institutional Advancement & the Office of the Provost.	Refer to Appendix J: Course Evaluation Data  Data source: Institutional Advancement & the Office of the Provost.	In analyzing the course evaluation data, the Education Division program (both online and ground courses) was at or slightly below the institutional means in all categories of the evaluation tool.

**Table B-2 References to Institutional Documents for Each Requirement**

TEAC Requirements for Quality Control of Capacity (3.2)	Program's Reference to Documentation for Each Requirement
3.2.1 Curriculum	
<ul style="list-style-type: none"> <li>Document showing credit hours required in the subject matter are tantamount to an academic major</li> <li>Document showing credit hours required in pedagogical subjects are tantamount to an academic minor</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.chaminade.edu/counseling-psychology/degree-requirements.php">http://www.chaminade.edu/counseling-psychology/degree-requirements.php</a></li> <li>N/A</li> </ul>
3.2.2 Faculty	
<ul style="list-style-type: none"> <li>Majority of the faculty have a terminal degree (major or minor) in the areas of course subjects they teach</li> </ul>	<ul style="list-style-type: none"> <li>Appendix C</li> </ul>
3.2.3 Facilities	
<ul style="list-style-type: none"> <li>Documents showing appropriate and adequate resources</li> </ul>	<ul style="list-style-type: none"> <li>Table B.1 Section 3.1.3 and additional data available upon request from Chaminade University Department Finance &amp; Facilities</li> </ul>
3.2.4 Fiscal and Administrative	
<ul style="list-style-type: none"> <li>Documents attesting to the financial</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.chaminade.edu/publications">http://www.chaminade.edu/publications</a></li> </ul>

<p>health of the institution</p> <ul style="list-style-type: none"> <li>• Documents showing program administrators are qualified for their positions</li> <li>• Documents showing resources are adequate to administer the program</li> </ul>	<p><a href="#">/documents/CQ_Fall13.pdf</a> (p. 12)</p> <ul style="list-style-type: none"> <li>• Appendix C</li> <li>• Appendix N</li> </ul>
<p>3.2.5 Student Support</p>	
<ul style="list-style-type: none"> <li>• Documents showing adequate student support services</li> <li>• Documents showing the drop-out and program completion rates</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.chaminade.edu/grad/documents/grad_catalog.pdf">http://www.chaminade.edu/grad/documents/grad_catalog.pdf</a> (p. 15-18)</li> <li>• Table 1.2 Enrollment and Program Completion Data</li> </ul>
<p>3.2.6 Policies</p>	
<ul style="list-style-type: none"> <li>• Documents showing an academic calendar is published</li> <li>• Documents showing a grading policy is published and is accurate</li> <li>• Documents showing there is a procedure for students' complaints to be evaluated</li> <li>• Documents showing that the transfer of credit policy is published and is accurate</li> <li>• If appropriate, documents showing that the program has the capacity to ensure the timely delivery of distance education and support services and to accommodate current student numbers and expected near-term growth in enrollment and documents showing that a process to verify the identity of students taking distance education courses is used by faculty teaching the distance education courses.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.chaminade.edu/grad/schedule.php">http://www.chaminade.edu/grad/schedule.php</a></li> <li>• <a href="http://www.chaminade.edu/grad/documents/grad_catalog.pdf">http://www.chaminade.edu/grad/documents/grad_catalog.pdf</a> (p.22)</li> <li>• <a href="http://www.chaminade.edu/grad/documents/grad_student_handbook.pdf">http://www.chaminade.edu/grad/documents/grad_student_handbook.pdf</a> (p.22)</li> <li>• <a href="http://www.chaminade.edu/grad/documents/grad_catalog.pdf">http://www.chaminade.edu/grad/documents/grad_catalog.pdf</a> (p. 61)</li> <li>• Chaminade contracts with an outside provider for hosting of our learning management system, and we work with the partner to monitor load and performance. The hosting can be scaled at any time for additional capacity, and since the costs for the service are based on enrollments, the fees we collect would also scale to cover any additional costs. On the support side, the Chaminade helpdesk is open from 7am - 10pm M-Th,</li> </ul>

	<p>8:15am - 6pm Fri, and 11 am - 4pm Sat (all HST) to support distance and on-ground learners and faculty. Our hosting partner also provides help desk services 7x24 directly to students and faculty.</p> <ul style="list-style-type: none"><li>● Confirmation of a student's identity is done by the Record's Office or PACE prior to the student being marked as enrolled (you would need to check with them on the exact process they use). Student accounts are only created when our student information system shows them as an enrolled student, and according to our IT acceptable use policy students may not share their login information with others. Our learning platform requires login for access to any course activities or assessments, so that is our confirmation that the actual student is accessing the course material.</li></ul> <p>Source: Dean of Information Technology and the Office of the Provost</p>
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## Appendix C: Qualifications of the Faculty

### Full Time Faculty Information

Name/Title	Terminal Degree/Institution/Specialization Year of degree	Scholarship	Courses taught in Teacher Ed.	Years at Chaminade	Race
Joe Peters, Professor of Education	Ph.D in Curriculum & Instruction- Science Education focus, minor in Research Methodology, and science concentrations in Industrial Health and Environmental Science; University of Pittsburgh , 1990.	Articles: 25 Books: 18 Book Chapters: 2 Presentations: 77	EDUC 685 EDUC612 EDUC618 EDUC747 EDUC701 EDUC620 EDUC623 EDUC600 EDUC790 ED324	3	Caucasian
Margaret Mize, Associate Professor of Education	Ed.D. / North Carolina State University, Curriculum and Instruction with a Specialization in Reading, 1983	Book Chapters: 1 Presentations: 1	ED320 ED321 ED413 ED462 ED490 ED427 EDUC601	12	Caucasian
Bryan Moseley, Associate Professor of Education	Ph.D. UC Santa Barbara, Educational Psychology with Cognitive Science Emphasis, 2000	Articles: 17 Books: 0 Presentations: 18	ED306/221 ED419 ED446 ED515 EDUC602 EDUC603 EDUC614 EDUC631/714 EDUC646 EDUC633/722	7	Caucasian
Elizabeth Park, Assistant Professor of Education	Ed.D University of Hawaii, Educational Technology, 2014	Books: 1 Presentations: 2 6	EDUC600 EDUC761 EDUC765 EDUC767 EDUC781/782 EDUC783/784 EDUC770 EDUC772	5	Asian American
Glenn Medeiros,	<i>Ed.D.</i> University of Southern California	0	ED223 ED325	0	Caucasian

Assistant Professor of Education	Educational Leadership, 2014		EDUC601 EDUC618 EDUC790		
Toni Marie Kaii, Lecturer	Ph. D in Integrative STEM K-12 Education, Virginia Polytechnic Institute and State University Expected graduation: 2015	Articles: 1 Presentations: 7	ED408 EDUC654 EDUC614 EDUC652 EDUC 703	0	Hawaiian
Mary Smith, Associate Professor of Education	Ph.D. University of Virginia, Elementary Education, 2002  M.S. Wagner College, Special Education, 1982	Articles: 3 Presentations: 19	ED 223 ED 326 ED 405 ED 420 ED 471 ED 468 EDUC 642 EDUC 650 EDUC 652 EDUC 660 EDUC 665 EDUC 667 EDUC 668 EDUC 675 EDUC 688 EDUC 733 EDUC 790	10	Caucasian
Dale Fryxell, Interim Dean of Education	Ph.D., University of Hawaii at Manoa, Community Psychology, 1997.	Articles: 13 Book Chapters: 4 Presentations: 30	N/A	16	Caucasian

### Adjunct Faculty Information

Name	Terminal Degree/ Institution/Specialization Year of degree	Courses Taught	Years at Chaminade	Race
Dale Arakaki	M.Ed., University of Hawaii at Manoa, Ed. Administration, 2008	ED 321 ED 322 ED 323 ED 324	3	Japanese American
Gail Awakuni	Ph.D., Union Institute, Ed. Administration,	EDUC747	3	Japanese American
Philip Bossert	Ph.D, Washington University, St. Louis, Philosophy, 1973	ED 222 ED 612 EDUC 703 EDUC 791	6	Caucasian

		EDUC 793		
Carlie Brewer	M.Ed., University of Florida, Elementary Ed., 2011	ED 222	1	Caucasian
Leslie Carey	M.Ed., University of Western Florida, Instructional Technology., 2006	Ed 326	2	Caucasian
Christine Cavanaugh	Ed.D., University of Western Florida, Curriculum and Instruction, 1999	EDUC 703 EDUC 791 EDUC 793 EDUC 794	2	Caucasian
Susan Costello	M.Ed., Chaminade University, ECE & Elem. Ed., 2004	EDUC 764 EDUC 765 EDUC 766 EDUC 632A	3	Caucasian
Hans Chun	Ed.D. University of the Pacific, Ed. Admin. and Leadership, 2008	EDUC 745	6	Asian
Sandra Davis	Ph.D. Florida State University, Science Ed., 1995	EDUC 612	1	Caucasian
Regina Enos	M.S., Chaminade University, Counseling Psychology, 2005	ED 323 ED 490 ED 492 EDUC 660 EDUC 662 EDUC 605 EDUC 684 EDUC 688 EDUC 667	7	Caucasian
Kathleen Evans	Ed.D. (abd), University of Hawaii.	EDUC 761 EDUC 762 EDUC 763 EDUC 723 EDUC 652 EDUC 712 EDUC 766 EDUC 781 EDUC 782 EDUC 713 EDUC 764 ED 479 ED 491A/B ED 498A/B ED 474 ED 413 ED 423	5	Caucasian
Sheri Fitzgerald	Ph.D (abd), University of Hawaii, Curriculum Studies,	ED 324 ED 420 ED 494 EDUC 612 EDUC 652	4	Mixed

		EDUC 680 EDUC 683 EDUC 685 EDUC 686 EDUC 687 EDUC 688 EDUC 714 EDUC 725 EDUC 790		
Carol Fonseca	Ed.D., University of New Hampshire, ECE, 1976	ED 220 ED 325 ED 420 ED 450 ED 464 ED 490 EDUC 614 EDUC 688	9	Mixed
Lisa Foster	Ed.D., BYU-Provo, Ed. Administration, 1996	ED 217 ED 233 ED 449 ED 474 EDUC 675 EDUC 763	18	Asian/Caucasian
Malcolm Hee	Ph.D., University of Hawaii at Manoa, Ed. Administration, 2007	ED 471 EDUC 643 EDUC 652 EDUC 660 EDUC 665	7	Part Native Hawaiian
Mark Hines	Ph.D., University of Hawaii at Manoa, Ed. Technology, 2007	EDUC 718	3	Caucasian
Richard Hogeboom	Ph. D., Stanford, Organizations, Networks & Change, 1994	EDUC 634 EDUC 678 EDUC 680 EDUC 741 EDUC 742 EDUC 749 EDUC 790	5	Caucasian
David Jelinek	Ph.D., UC Santa Barbara, Educational Leadership and Organization	EDUC 601 EDUC 620 EDUC 623 EDUC 684 EDUC 685 EDUC 701 EDUC 793 EDUC 794	8	Caucasian
Roberta Jenkins	M.Ed., University of Hawaii at Manoa, Ed. Administration, 2002.	EDUC 687 EDUC 688 EDUC 683 EDUC 604	7	Asian

		EDUC 646 EDUC 675		
Jessica Kato	M.Ed., University of Massachusetts -Boston, Secondary Ed., 2006.	EDUC 614 EDUC 619 EDUC 622 EDUC 642 EDUC 688	5	Asian
Anthony Kelling	M.Ed., Chaminade University, ECE and Elementary Ed., 2006.	EDUC 767	3	Asian/Caucasian
Greg Lee	M.Ed., University of Hawaii at Manoa, Ed. Foundations, 1981.	ED 423 ED 404	1	Asian
Cynthia Maeshiro	M.Ed., University of Hawaii at Manoa, 1974.	ED 494A/B EDUC 687	11	Japanese
Joy Mahiko	M. Ed., Chaminade University, Curriculum and Instruction, 2009.	ED 421 ED 408 ED 326	4	Japanese/Filipino
Roberta Martel	M.S., University of Laverne, School Counseling/Pupil Personnel Credential, 1986.	EDUC 712 EDUC 719 EDUC 616 EDUC 686 EDIC 610 ED 492A/B ED 490 ED 420 ED 223	8	Caucasian
Jessica Martinez	M.A., California St. University – Sacramento, Child Development, 2007.	ED 233 ED 234 ED 433 ED 434 EDUC 701 EDUC 722 EDUC 723 EDUC 724	7	Caucasian
Brirlyn McFarland	M.Ed., University of Phoenix, Administration/Supervision, 2005	ED 217 ED 233 ED 234 ED 433 ED 434 ED 471 ED 473 ED 474 ED 479	9	Caucasian
Cynthia Mew	M.Ed., University of Hawaii at Manoa, 1981.	MA 105 MA 205 MA 305 MA 605 MA 606	10	Chinese
Lisa Mireles	M.Ed., UCLA, 1990.	EDUC 719	3	Asian
Richard	Ed.D., USC, 2004.	EDUC 601	7	Japanese

Nakatsu		EDUC 650		
Jon Nakasone	Ed.D. Nova Southeastern University, Higher Ed., 2000.	ED 222 EDUC 640	12	Asian
Phaedra Ranges	Ph.D., University of Hawaii at Manoa, Education, 2011.	EDUC 687 EDUC 689 EDUC 660	2	Caucasian
Jerry Richmond	M.S., NOVA University, Childcare Admin., 1987	EDUC 767 EDUC 766 EDUC 764 EDUC 765 EDUC 770 EDUC 782 EDUC 783 EDUC 781 EDUC 784 EDUC 786 EDUC 769	24	Caucasian
Jennifer Roney	Ph.D., University of Utah, International Management, 1996.	EDUC 740 EDUC 744 EDUC 794	3	Caucasian
Nanette Schonleber	Ph, D, University of Hawaii at Manoa, Ed. Psychology, 2006.	EDUC 601 EDUC 623 EDUC 632 EDUC 634 EDUC 635 EDUC 640 EDUC 641 EDUC 649 EDUC 652 EDUC 663 EDUC 670 EDUC 675 EDUC 680B EDUC 690 EDUC 697 ED 232 ED 233A ED 306 ED 432 ED 434 ED 435 ED 440 ED 441 ED 490 ED 497	10	Caucasian
Cheryl Schulmister-Larrua	M.Ed., Chaminade University, Early Childhood, 2006.	ED 234 ED 215	7	Caucasian
Jaydene Silva	Ph.D., University of Hawaii at	ED 321	5	Hawaiian

	Manoa, Curriculum Studies, 2014.	ED 428 EDUC 643		
Stacey Takanishi	Ph.D., University of Hawaii at Manoa, Ed. Psychology, 2014.	EDUC 714	3	Japanese
Lorene Unten	University of Southern California, Rossier School of Education	EDUC 654 EDUC 662 EDUC 665 EDUC 668 EDUC 733	5	Pacific Islander
Mary Valdez	M.Ed., Chaminade University, 2005.	EDUC 601 EDUC 712 ED 462 ED427 ED 404 ED 220 ED 201	5	Filipino
Melissa Young	M.Ed., Chaminade University, Education and Counseling Psychology, 2006.	EDUC 602 ED 462 ED 427 ED 423 ED 413 ED 408 ED 404 ED 306 ED 221 ED 201	7	Caucasian

## **Appendix D: Program Requirements**

### **Undergraduate Education**

#### **Mission**

The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practices, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

#### **Program Learning Outcomes**

Upon completion of our initial teacher licensure programs, successful candidates will demonstrate:

1. Knowledge of subject matter such as reading/language arts, mathematics, social sciences, science, visual arts, musical arts, and kinesthetic arts (Content Knowledge);
2. Knowledge of how students develop and learn, including how to engage students in developmentally appropriate experiences that support learning (Developmentally Appropriate Practices);
3. Knowledge of how to teach subject matter to students and apply a variety of instructional strategies that are rigorous, differentiated, and focused on the active involvement of the learner (Pedagogical Content Knowledge);
4. Knowledge and application of appropriate technology for student learning (Technology);
5. Knowledge and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning (Assessment);
6. Skills for adapting learning activities for individual differences and the needs of diverse learners while maintaining safe positive, caring, and inclusive learning environments (Diversity);
7. Skills in the planning and design of meaningful learning activities that support and have positive impacts on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and the integration of appropriate technology (Focus on Student Learning); and
8. Professional dispositions, professionalism in teaching, ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and colleagues (Professional & Ethical Dispositions and Communication).

#### **Degree Options**

##### **Bachelor of Science Elementary Education with K-6 Licensure (Undergraduate Program)**

The Bachelor of Science in Elementary Education with K-6 Licensure follows the traditional 15-week semester offered under Chaminade's Undergraduate Program.

## **Application & Admission Requirements (Undergraduate Program)**

Chaminade students who are interested in applying for the Education Division undergraduate programs must submit Praxis I Core Academic Skills for Educators (CORE) passing scores with a completed Declaration of Major form. These materials are to be submitted to the Academic Advising & Retention Center office.

Additional admission requirements include:

- **For the Undergraduate Program:**

- o Praxis I Core Academic Skills for Educators (CORE) passing scores upon declaration of major;
- o A minimum GPA of 3.00 upon application to the program;
- o Three letters of recommendation;
- o A letter of acceptance from the Education Division; and
- o Submission of a signed Memorandum of Understanding (MOU);

**Pre-Major Requirements:** AN 340, COM 310, ED 220, GE 102, MA 105, MA 205, PSY 202 and passing scores for Praxis I.

- Major Requirements: ED 221, ED 222, ED 223, ED 320, ED 321, ED 322, ED 323, ED324, ED 325, ED 326, ED 404, ED 408, ED 420, ED 490, ED 494, Passing Scores for Praxis II, and 72 hours of O&P.
  - o ED 100 is required for first year students who enter in the fall semester
  - o Field Experience/Observation & Participation: See Field Experience Policies section below.

## **Professional and Continuing Education Programs**

Chaminade University offers accelerated evening, weekend, and online programs for members of the armed forces, their families, and other working adults who wish to pursue degrees or take courses of interest.

Accelerated courses are offered in four terms beginning January, April, July and October. Each term is 10 weeks long. Selected courses are offered during intensive sessions between the 10-week terms. A large selection of online classes is also available.

The following Education programs are offered through PACE:

- Bachelor of Science Elementary Education with K-6 Licensure;
- Bachelor of Science Secondary Education (Social Studies, English, Science, and Mathematics Licensure);
- Child Development Associate; and
- Associate and Bachelor of Science in Early Childhood Education.

Students interested in a program offered through the Professional and Continuing Education Programs (PACE) should complete an online application form. Admission requirements vary by program. For specific information

about admission to the PACE programs and course requirements, contact an PACE advisor or visit the PACE website: <http://www.chaminade.edu/pace.php>.

### **Application & Admission Requirements (Professional and Continuing Education Program)**

For students interested in an elementary or secondary teacher licensure program offered through the Professional and Continuing Education Programs (PACE) admission requirements include:

- o Praxis I Core Academic Skills for Educators (CORE) passing scores upon declaration of major;
- o A minimum GPA of 3.00 upon application to the program;
- o Three letters of recommendation; and
- o A letter of acceptance from the Education Division.

### **Bachelor of Science Elementary Education with K-6 Licensure (Professional and Continuing Education Program)**

The B.S. in Elementary Education is offered through the Professional and Continuing Education Program (PACE). For specific information about admission to the PACE programs and course requirements, contact a PACE advisor or visit the PACE website: <http://www.chaminade.edu/pace.php>.

### **Bachelor of Science in Secondary Education (English, Social Studies, Science, and Math Licensure) (Professional and Continuing Education Program)**

The B.S. in Secondary Education is offered only through the Professional and Continuing Education Program (PACE). Students may choose among four licensure tracks: English, Social Studies, Science, and Mathematics. Students can apply through the PACE website: <http://www.chaminade.edu/pace.php>.

In addition to the courses listed below, students must complete additional licensure requirements (please see Additional Licensure Requirements.)

- **Pre-Major Requirements:** Praxis I Core Academic Skills for Educators (CORE) passing scores, PSY 304, ED 201, ED 220, ED 221, ED 222, Upper Division Education Elective- ED 421 or ED 462.
- **Major Requirements:** ED 326, ED 404, ED 408, ED 423\*, ED 427, ED 490\*\*, and ED 495\*\*.

\*Student teaching must start within two terms of the completion of ED 423.

\*\*ED 490 and ED 495 must be taken concurrently in the winter or summer terms and again in the following spring or fall terms.

### **Bachelor of Science in Early Childhood Education (Professional and Continuing Education Program)**

This program prepares candidates interested in working with young children ages 2 ½ through six years in private schools and other educational environments. The Early Childhood Education major meets NAEYC accreditation standards and Hawai'i state registry requirements for ECE. Prior to taking any early childhood courses, it is required that the student take the one credit, ED 101 Introduction to Chaminade Early Childhood Education course.

- Pre-Major Requirements: PSY 202, ED 101, ED 215, ED 217, ED 233.
- Major-Requirements: ED 222, ED 413, ED 433, ED 434, ED 471, ED 473, ED 474, ED 479, ED 491, ED 498A, ED 498B
- Note: Fieldwork experience and Seminar must begin within two terms of the last major requirement course completion. ED 491 and ED 498A must be taken concurrently in the winter or summer term and ED 498B taken in the following spring or fall term.

### **Bachelor of Science in Early Childhood Education with Montessori Credential (Professional and Continuing Education Program)**

This program prepares candidates interested in working with young children ages 2 ½ through six years in private schools and other educational environments with Montessori credential. This major meets MACTE accreditation standards and Hawai'i state registry requirements for ECE. Prior to taking any early childhood courses, it is required that the student take the one credit, ED 101 Introduction to Chaminate Early Childhood Education course.

- Pre-Major Requirements: PSY 202, ED 101, ED 215, ED 217, ED 233.
- Major-Requirements: ED 222, ED 431, ED 432A, ED 432B, ED 440, ED 445, ED 461, ED 463, ED 466, ED 493A, ED 493B, ED 497A, ED 497B
- Note: Student Teaching and Seminar must be taken after completion of academic courses. ED 493A and ED 497A must be taken concurrently in the fall student teaching term and ED 493B and ED 497B must be taken in the following spring student teaching term.

### **Information for Licensure Programs for Elementary, Secondary, and Special Education**

#### **Additional Licensure Requirements (Hawai'i Teacher Standards Board Programs)**

**Note:** Praxis requirements are subject to change; visit the HTSB website at [www.htsb.org](http://www.htsb.org) for the latest information.

#### **Praxis Requirements ([www.ets.org/praxis/hi](http://www.ets.org/praxis/hi))**

The Hawai'i Teacher Standards Board (HTSB) licensure programs require that all prospective applicants must submit HTSB qualifying scores on the PPST (reading, writing, and math) exam prior to full acceptance into a major in a State Approved Teacher Education Program (SATEP). HTSB requirements include:

- All applicants must submit Praxis I Core Academic Skills for Educators (CORE)
- passing scores upon application and declaration of major.
- All licensure candidates must pass the Praxis II Exam before being placed for student teaching. Candidates who do not pass the Praxis II Exam will not be able to begin
- student teaching.

## **Field Experience Policies**

Field experience is an integral part the preparation of Chaminade teacher candidates, and involves a gradual induction into classrooms, first through Service Learning and Observation and Participation (O&P) activities and ultimately through student teaching in the candidate's final semester. Field experience is designed and evaluated in alignment with the Hawai'i Teacher Standards Board (HTSB) and professional standards for O&P and student teaching. In order to participate in field experiences, 109 Undergraduate Catalog 2014-2015 teacher candidates must meet all academic requirements, and must demonstrate the professional dispositions aligned with HTSB standards.

## **Observation & Participation**

Selected pedagogical methods courses include up to 72 hours of Observation and Participation (O&P), which are required hours outside of the CUH classroom. These hours are required to be completed by the Chaminade student in an assigned public/private school classroom setting. The Chaminade student is responsible, upon registering for any course containing O&P, to submit all documentation so that he/she may be placed in an approved educational setting by the Field Services Director.

## **Required Documents:**

- Observation and Participation Request Form,
- Criminal Background Check through the Hawai'i Department of Education,
- Membership in the Student National Education Association (NEA) Program,
- Tuberculosis (TB) Clearance (valid within 2 years),
- Completed Questionnaire for Field Experience Manual, and
- Chaminade Student Identification Card (Except for PACE students).

## **Service Learning**

Some education courses may add a field component to their class in the form of a Service Learning requirement rather than O&P. The details of a course's service learning requirement will be found in the course syllabus.

## **Student Teaching**

Unless otherwise approved by the Director of Field Experiences, student teaching is offered twice a year (July-December or January-May) and is a minimum of 15 weeks, aligned with the public schools' or private schools' calendars (except in the Dual Licensure Program where there are two student teaching periods of ten weeks each), not including breaks and intercessions. Student teaching is full-time, and completed under the supervision of a Cooperating Teacher and a University Supervisor in a public or private school. Candidates do not get paid for student teaching, but with the Director of Field Experiences and participating school approval, may be hired as a regular classroom teacher. Eligibility to student teach is dependent on the quality of coursework and student dispositions over the duration of the program, and adherence to all HTSB and DOE requirements. Only teachers that are contracted full time are allowed to be paid during their student teaching practicum.

NOTE: Students are not allowed to work, play intercollegiate sports, take additional classes or have any other major outside time commitments during the 15+ weeks of student teaching. If students have any questions about an outside time commitment during student teaching, they must consult with and seek the written approval of their advisor.

Students pay a \$100 deposit for student teaching. This deposit is refunded upon completion of a student and principal satisfaction survey at the end of the first year of full time teaching. These surveys will be sent to the current first year teacher's and principal's address and/or email on file so if there is an address or email change, please contact the Director of Field Experiences.

Student teaching requirements include:

- o Completion of all course requirements, including O&P assignments;
- o Excellent O&P evaluations, including professional dispositions;
- o A minimum of a 3.0 GPA in all Education program courses (including required Math and Psychology courses) and an overall GPA of 3.00;
- o Student teaching application, including 3 recommendations from education faculty;
- o Passing Praxis I Core Academic Skills for Educators (CORE) and Praxis II scores;
- o Proof of Fingerprinting clearance; o Proof of TB clearance (valid within 2 years);
- o Membership in the Student National Education Association (NEA) Program; and
- o Submission of a Graduation Clearance form.

## **Academic Policies**

### **Advising**

Students interested in majoring in Education are encouraged to meet with an Education Division Advisor during their freshman year. A coursework plan will be designed for the student and this plan will be revised and updated according to the student's needs. Any changes to the academic plan must be dealt with and approved by the Education Division Advisor according to the student's classified program.

### **Schedule**

Students must follow the approved plan prepared with the Education Division Advisor. Any changes to the plan must be approved by the Education Division Advisor according to the student's classified program.

### **Grades**

Education students are required to maintain an overall GPA of 3.00. Students are allowed to repeat a course once, and may only repeat two courses during their program. Failure to maintain a satisfactory GPA may result in academic probation, suspension, or withdrawal from the program.

### **Licensure Recommendation**

Recommendation for licensure is not guaranteed after acceptance into the Education program. Licensure recommendation is based on a student's overall performance in the classroom and in the field.

## **Prerequisites**

Prerequisites can be waived on a course by course basis with prior approval from the Dean.

## **Course Substitutions**

If a student has already taken a course at another institution that he/she feels is equivalent to a required course in Education, then a course substitution form may be filled out and submitted to the Dean for approval. A copy of the syllabus of the course being substituted must accompany the substitution form when it is submitted.

## **Catalog for Students to Follow**

Students are required to meet the Education program requirements in the Catalog at the time of Declaration of Major. However, the Education Division reserves the right to make necessary and desirable changes, especially with reference to assuring that teacher candidates meet all Hawai'i and professional licensure standards.

## **Knowledge/Skill/Disposition (KSD) Referral System**

Any instructor can initiate a Knowledge/Skill/Disposition referral to the Dean at any time and for any candidate taking an education course where there is a documented need for remediation that would prevent a candidate from completing the licensure program. Upon referral, the candidate will meet with the Dean of Education to set up a remediation plan. Monitoring will be ongoing until the remediation is completed to the satisfaction of the Dean and referring instructor.

**Note: English 102 and COM 101 are prerequisites for all upper division courses.**

## **Education (ED)**

### **ED 100**

Survey of Education (1) (For day undergraduate students only)

This course introduces prospective educators to the field of education and the Chaminade University Education Programs. It is a one unit course following CUH 100, First Year Experience. Includes a field-based service learning component. This course is Credit/No Credit.

### **ED 101**

Introduction to Chaminade Early Childhood Education (1)

This course is designed to prepare students for success in the early childhood education program at Chaminade University of Honolulu. This is an orientation course that includes understanding of requirements and desired outcomes of the program, reading and writing at the college level, information-based and technology tools to facilitate the learning process in the early childhood education program. This course is Credit/No Credit.

### **ED 201**

Introduction to Secondary Education (3) (PACE)

The purpose of this course is to introduce prospective educators to the field of education in general, and to the Chaminade University Secondary Education Program in particular. Content includes exploring issues and programs, research in the field of education, observation techniques and practices, lesson planning, presentation practices, use of community resources, learning and teaching styles and characteristics of an effective teacher. Includes a field based service-learning component.

#### ED 208

##### Assessment (3)

This course examines classroom assessment as a critical component in improving learning and instruction. The course provides educators with the knowledge, dispositions, and performance skills to design assessments that include the diverse needs of individual learners. Requirement: 8 hours of O&P, Prerequisites: ED 220, ED 221, PSY 202.

#### ED 215

##### Music, Art, and Creative Movement in Early Childhood Education (3) (PACE)

Focus is on the support of the young child's development of a sense of rhythm through the use of appropriate songs and games. Creative use of the body in space will be explored. Students will learn how to support young children's creative expression by exploring various developmentally appropriate media. Materials fee. Includes a field-based service learning component.

#### ED 217

##### Health & Family Issues (3) (PACE)

Current best practices are explored in the areas of health, safety and nutrition for young children. Guidelines and regulations for Early Childhood Education Programs will be addressed. Students will learn how to support families in creating healthy environments. Field experience assignments are determined by the instructor.

#### ED 220

##### Educational Foundations (3)

This course covers the development of historical, philosophical, legal, sociological principles of education, consideration of current trends in educational theory, multicultural issues in education, and problems and choices facing education in the future. Requirement: 10 hours of Service Learning

#### ED 221

##### Educational Psychology (3)

This course provides a comprehensive coverage of the theories and basic concepts of Educational Psychology. It includes strategies to help diverse student populations in pre-school through secondary classrooms to become independent, self-directed, and creative individuals. Prerequisite: ED 220, PSY 202, or PSY 304, Includes a field based service learning component.

#### ED 222

##### Educational Technology (3)

This course focuses on strategies for integrating education technologies into learning environments, and has been designed with the ISTE National Education Technology Standards for Teachers (NETS-T) in mind. Topics include: technology standards for teachers, web resources for teaching & learning, technology resource assessment, lesson planning, technology integration, and ethical and responsible use of digital technologies.

#### ED 223

##### Music, Art and Physical Education (3)

This course provides activities for classroom use that help children develop an appreciation of vocal and instrumental music from diverse cultures and creative expression using the body in space. Hands-on exploration of various art media and teaching strategies for applying art media and design principles to classroom situations and creative development in children are included. Materials fee. Includes a field-based service learning component.

#### ED 224

##### Technology and Planning (3)

Focuses on the integration of educational technology in classrooms as well as the backwards design planning process. Methods for infusing emerging and traditional technologies into the curriculum are discussed from a planning and implementation perspective. The Understanding by Design process is incorporated into a final technology-enhanced unit plan. Includes a field-based service learning component.

#### ED 233

##### Introduction to Early Childhood Education I (3) (PACE)

This course provides an overview of the field of early childhood education and developing the competencies required in Early Childhood Education. Areas in this section include professionalism, creating learning environments that are safe and developmentally appropriate, working with families, the importance of play, and the basics of curriculum planning. Field experience assignments are determined by the instructor.

#### ED 234

##### Introduction to Early Childhood Education II (3) (PACE)

Focus is on developing competencies required for the Child Development Associates credential. Areas in this section include physical, social-emotional and intellectual development, communication, creativity and program management. This is a writing intensive course. Prerequisite(s): ED 233

#### ED 284

##### Culminating Experience for CDA (3) (PACE)

Focus is on developing portfolio required for the Child Development Associates credential. Areas in this section include physical, social-emotional and intellectual development, communication, creativity and program management. Prerequisite(s): ED 217, ED 233, ED 234

#### ED 297

##### Fieldwork Practicum in Early Childhood Education (3) (PACE)

The focus is on application of methods and theory from previous coursework. The student may be employed. The childcare setting and mentor teacher must be pre-approved by instructor prior to the start of the semester. Fieldwork requires 100 hours in an early childhood educational setting and 15 hours of seminar. Prerequisites: ED 215, ED 217, ED 233 & ED 234

#### ED 306

##### Psychological Foundations of Education (3)

This course provides a comprehensive coverage of the theories and basic concepts of Educational Psychology. It includes strategies to help diverse student populations in pre-school through secondary classrooms to become independent, self-directed, and creative individuals. Includes a field-based service learning component.

#### ED 320

##### Elementary Language Arts Methods I (3)

This course guides the students in exploring the meaning of literacy and how it is taught with research-based strategies. Topics include a comprehensive view of the development of reading and writing from emergent to fluent stages; the role of oral language, culture, and new literacy's; creating a literate environment; and developing expertise in using children's literature. The course emphasis is on lower elementary language arts. Requirement: 8 hours of O&P, Prerequisites: Pass Praxis I, ED 220, ED 221

#### ED 321

##### Elementary Language Arts Methods II (3)

In this course, students explore more deeply how to make research-based decisions about literacy instruction. Topics include applying theory to classroom practice; understanding and supporting struggling readers; and teaching culturally diverse population using multiple strategies. The course emphasis is on upper elementary language arts Requirement: 8 hours of O&P Prerequisites: Pass Praxis I, ED 220, ED 221, ED 320

#### ED 322

##### Elementary Math Methods I (3)

This course provides an overview and applications of best practice mathematics instructional approaches, strategies, techniques, and assessment methods. Math concepts for students in kindergarten through grade 3 are explored using hands-on and problem solving approaches. Required: 8 hours of O&P Prerequisite: Pass Praxis I, ED 220, ED 221

#### ED 323

##### Elementary Math Methods II (3)

This course provides an overview and applications of best practice mathematics instructional approaches, strategies, techniques, and assessment methods. Math concepts for students in grades 3 through 6 are explored using hands-on and problem solving approaches. Required: 8 hours of O&P Prerequisite: Prerequisites: Pass Praxis I, ED 220, ED 221, And ED 322.

ED 324

Elementary Science Methods (3)

This course focuses on helping the classroom teacher uncover big picture concepts through inquiry-based science activities, then planning dynamic science units based on these understandings. Successful candidates will acquire an understanding of big ideas in physical, life, earth and space science; develop inquiry-based science skills; and learn how to plan and teach meaningful units and lessons for K-6 students. Required: 6 hours of O&P Prerequisite: Pass Praxis I, ED 220, ED 221

ED 325

Elementary Social Studies Methods (3)

This course focuses on the best methods of instruction in the elementary grade social studies, i.e. in history, geography, cultural anthropology, political science/civics and economics. The course will familiarize the student with the required social studies content as outlined in the Hawai'i State Standards. This is primarily a methods course, but attention will be paid to mastery of the content areas as well. Required: 6 hours of O&P Prerequisites: Pass Praxis I, ED 220, ED 221

ED 326

Exceptional Children (3)

Overview of categories of students served in special education including intellectual disabilities, developmental delay, specific learning disabled, emotional and behaviorally disturbed, autism, speech and language impaired, visually impaired, and deaf and hearing impaired other health impairment, multiple disabilities, orthopedic impairment, deaf, blindness, and traumatic brain injury. Special education eligibility and related services are reviewed. In addition, exceptional children such as English Language Learners, students with attention deficit disorder and gifted, creative, and talented are discussed. Prerequisites: Pass Praxis I, ED 220, ED 221. Includes a field-based service learning component.

ED 380

Special Topics (1-3) Courses not yet approved by Academic Council.

ED 404

Managing School Environments (3)

This course develops strategies for successfully managing environments for student success with the focus on the teacher as guide and facilitator. The content includes the study of research findings that are developmentally appropriate for classroom management techniques. Pre-requisite: Pass Praxis I, ED 220, ED 221. Requirement: 20 hours of O&P.

ED 408

Assessment (3)

This course examines classroom assessment as a critical component in improving learning and instruction. The course provides educators with the knowledge, dispositions, and performance skills to design assessments

which include the diverse needs of individual learners. Prerequisites: Pass Praxis I, ED 220, ED 320, ED 321, ED 322, ED 323, ED 324, ED 325, and ED 326. Includes a field-based service learning component.

#### ED 410

##### Place-Based Education for the Young Child (3) (PACE)

This course focuses on developing a place-based curriculum for children aged three to six, which utilizes the child's own physical and cultural environment as a framework for learning experiences in all curriculum areas. Required course for Montessori Credential, cross-listed with EDUC 768.

#### ED 411

##### Nurturing the Spirit of the Child (3) (PACE)

This course focuses on developing learning environments which cultivate the spiritual nature of the young child, encouraging children to be peaceful within themselves, caring with others, and responsibly respectful toward their environment. Required course for Montessori Credential, cross-listed with EDUC 769.

#### ED 413

##### Children's Literature (3)

This course examines the values of using literature with children at various stages of development and the criteria for selection. The course provides an in-depth look at various genres of children's literature, including literature that addresses diversity. Learning experiences stress the practical use of children's literature in the curriculum.

#### ED 415

##### Teaching Reading in the Elementary School (3)

This course is designed to guide pre-service teachers in developing readers and writers. It offers examination of differing philosophies, methods, and materials for literacy development. Requirement: 20 hours of O&P

#### ED 418

##### Language Arts: Curriculum and Methods (3)

This course reviews the philosophy and rationale for the teaching of language arts to young children, including receptive and expressive, visual and auditory experience, vocabulary development and enrichment. Focus is on the development of language skills of young children with attention to the influence of culture in language. Strategies include how to develop a language-rich environment at the early childhood level that includes oral language, writing and reading activities, and development. Requirement: 10 hours of O&P

#### ED 419

##### Math Curriculum and Methods (3)

This course includes the philosophy and rationale for the teaching of math to young children. General math theory and concepts are demonstrated with manipulatives. Instruction includes introduction to numeration, the decimal system, linear counting, memorization, fractions, and the applications of math. Requirement: 10 hours of O & P.

ED 420

Integrated Curriculum (3)

This course provides an examination of the broad aims of education through the inquiry approach on the sciences, including physical science, botany, zoology, earth elements, geography, and history. Emphasis is on writing a science-based curriculum that unfolds throughout all the content areas and that is developmentally and culturally appropriate, and on preparing learning center materials. Current research is examined. Required: 10 hours of O&P Prerequisites: Pass Praxis I, ED 220, ED 320, ED 321, ED 322, ED 323, ED 324, ED 325, and ED 326.

ED 421

Literature of Adolescents (3) (PACE)

This course provides an introduction to adolescents, and their literature. Other topics include young adult literature, the teacher's role in working with books and young readers, and an overview of adolescent literature throughout history.

ED 423

Teaching Strategies: Secondary (3) (PACE)

This course presents age appropriate curriculum structure and trends. Students will learn to develop standards-based unit and lesson plans. Instruction will be given in application of various learning and teaching styles and strategies, classroom management, and use of multi-media. This should be taken the semester prior to student teaching. Requirement: 20 hours of O&P; Prerequisites: Passing Praxis I and II, ED 201, ED 220, ED 221, ED 222, ED 326, ED 404, ED 427 and ED 408.

ED 427

Teaching in the Area of Specialization (3) (PACE)

This course is designed to demonstrate a variety of instructional methodologies and approaches that are workable in the content subject area. Concepts to be covered include establishing a context for instruction, presenting strategies for reading, writing, studying, and translating information gained into practice. Requirement: 20 hours of O&P; Prerequisites: Passing Praxis I and II, ED 201, ED 220, ED 222, ED 326, ED 404 and ED 408.

ED 431

Montessori Performance Final (1) (PACE)

This course provides opportunity for students to review and practice Montessori pedagogy to prepare for the final performance exam and the written exam to be recommended for American Montessori Society. Required course for Montessori Credential.

ED 432A

Culturally Appropriate Practices and Montessori Methods (3) (PACE)

Development of order, concentration, coordination, and independence in children from ages two and a half to six. Includes appropriate models, inclusion of practical living activities, and relationship to other content areas. Montessori practical life lessons are presented and practiced. Cosmic and art lessons are included in this course. Required course for Montessori Credential.

#### ED 432B

##### Development of the Senses and the Montessori Methods (3) (PACE)

Development of neuromotor function and the senses in children ages two and a half to eight. Content explores the influence of culture on brain development, activities for developing the senses and sensory-motor function, and the relationship to other content areas such as reading and math. Montessori sensorial lessons are presented and practiced. Cosmic and music lessons are included in this course. Required course for Montessori Credential.

#### ED 433

##### Develop Appropriate Practice I (3) (PACE)

This course presents age appropriate practices for Early Childhood Education. The content of the course spans the development of Early Childhood as well as teaching strategies that are appropriate to each age and stage of development. Teaching modalities and approaches are used in conjunction with developmentally appropriate materials, research-based practices, and literature. Prerequisites: ED 215, ED 217 & ED 233

#### ED 434

##### Develop Appropriate Practice II (3) (PACE)

This course provides an extension of the concepts and research-based practices that were taught in ED433- Developmentally Appropriate Practice I. The teaching strategies and concepts are based on children's development in Early Childhood Education Centers, are researched-based and appropriate to each developmental stage and age. Teaching strategies and materials are designed with developmentally appropriate practices within the classroom setting. Prerequisites:

ED 433

#### ED 440

##### Early Childhood Language Arts Methods (3) (PACE)

Focuses on the development of language skills of children from ages two and a half to eight with attention to the influence of culture in language. Content includes how to develop a model for a language rich environment at the early childhood level using Montessori methods and materials. Montessori language arts lessons are presented and practiced. Cosmic lessons are included in this course. Required course for Montessori Credential.

#### ED 445

##### Early Childhood Math Methods (3) (PACE)

This course introduces the philosophy and rationale for the teaching of math to young children. General math theory concepts are demonstrated with Montessori early childhood education materials and other manipulatives. Montessori math methods are presented and practiced. Cosmic lessons are included in this course. Required course for Montessori Credential.

ED 446

Advanced Math (3)

Mathematics concepts for grades 3 through 8 are explored using hands-on and problem solving approaches. Teaching strategies include fractions, decimals, percentages, ratio, proportion, area, volume, pre-algebra, plane and solid geometry.

ED 448

Environmental Studies (3)

Integrates science and social studies and focuses on ecological issues as they relate to the history and natural science of the planet. Other topics include history and culture of humans.

ED 450

Music, Art, and Creative Movement for Teachers (3)

Provides activities for classroom use that help children develop an appreciation of vocal and instrumental music from diverse cultures and creative expression using the body in space. Hands-on exploration of various art media and teaching strategies for applying art media and design principles to classroom situations and creative development in children are included. Materials fee.

ED 460

Introduction to Exceptional Children (3)

Provides an overview of special education including cognitively challenged, learning disabled, emotionally and behaviorally challenged, speech and language impaired, health impaired, visually and hearing impaired, and gifted and talented. Special Education eligibility and related services are reviewed and discussed. Includes a field-based service learning component.

ED 461

Montessori Child Development (3)

An overview of child development from birth to age 12 including the psycho-emotional, language, cognitive, and social-emotional development of children. The focus is on what Maria Montessori called “discoveries, insights, principles, laws and truths” about the nature of children and learning. The emphasis is on the theoretical framework of Montessori’s theory of child development called the planes of development. A brief history of other child development theorists and theories is discussed along with learning tasks and assignments to increase knowledge, skills, and dispositions of the Montessori teacher candidate in observation and record keeping, self-reflection and applying child development theories in praxis.

ED 462

Multicultural Education (3) (PACE)

Explores issues of multiculturalism as they affect classroom and school cultures. Focus is on developing sensitivity to all types of diversity for the purpose of building community at local and global levels. Includes a field-based service learning component.

ED 463

Montessori Observation & Management (3)

This course focuses on observation and management strategies based upon the philosophy of Dr. Maria Montessori and others for use in a learning environment, and on how to design and manage those environments for student success. Observation in a Montessori early childhood environment is required along with the completion of learning tasks and assignments to increase knowledge, skills, and dispositions of the Montessori teacher candidate in observation and record keeping, self-reflection and applying classroom management theories and strategies that support positive discipline and observation in praxis.

ED 464

Consultation in Special Education (3)

Provides supervised student teaching in an approved special education school setting. Prerequisites: Acceptance into and completion of all course requirements for the Dual Licensure in Elementary Education and Special Education.

ED 465

Mild/Moderate Disabilities (3)

Provides an overview of learning, behavioral disabilities, and personality characteristics of students diagnosed as cognitively challenged. Topics include issues experienced in the special education field, service delivery options, assessment, and intervention strategies. Includes a field-based service-learning component.

ED 466

Montessori Philosophy (3)

This course provides an overview of Maria Montessori's life with an emphasis on the cultural and historical context of her work. Focus is on the philosophy that Montessori based upon discoveries and insights, principles, laws, and truths; about the nature of children and learning. Particular emphasis is placed on the overarching philosophical framework for the approach. Topics include: An Overview of Montessori Philosophy and Movement, Montessori's Major Philosophical Contributions, The Role of the Adult in the Montessori Environment, Montessori Philosophy and Diversity, and Montessori Today.

ED 468

Student Teaching – Special Education (6)

Students will teach in a public school special education setting alongside a licensed special education teacher for a period of 15 weeks. Prerequisites: Acceptance into and completion of all course requirements for the Dual Licensure in Elementary Education and Special Education, Passing scores for Praxis I and Praxis II. This course is Credit/No Credit.

ED 470

Technology for Teachers (3)

This course focuses on the use of educational technology in classrooms. Topics include: information systems, presentations, word processing, spreadsheets, databases, online information research and retrieval, website authoring and publishing, and ethical and responsible use of information systems. Includes a field-based service learning component.

ED 471

Language Arts: Curriculum and Methods (3) (PACE)

This course includes philosophy and rationale for the teaching of Language Arts to young children. Focus is on the developing language skills with young children. These include how to develop a language rich environment at the early childhood level. Topics include oral language, pre-reading activities, and writing activities.

Prerequisites: ED 215, ED 217 & ED 233.

ED 473

Math Curriculum and Methods (3) (PACE)

This course introduces the philosophy and rationale for the teaching of math to young children ages 2 through 6 covering logical-mathematical thinking and number concepts demonstrated with manipulatives. Topics include precounting, estimation, and math operations. Prerequisites: ED 215, ED 217 & ED 233.

ED 474

Curriculum Foundations (3) (PACE)

Examination of the theoretical foundations of Early Childhood Education is provided in this course. Focus is on the constructivist's theory of education emphasizing creating a curriculum that is integrated throughout all the learning centers and is developmentally and culturally appropriate. Prerequisites: ED 434.

ED 479

Leadership and Guidance in Early Childhood Education (3) (PACE)

This course focuses on major issues and trends in Early Childhood Education. Instruction includes working with families, classroom management, nurturing children, creating quality care environments, professionalism, administrative issues and curricular trends. Prerequisites: ED 433

ED 490

Seminars (Secondary) (3) (PACE)

This seminar is integrated with all student teaching practica for Secondary Education. Students prepare portfolios, discuss teaching experiences, and review standards. Requirement: Concurrent enrollment in ED 495 and Successful completion of Praxis I, Praxis II, and all course requirements for Secondary Education major.

ED 491

Seminar – Early Childhood Education (3) (PACE)

This course gives direction and support will be given for the fieldwork in Early Childhood Education. Instructor and students will work through challenges and struggles encountered in the classroom. Requirement: (A):

Concurrent enrollment in ED 498A. (B): Concurrent enrollment in ED 498B. Prerequisites: PSY 202, ED 215, ED 217, ED 233, ED 413, ED 433, ED 434, ED 471, ED 473, ED 474, ED 479

#### ED 492

##### Seminar – Elementary Education (3) (DUG/PACE)

This course gives direction and support will be given for the fieldwork in Elementary Education. Instructor and students will work through challenges and struggles encountered in the classroom. Requirement: concurrent enrollment in ED 494. Prerequisites: Passing Praxis I & II and completion of all course requirements for Elementary Education major.

#### ED 493 (A&B)

Seminar – Montessori Early Childhood (3-3) (PACE) This seminar is integrated with all student teaching practica for Montessori Early Childhood Education. Students prepare portfolios, discuss teaching experiences, and review standards. Requirement: Concurrent enrollment in ED 497A & 497B and successful completion of all Montessori credential academic courses.

#### ED 494

##### Student Teaching: Elementary (9) (DUG/PACE)

This course provides supervised teaching in approved elementary schools. Concurrent enrollment in the ED 492 seminar is required. Prerequisites: Passing Praxis I & II and completion of all course requirements for Elementary Education major. This course is Credit/No Credit.

#### ED 495

##### Student Teaching: Secondary (9) (PACE)

This course provides supervised student teaching in approved secondary schools. Requirement: Concurrent enrollment in ED 490. Prerequisites: Passing Praxis I & II and completion of all course requirements for Secondary Education major. This course is Credit/No Credit.

#### ED 497 (A&B)

##### Student Teaching: Montessori Early Childhood (3-3) (PACE)

This course provides supervised student teaching in approved Montessori early childhood schools. Requirement: Concurrent enrollment in ED 493A & 493B and successful completion of all Montessori credential academic courses. This course is Credit/No Credit.

#### ED 498 (A&B)

##### Student Teaching: Early Childhood Education (3-3) (PACE)

This course applies the methods and theory into practical teaching. The fieldwork setting and mentor teacher must be pre-approved by instructor prior to the start of the semester. The student may be employed. Fieldwork requires 150 hours per term in an Early Childhood Educational setting. Requirement: concurrent enrollment in ED 491. Prerequisite: Acceptance and completion of all course requirements for Early Childhood Education major. This course is Credit/No Credit.

ED 499

Directed Study (1-3) Individualized study may be arranged with an instructor and/or department academic advisor on a specific topic. This course is only open to Education majors and offered according to demand with the approval of the Dean. Prerequisite(s): Acceptance as an education major.

Source: [http://www.chaminade.edu/catalog/pdf/current/CUH\\_catalog.pdf](http://www.chaminade.edu/catalog/pdf/current/CUH_catalog.pdf)

### **Master of Arts in Teaching**

The mission of the Education Division of Chaminade University is to foster the professional development of teachers and educational leaders through programs based in the liberal arts tradition, Catholic Marianist values, current research, and best practice.

The Master of Arts in Teaching provides state-approved teacher education programs leading to initial licensure for teachers in the state of Hawai‘i in five areas: Elementary, Secondary, Special Education, PK–K, and PK–3 (PreKindergarten–Grade 3).

If not seeking a Hawai‘i state teaching license, teacher candidates may want to find out the teaching requirements for their state of choice.

### **PRAXIS REQUIREMENT**

This requirement applies only to Master of Arts in Teaching Programs. It does not apply to Master of Education Programs. The Hawai‘i Teacher Standards Board (HTSB) requires that all applicants must successfully pass the PRAXIS I exam or complete a bachelor’s degree from a regionally accredited institution before being admitted into any State Approved Teacher Education Program (SATEP). Test information and passing scores can be found on the HTSB website at the <http://www.htsb.org/licensing-permits/licensure-tests/link>.

In order to verify that you have completed PRAXIS I, an official score report must be submitted to our Division office. Our institution code for PRAXIS is 4105, Chaminade University of Honolulu. If you need PRAXIS I information, please contact an Education Division advisor, or you can register for the test online by visiting [www.ets.org/praxis/hi/requirements](http://www.ets.org/praxis/hi/requirements).

If candidates for an initial teaching licensure program have not yet supplied a transcript indicating their bachelor’s degree completion or passing PRAXIS I scores, but meet all other admission requirements, they will be admitted to the Master’s degree program, but not the licensure track. However, they must supply passing PRAXIS scores by the end of their second term of enrollment to continue in the program.

Elementary, Secondary, and Special Education teacher candidates must take the Praxis II required exams prior to student teaching. The Special Education Praxis is in Mild and Moderate.

\*\*For more information on Praxis and Hawai'i state licensure requirements, please visit [www.ets.org](http://www.ets.org) and [www.htsb.org](http://www.htsb.org) to view state requirements, test information, and materials.

**FIELD EXPERIENCE/OBSERVATION & PARTICIPATION** Various methods courses require an Observation and Participation (O&P) practicum in an approved educational setting. These field experiences are arranged through the Field Services Director. (See the course descriptions for O&P courses.) All education coursework including O&P hours must be completed prior to student teaching. Please refer to the Field Experience Manual on the Education Division website at [www.chaminade.edu/education](http://www.chaminade.edu/education).

Placement for all Observation and Participation field experiences are contingent upon the following:

1. Registration for O&P course(s)
2. Contact Field Services for information pertaining to your placement for O&P
3. Submit the following documents:
  - The Completed Field Experience Manual FAQ sheet
  - Observation and Participation Request form
  - TB Clearance
  - Active SNEA Membership (liability insurance)
  - Criminal History Check

## **STUDENT TEACHING**

Student teaching is offered twice a year (July –December or January–May) and requires a minimum of 15 weeks, not including breaks and intercessions. Specific dates of the student teaching semester are set by Chaminade University Education Division, Field Services. Student teaching is full-time, unpaid work completed under the supervision of a Cooperating Teacher and a University Supervisor in a public or private school. Eligibility to student teach is dependent on the quality of coursework and student dispositions over the duration of the program. Students are not allowed to work or take additional classes during student teaching. Student teaching requirements include:

- Student teaching application
- Three student teaching recommendations from education faculty
- Completion of all course requirements, including O&P assignments
- Excellent O&P evaluations from all methods courses
- No student disposition problems reported by course instructors
- At least a 3.0 GPA in all courses (courses with grades below “B” must be repeated)
- Verification of passing Praxis I or a Bachelor’s degree and passing PRAXIS II scores.
- Submission of Graduation Clearance form
- TB Clearance (no older than 2 years)
- Criminal History Check
- Active SNEA Membership
- No active KSD referrals that are unresolved

## **SCHOOL PLACEMENT**

The Field Services Director, in conjunction with local principals, makes all placements for field experiences. Students are not to seek their own placements. Listed below are the criteria used by Field Services for placement:

### **Candidate Criteria**

1. Verify PRAXIS requirements are met before placement
2. All required documents are submitted (see Forms Section)
3. Verify previous placements
  - Identify upper/lower grade level (Elementary/SPED) and subject area (Secondary)
  - Ensure varying SES and cultural diversity
  - Student was given ample opportunities to observe and participate in each classroom
  - setting (Student and teacher O&P Evaluations)
4. Collaboration with principals and school districts
5. O&P Teacher qualifications are met

### **Cooperating Teacher Criteria**

1. Recommendation by the principal as an effective teacher as indicated by the state measurement of student performance
2. Recommendation by the principal as a capable mentor (or receiving mentor training)
3. Have a minimum of licensure and a BS/BA degree in the applicable teaching area
4. Have a minimum of three years of experience

### **Off-Island Placement**

The Chaminade University policy statement regarding placements via another University is as follows:

1. CUH student inquires with the Field Services Director about placement on the mainland.
2. The student will find a university with an accredited teacher education program willing to supervise and place the student as a courtesy. If the university will not do a courtesy placement, the student will seek out an acceptable placement by directing his/her inquiry to the school district desired.
3. The student reports the results of the findings and gives contact information to Field Services.
4. Upon approval of meeting placement requirements for the pre-service teacher, the student completes all placement requirements at the given school and may have to pay tuition at the host university covering any additional costs for supervision.
5. The university and mentors must meet all requirements expected of them for placement which will include taking responsibility for the evaluation of the pre-service teacher's performance and professional behavior.
6. Upon completion of the placement, the university and/ or mentor teacher submits the evaluation of the student's performance and disposition to CUH Field Services.

7. Student is responsible for acquiring video recording devices and taping performances in the classroom, and will submit to CUH for review and approval.
8. A fee payable to Chaminade may apply in order to participate in placements on the mainland. See Field Services for details.

### **Neighbor Island Placement**

Students requesting placement on a neighbor island, follow the same procedures of applying for placement off island. In addition, students may be responsible for:

1. Attendance for all on-ground or hybrid course(s) offered on O‘ahu
2. Additional fees associated with compensation for mentor teacher and/or supervision

### **Currently Employed Teacher Placement**

Licensure candidates who are currently employed as fulltime classroom teachers in a public or private school may submit a request for validation/in-service student teaching. To be considered, candidates must have been teaching in their concentration area for at least one entire semester (six months) and have approval from the school principal and Chaminade University. An application and all requirement materials are still required for those who are applying for validation/in-service student teaching by the due date posted.

### **PORTFOLIO**

During student teaching, a student teaching seminar course will also take place, and teacher candidates will finalize a portfolio that documents achievement of specific skill competencies aligned with Hawai‘i State Teacher Performance and Licensing Standards. Successful completion of student teaching is contingent upon successful completion of the seminar and review of the portfolio.

To successfully complete student teaching candidates must pass the Pearson edTPA teacher performance assessment.

### **PROGRAM LEARNING OUTCOMES (PLO)**

The Master of Arts in Teaching (M.A.T.) provides graduates with both a Master’s degree and recommendation for a state-approved teaching credential in one of five areas: Elementary, Secondary, Special Education, PK-K, and PK-3. M.A.T. students are required to take EDUC 600, an introductory one-unit class that introduces them to the Master’s program. Candidates who do not pass EDUC 600 may be required to retake and pass the EDUC 600 course before registering for other courses. Over the course of their graduate education, candidates will take additional licensure courses and complete field experience/Observation and Participation (O & P), PRAXIS II exams, and student teaching requirements appropriate to area of licensure. Candidates in the initial teaching licensure programs are expected to be able to draw upon their previous education and life experience in their preparation to teach. The licensure program is designed to enable teacher candidates to develop the professional and pedagogical content knowledge, skills, and dispositions necessary to help all students learn.

Successful teacher candidates must meet relevant professional, state, and institutional standards through meeting the following Program Learning Outcomes:

PLO 1: Knowledge of subject matter such as reading/ language, arts, mathematics social sciences, science, visual arts, musical arts, and kinesthetic arts (Content Knowledge).

PLO 2: Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning (Developmentally Appropriate Practice).

PLO 3: Knowledge of how to teach subject matter to students and the application of a variety of instructional strategies that are rigorous, differentiated, and focused on the active involvement of the learner (Pedagogical Content Knowledge).

PLO 4: Knowledge and application of appropriate technology for student learning (Technology).

PLO 5: Knowledge and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning (Assessment).

PLO 6: Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe, positive, caring, and inclusive learning environments (Diversity).

PLO 7: Skills in the planning and design of meaningful learning activities that support and have a positive impact on student learning and are based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology (Focus on Student Learning).

PLO 8: Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues (Professional & Ethical Dispositions and Communication).

## **Programs and Concentrations**

### **MAT ELEMENTARY EDUCATION WITH LICENSURE (55 CREDITS) (K– 6)**

The Master of Arts in Teaching in Elementary Education provides teacher candidates with the opportunity to develop skills in practice, theory, leadership, scholarship, and communication skills as applied to the K-6 learner. In addition to the courses below, candidates must complete additional licensure requirements (please see Additional Licensure Requirements).

#### **MAT ELEMENTARY REQUIRED COURSEWORK**

EDUC 600 Introduction to the Master's Degree (1)

EDUC 601 Historical/Social Foundations (3)

EDUC 602 Psychological Foundations of Education (3)

EDUC 603 Child Development & Education (3)

EDUC 610 Elementary Language Arts Methods (3)

EDUC 612 Elementary Science Methods (3)

EDUC 614 Elementary Math Methods (3)

EDUC 616 Music, Art and Creative Movement (3)

EDUC 618 Elementary Social Studies Methods (3)

EDUC 640 Educational Technology in the Classroom (3)

EDUC 643 Hawaiian Culture & Language (3)  
EDUC 650 Managing School Environments (3)  
EDUC 652 Multicultural Education and Diversity (3)  
EDUC 654 Assessing Teaching & Learning (3)  
EDUC 660 SPED: Introduction to Exceptional Children (3)  
EDUC 686 Teaching Seminar: Elementary (3)  
EDUC 687 Elementary Student Teaching (6)\*  
EDUC 790 Peace, Social Justice, & Educational Reform (3)

\*Candidates must pass the PRAXIS II in their licensure area prior to the student teaching application deadline.

### **MAT SECONDARY EDUCATION WITH LICENSURE (49 CREDITS) (7–12)**

The Master of Arts in Teaching in Secondary Education provides teacher candidates with the opportunity to develop skills in practice, theory, leadership, scholarship, and communication skills as applied to the learner in grades 7-12. In addition to the courses below, candidates must complete additional licensure requirements (please see Additional Licensure Requirements)

### **MAT SECONDARY REQUIRED COURSEWORK**

Note: Teacher candidates in the M.A.T. Secondary Program must select a concentration area in Math, English, Science or Social Studies.

EDUC 600 Introduction to the Master of Education (1)  
EDUC 601 Historical/Social Foundations (3)  
EDUC 602 Psychological Foundations Education (3)  
EDUC 603 Child Development & Education (3)  
EDUC 620 Teaching in the Area of Specialization (3)\*  
EDUC 621 Secondary Math Methods (3)\*  
EDUC 622 Secondary English Methods (3)\*  
EDUC 623 Teaching Strategies: Secondary (3 )  
EDUC 640 Educational Technology in the Classroom (3)  
EDUC 642 Teaching Literacy Through the Content Areas (3)  
EDUC 643 Hawaiian Culture & Language (3)  
EDUC 650 Managing School Environments (3)  
EDUC 652 Multicultural Education and Diversity (3)  
EDUC 654 Assessing Teaching & Learning (3)  
EDUC 660 SPED: Introduction to Exceptional Children (3)  
EDUC 684 Teaching Seminar–Secondary (3)  
EDUC 685 Secondary Student Teaching (6)  
EDUC 790 Peace, Social Justice, & Educational Reform (3)

\*Candidates take one of these 3 courses depending on their subject concentration.

\*\*Candidates must pass the PRAXIS II in their licensure area prior to the student teaching application deadline.

### **MAT SPECIAL EDUCATION (MILD/MODERATE) WITH LICENSURE (52 CREDITS) (K–12)**

The Master of Arts in Teaching in Special Education provides teacher candidates with the opportunity to develop skills in practice, theory, leadership, research, and scholarship skills as applied to learners with the mild/moderate disabilities. In addition to the courses below, candidates must complete additional licensure requirements (please see additional Licensure Requirements).

#### **MAT SPECIAL EDUCATION REQUIRED COURSEWORK**

- EDUC 600 Introduction to the Masters of Education (1)
- EDUC 601 Historical/Social Foundations (3)
- EDUC 602 Psychological Foundations of Education (3)
- EDUC 603 Child Development & Education (3)
- EDUC 640 Educational Technology in the Classroom (3)
- EDUC 642 Teaching Literacy through the Content Areas (3)
- EDUC 643 Hawaii Culture & Language (3)
- EDUC 650 Managing School Environments (3)
- EDUC 652 Multicultural Education and Diversity (3)
- EDUC 660 SPED: Introduction to Exceptional Children (3)
- EDUC 662 SPED: Assessment, Planning and Computer Technologies (3)
- EDUC 665 SPED: Mild/Moderate disabilities (3)
- EDUC 667 SPED: K–12 Math Methods (3)
- EDUC 668 SPED: K–12 Language Arts and Methods (3)
- EDUC 688 Teaching Seminar-Special Education (3)
- EDUC 689 SPED: Student Teaching (6)\*
- EDUC 790 Peace, Social, Justice & Educational Reform (3)

\*Candidates must pass the PRAXIS II in their licensure area prior to the student teaching application deadline.

### **MAT EARLY CHILDHOOD EDUCATION PK–K: (38 CREDITS) (PRE-KINDERGARTEN TO KINDERGARTEN EDUCATION)**

The Master of Arts in Teaching in Early Childhood Education provides teacher candidates with the opportunity to develop skills in practice, theory, leadership, scholarship, and communication skills as applied to the Pre-K to Kindergarten learner.

Note: This licensure program is option to M.Ed. Early Childhood Education with Montessori Credential Program. Interested parties should contact Graduate Services for updated information.

#### **MAT EARLY CHILDHOOD PK-K REQUIRED COURSEWORK** EDUC 600 Intro to Graduate Education (1)

- EDUC 761 Montessori Child Development (3)
- EDUC 762 Montessori Philosophy (3)
- EDUC 763 Montessori Observations and Management (3)
- EDUC 764 Culturally Appropriate Practice & Mont. Methods (3)
- EDUC 765 Developments of the Senses & the Mont. Methods (3)

EDUC 766 Early Childhood Language Arts Methods (3)  
EDUC 767 Early Childhood Math Methods (3 credits)  
EDUC 772 Advanced Leadership and Guidance in ECE (3)  
EDUC 781 Student Teaching Montessori Early Childhood (3)\*  
EDUC 782 Seminar Montessori Early Childhood (3)\*  
EDUC 783 Student Teaching Montessori Early Childhood (3)\*  
EDUC 784 Seminar Montessori Early Childhood (3)\*  
EDUC 787 Performance Final (1)\*

\*Candidates must pass the PRAXIS II in their licensure area.

### **MAT EARLY CHILDHOOD EDUCATION PK–3 (46 CREDITS) (PRE-KINDERGARTEN TO GRADE 3 EDUCATION)**

The Master of Arts in Teaching in Early Childhood Education provides teacher candidates with the opportunity to develop skills in practice, theory, leadership, scholarship, and communication skills as applied to the Pre-K to Grade 3 learner.

Note: This licensure program will be offered starting 2013 –2014. Interested parties should contact Graduate Services for updated information.

### **MAT EARLY CHILDHOOD PK–3 REQUIRED COURSEWORK**

EDUC 600 Intro to Graduate Education (1)  
EDUC 761 Montessori Child Development (3)  
EDUC 762 Montessori Philosophy (3)  
EDUC 763 Montessori Observations and Management (3)  
EDUC 660 Introductions to Exceptional Children (3)  
EDUC 772 Advanced Leadership and Guidance in ECE (3)  
EDUC 764 Culturally Appropriate Practice & Mont. Methods (3)  
EDUC 765 Developments of the Senses & the Mont. Methods (3)  
EDUC 766 Early Childhood Language Arts Methods (3)  
EDUC 767 Early Childhood Math Methods (3)  
EDUC 610 Elementary Language Arts Methods (3)  
EDUC 614 Elementary Math Methods (3)  
EDUC 770 Integrated Curriculums (3)  
EDUC 690 Seminar-PK–3 (3)\* EDUC 691 Student Teaching-PK–3 (6)\*

\*Candidates must pass the PRAXIS II in their licensure area

### **Additional Policies**

## **TRANSFER CREDIT POLICY**

A maximum of six credit hours may be transferred in for the credit hours in the program. Submit a written request to the Department for consideration of transfer or substitution credit hours and include a course syllabus for each course to be evaluated. All transfer or substitution credit hours must be from an accredited university or college and must be approved by the Program Director or Dean. All transfer or substitution credit hours must be at the graduate level and must have been earned with a letter grade of “B” or higher.

## **KNOWLEDGE/SKILL/DISPOSITION (KSD) REFERRAL SYSTEM**

Any instructor can initiate a Knowledge/Skill/Disposition (KSD) referral to the Dean at any time and for any candidate taking an education course where there is a documented need for remediation that would prevent a candidate from completing a program. Upon referral, the candidate will meet with the Dean of the program department to set up a remediation plan. Monitoring will be ongoing until the remediation is completed to the satisfaction of the Dean and referring instructor.

Students follow the program as outlined in the catalog for the term in which the student is accepted into the Education Division. The catalog information is descriptive and does not constitute an irrevocable contract between the student and Chaminade University; the University reserves the right to make any changes in catalog contents of the documented course of study. Once accepted, students are expected to complete all licensure/certification program requirements within three years. State Approved Teacher Education Program (SATEP) teacher candidates are expected to student teach within one semester after completing their education coursework.

## **MAT Course Descriptions**

### **EDUC 600**

#### **INTRODUCTION TO THE MASTER’S DEGREE PROGRAM (1)**

This course prepares candidates for success in the Master’s programs at Chaminade. Includes overview of the Master’s program. Students will be exposed to reading and writing at the graduate level and to a number of information-based and technological tools to facilitate the graduate learning process. By the end of this course, candidates should have a thorough grasp of the criteria necessary to formulate a blueprint for their graduate experience.

### **EDUC 601**

#### **HISTORICAL AND SOCIAL FOUNDATIONS (3)**

This survey course introduces the student to the historical, philosophical, and sociological development of American education in the context of its evolution from colonial times until the present day. It analyzes contemporary educational reform movements and the relationship of education to broad cultural movements in American life. In addition, through onsite classroom observation and reflection, teacher candidates are introduced to the art and science of teaching.

#### EDUC 602

##### PSYCHOLOGICAL FOUNDATIONS OF EDUCATION (3)

This course examines psychological theories of learning and focus on their application to the classroom. Theories of learning human information processing, constructivism, motivation, and cultural transmission are examined. Teacher candidates are required to create appropriate problem solving activities as a means of demonstrating their understanding of psychological theory and appropriate practice.

#### EDUC 603

##### CHILD DEVELOPMENT AND EDUCATION (3)

This course examines psychological theories of development and focuses on their application to the enhancement and delivery of developmentally appropriate learning activities. Theories of development (e.g., linguistic, social, cognitive, emotional) are examined. Through a project based approach, teacher candidates are required to create, implement, and assess a developmentally appropriate problem-solving activity as a means of demonstrating their understanding of developmentally appropriate theory and educational practice.

#### EDUC 610

##### ELEM. LANGUAGE ARTS METHODS (2-3)

This course focuses on the development of language skills of children from ages 5-12 with attention to the influence of culture and language. The course content includes how to develop a model for a language rich environment. Requires observation and participation.

#### EDUC 612

##### ELEMENTARY SCIENCE METHODS (2-3)

This course focuses on helping the teacher uncover big picture concepts through inquiry-based science activities, then planning dynamic science units for the elementary classroom based on these understandings. Successful candidates will acquire an understanding of big ideas in physical, life, earth, and space science; develop inquiry-based science skills; and learn how to plan and teach meaningful units and lessons for K-6 students. Requires observation and participation.

#### EDUC 614

##### ELEMENTARY MATH METHODS (2-3)

Philosophy and rationale for teaching math to young children. General math theory and concepts are demonstrated through the use of math materials and other manipulatives. Requires observation and participation.

#### EDUC 615

##### ADVANCED MATHEMATICS AND GEOMETRY (3)

Elementary-level mathematics concepts are demonstrated in this course with advanced manipulatives; student practice with materials; place value, decimals, percentage, ratios, fractions, critical thinking, and problem-solving; and plane and solid geometry. Prerequisite: EDUC 614 or ED 631.

#### EDUC 616

##### MUSIC, ART, AND CREATIVE MOVEMENT (3)

Analysis and experience with a variety of classroom activities that help children develop appreciation of vocal and instrumental music and movement on the physical, cognitive, and emotional development of children. Study of theories of discipline-based art and of research delineating creative development in children are also course fundamentals. Hands-on exploration of art media and design are provided along with strategies for classroom application. Includes a field-based service-learning component.

#### EDUC 618 ELEM. SOCIAL STUDIES METHODS (2-3)

Focuses on strategies and methods for teaching social studies in the K-6 classroom. Three primary standards are addressed: (a) Change, continuity, and causality; (b) Inquiry, empathy, and perspective; and (c) Historical content. Requires observation and participation.

#### EDUC 620 TEACHING IN AREA OF SPECIALIZATION (3)

Demonstrates a variety of instructional methodologies and approaches that are workable in the content subject area. Concepts to be covered include establishing a context for instruction and presenting strategies for reading, writing, and studying, and translating information gained into practice. Requires observation and participation.

#### EDUC 621

##### SECONDARY MATH METHODS (3)

In this course teacher candidates learn a variety of instructional methodologies and approaches that are workable in the secondary mathematics classroom. Concepts to be covered include establishing a context for instruction, presenting strategies for reading, writing, and studying, and translating information gained into practice. Requires observation and participation.

#### EDUC 622

##### SECONDARY ENGLISH METHODS (3)

In this course teacher candidates learn a variety of instructional methodologies and approaches appropriate in the secondary English classroom. It includes a survey of theory, practice, and trends in adolescent literacy and English language instruction; the role of culture in language learning and multimodal literacy and technology; and challenges and possibilities in teaching reading, writing, speaking, listening, viewing, and thinking in Hawaiian secondary schools. Requires observation and participation.

#### EDUC 623

##### TEACHING STRATEGIES: SECONDARY (3)

This course investigates curriculum structure and application trends in secondary classrooms across subject areas. From the perspective of practitioners in the classroom, the students will explore: standards; curriculum structure and trends; current curriculum guides and textbooks; and assessment. A variety of teaching and learning activities will be utilized including: observation and participation; discussions; lectures; and written projects. Requires observation and participation.

EDUC 640

EDUCATIONAL TECHNOLOGY IN THE CLASSROOM (3)

The goal of this course is to foster an understanding of educational technology and to develop competence in integrating it in the classroom. To meet this goal, the course provides applications of numerous technological strategies.

EDUC 642

TEACHING LITERACY THROUGH THE CONTENT AREAS (3)

Examination of the ways students use the processes of reading, writing, listening, and speaking in interaction with content area materials. The course content focuses on meaningful integration of literacy, content, and inquiry. Requires observation and participation.

EDUC 643 HAWAIIAN CULTURE AND LANGUAGE (3)

Examines the following topics: major phases of Hawaiian history, diversity of cultures in Hawai'i, and cultural/political significance of indigenous languages in the Pacific. Students will become familiar with indigenous teaching models of education and will be able to construct culturally sensitive lessons for diverse students.

EDUC 650

MANAGING SCHOOL ENVIRONMENTS (3)

Strategy development for successfully managing educational environments for student success. Focus is on providing the teacher as guide/facilitator with a large variety of choice base on research findings that are developmentally appropriate and both student and teacher centered. Requires observation and participation.

EDUC 652

MULTICULTURAL EDUCATION AND DIVERSITY (3)

Exploration of multiculturalism issues as they affect classroom and school cultures. Focus on developing sensitivity to all types of diversity for community building at local and global levels.

EDUC 654

ASSESSING TEACHING AND LEARNING (3)

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

EDUC 660

SPED: INTRODUCTION TO EXCEPTIONAL CHILDREN (3)

Overview of the laws governing Special Education and student categories served in special education. This includes students with learning disabilities, emotional and behaviorally challenged, attention deficit hyperactivity disorders, speech and language impairments, physical or health impairments, visually and hearing impaired, autism spectrum disorders as well as English language learners and gifted and talented.

EDUC 662

SPED: ASSESSMENT, PLANNING, & COMPUTER TECHNOLOGIES (3)

Quantitative and qualitative assessment of students referred to or enrolled in special education programs. Major topics include behavioral observation, psychometric properties of tests, use of standardized and diagnostic achievement tests, cognitive tests of ability, perceptual-motor tests, and measures of social and emotional functioning.

EDUC 665

SPED: MILD/MODERATE DISABILITIES (3)

Overview of learning, behavioral, and personality characteristics of students diagnosed with special needs. Important issues in the field are presented along with service delivery options and assessment and intervention strategies for the classroom teacher. Includes a field-based service learning component.

EDUC 667

SPED: K–12 MATH METHODS (3)

Overview and application of mathematics instructional approaches, strategies, techniques, and assessment methods for students with mild/moderate disabilities in K–12 settings. Requires observation and participation.

EDUC 668

SPED: K–12 LANGUAGE ARTS AND METHODS (3)

Overview and application of language arts instructional approaches, strategies, techniques, and assessment methods for students with mild/moderate disabilities (K–12). Requires observation and participation.

EDUC 681

SUPERVISED FIELD EXPERIENCE (2)

Provides supervision and mentoring to new teacher candidates already serving in classrooms prior to student teaching in order to increase their effectiveness and the quality of their instruction during their initial teaching period.

EDUC 684

TEACHING SEMINAR: SECONDARY (3)

Student support seminar is required with all student teaching courses. Student completes Standards-based Exit Portfolios. (Must be taken in conjunction with EDUC 685. Prerequisite: Pass PRAXIS II and acceptance to student teach.)

EDUC 685

STUDENT TEACHING: SECONDARY (6)

Provides supervised student teaching in approved secondary schools. (Must be taken in conjunction with EDUC 684. Prerequisite: Pass PRAXIS II and acceptance to student teach.)

EDUC 686

TEACHING SEMINAR: ELEMENTARY (3) Student support seminar is required with all student teaching courses. Student completes Standards-based Exit Portfolios. (Must be taken in conjunction with EDUC 687. Prerequisite: Pass PRAXIS II and acceptance to student teach.)

EDUC 687

STUDENT TEACHING: ELEMENTARY (6)

Provides supervised teaching in approved elementary schools. (Must be taken in conjunction with EDUC 686. Prerequisite: Pass PRAXIS II and acceptance to student teach.)

EDUC 688

TEACHING SEMINAR: SPED (3)

Student support seminar is required with all student teaching courses. Student completes Standards-based Exit Portfolios. (Must be taken in conjunction with EDUC 689. Prerequisite: Pass PRAXIS II and acceptance to student teach.)

EDUC 689

STUDENT TEACHING: SPED (6)

Supervised student teaching is provided in an approved special education classroom. (Must be taken in conjunction with EDUC 688. Prerequisite: Pass PRAXIS II and acceptance to student teach.)

EDUC 690

TEACHING SEMINAR: PK–3 (3)

Student support seminar is required with all student teaching courses. Student completes Standards-based Exit Portfolios. (Must be taken in conjunction with EDUC 691. Prerequisite: Pass PRAXIS II and acceptance to student teach.)

EDUC 691

STUDENT TEACHING: PK–3 (6)

Provides supervised teaching in approved PK–3 schools. (Must be taken in conjunction with EDUC 690. Prerequisite: Pass PRAXIS II and acceptance to student teach.)

EDUC 701

EDUCATIONAL RESEARCH AND DESIGN (3)

Provides experiences to foster systematic and thoughtful inquiry into educational research and practice. Candidates explore relevant educational research strategies, qualitative and quantitative research methods, and literature related to their area of emphasis. The emphasis of the course is upon using these understandings to critically read academic literature and write a pilot study that includes the (1) Introduction (2) Review of Literature, & (3) Methods chapters.

### EDUC 703

#### INTRODUCTION TO ACTION RESEARCH (3)

This course extends the principles and methods of research learned in the Educational Research and Design course to action research in an instructional setting. A focus will be on using research skills to foster systematic and thoughtful inquiry into instructional practice. Practitioners explore relevant educational practice issues through writing reflections, experimenting with action research strategies, and sharing their work in a collaborative setting.

### EDUC 712

#### LEARNING STYLES AND LEARNING THEORIES (3)

Examination of key learning theorists and learning styles for application to teaching and learning. Students are given an opportunity to examine their own learning style and how this is formative in their teaching.

### EDUC 714

#### INTEGRATED CURRICULUM (ELEM.) (3)

Utilizing “Understanding by Design” principles, facilitates the development of an integrated curriculum unit that applies student-centered learning, and appropriate instructional processes, assessment, and technology in a thematic unit of study that draws upon at least three content areas.

### EDUC 716

#### CREATIVE AND CRITICAL THINKING (3)

This course is a survey of the current research and best practices that facilitate students’ development of creative and critical thinking skills.

### EDUC 717

#### PRINCIPLES OF PROJECT-BASED & DESIGNED-BASED LEARNING (3)

This course focuses on project design with an emphasis on projects that take full advantage of digital learning environments. Both teacher-designed projects and student-designed projects (challenge-based learning) are covered with strategies for content integration, student grouping, timeline development, student ownership, and assessment rubrics.

### EDUC 718

#### MOBILE AND ONLINE LEARNING TECHNOLOGIES (3)

This course investigates digital learning environments and how best to facilitate learning both when using mobile digital devices within a normal classroom space as well as when the classroom itself is a digital space. eBooks, FlexBooks, podcasts, interactive whiteboards, blended learning, flip-teaching, ePortfolios, and other digital tools and strategies will be covered.

### EDUC 719

#### LEADERSHIP IN LEARNING SEMINAR (3)

This course examines the many forms of both formal and informal teacher leadership in learning environments, in their institutions and in their communities. It considers the various barriers to individual teacher leadership that result from the structure of school facilities and policies, the service worker mentality of teacher culture, and the unreasonable demand that teachers be assessed according to a continually changing list of social, cultural, political, and community developmental needs. And it explores the roles that teachers should be playing as adult learners, peer coaches, and thought leaders in education reform.

#### EDUC 722

##### COGNITIVE DEVELOPMENT: THEORY TO PRACTICE (3)

Designed to familiarize students with key theoretical and empirical research approaches to understanding how cognitive processes develop from infancy through adolescence. Major topics include brain, perceptual, memory, language, and conceptual development. Also focuses on the implications of research in the area of cognitive development as it affects the education of children and the application of the cognitive developmental concepts in classroom settings. Prerequisite: EDUC 701.

#### EDUC 723

##### LANGUAGE DEVELOPMENT: THEORY TO PRACTICE (3)

This course focuses on the investigation of the development of language and its relationship to school learning, cognitive development, and social development. Also stressed will be the differences between English and other languages that impact the acquisition of English literacy and the effective instruction in linguistically diverse children. Prerequisite: EDUC 701.

#### EDUC 724

##### SOCIAL AND EMOTIONAL DEVELOPMENT: THEORY TO PRACTICE (3)

This course covers the theoretical, empirical, and applied issues in children's interpersonal, emotional, and personality development. Specific topics addressed will include attachment, personality, temperament, aggression, and motivation with consideration of biological and environmental influences. Prerequisite: EDUC 701.

#### EDUC 725

##### SCIENCE AND ENVIRONMENTAL EDUCATION (3)

This course illustrates the history of our planet and its inhabitants and interdisciplinary science studies relating zoological, botanical, geological, and cultural studies to the classroom.

#### EDUC 726

##### CHILDREN'S LITERATURE (3)

Examination of criteria for selecting and using literature at various stages of child development; in-depth study of literary genres; a focus on teaching in a literature-based program; practical uses of child and adolescent literature throughout the curriculum; and application of a culturally responsive pedagogy through literature.

EDUC 727

SUPPORTING STRUGGLING READERS/WRITERS (3)

This course is designed to prepare educators to work with students who are experiencing difficulty in reading and writing. This course is taught with daily application in an elementary school.

EDUC 728

DEVELOPING FLUENT READERS/WRITERS (3)

Development of graduate students' expertise in teaching literacy. This course is taught with daily application in an elementary school followed by an on-campus class.

EDUC 732

SPED: PLANNING AND IMPLEMENTING PROGRAMS FOR GIFTED STUDENTS (3)

Concentration on the planning and implementing of gifted programs in both public and private school settings for pullout and inclusive classrooms. The areas of concentration include assessing school needs, identification procedures, program planning, and formative and summative evaluation of programs.

EDUC 733

SPED: ISSUES IN SPECIAL EDUCATION (3)

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

EDUC 734

SPECIAL EDUCATION LAW (3)

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

EDUC 740

CURRENT ISSUES IN EDUCATION (3)

Covers key issues in education, focusing on the role of the teacher and the principal in studying the issues and developing strategic plans for response.

EDUC 741

INTRODUCTION TO EDUCATIONAL ADMINISTRATION (3)

This course is an introduction to the field of educational administration and leadership. The focus is on understanding schools as complex adaptive social systems, with the principal as the central administrator and

change leader. The course also provides an introductory overview of effective school management processes, including management of human resources, finances, and legal and ethical issues.

#### EDUC 742

##### LEADERSHIP FOR EDUCATIONAL ADMINISTRATORS (3)

Designed to provide guidelines for the principal as manager and leader of change through decision-making, motivation, group dynamics, and co-empowerment with the teacher.

#### EDUC 743

##### EDUCATION LAW (3)

Examines dimensions of law as they impact educational institutions. Discussion will center on local and national laws and how they impact the delivery of courses, students, faculty and staff, and the community.

#### EDUC 744

##### MANAGING COMMUNICATIONS AND PERSONNEL ISSUES (3)

Focuses on communicating effectively as a manager. Students will increase their appreciation of the vital role of managerial communication in managing personnel through a series of exercises and assignments.

#### EDUC 745

##### SCHOOL COMMUNITY RELATIONS (3)

This course examines principles, techniques, policies, and organizations to promote and sustain vibrant, positive, and dynamic school-community relations. This includes the study of marketing strategies and processes; successful models of school, family, business, community, government, and higher education partnerships; and the identification and evaluation of current school partnerships.

#### EDUC 746

##### FINANCIAL MANAGEMENT FOR SCHOOL ADMINISTRATORS (3)

Examines the role of principal as financial manager, institutional planner, and fiscal developer, and covers community and financial accountability. EDUC 747 CURRICULUM ADMINISTRATION (3) This course is designed to provide education leader candidates with the skills and knowledge to effectively undertake curriculum and instructional leadership in the schools. This includes an overview of basic concepts and theories underlying curriculum development within the context of state policies; provides basic tools for administrators to use in analyzing and selecting curriculum; and explores effective strategies to implement curriculum successfully on a school wide basis.

#### EDUC 749

##### RESEARCH IN EDUCATIONAL ADMINISTRATION (3)

This course introduces participants to the purposes, methods, and practices of educational research applied to contemporary issues in educational leadership and administration. The course begins with an introduction to the fundamentals of educational research, covering different purposes and types of research, varieties of research strategies including mixed methods, authenticity and ethics in research, and tools used in carrying out research.

Participants will critically review a series of research articles throughout the course, while referencing the research methods used in those reports.

#### EDUC 751

##### FOUNDATIONS OF CATHOLIC EDUCATION (3)

This survey course introduces the student to the history of Catholic education in the United States. Using primary documents, the class investigates the principles that have shaped the character, quality, and direction of the church's ministry of education. (This course is open to Catholic Cohort only.)

#### EDUC 753

##### CATHOLIC AND PRIVATE SCHOOL LAW (3)

The course introduces the student to the legal framework under which Catholic schools operate. Geared toward the practical needs of administrators, the course investigates such issues as student and faculty handbooks, hiring practices, special needs education, and athletic programs in Catholic schools. (This course is open to Catholic Cohort only.)

#### EDUC 754

##### DEVELOPMENT FOR CATHOLIC SCHOOLS (3)

The course introduces students to the vision, skills, and organization needed for building adequate development programs in Catholic schools. It is a hands-on course that helps administrators create programs of institutional advancement from the ground up. (This course is open to Catholic Cohort only.)

#### EDUC 756

##### SPECIAL TOPICS IN LEADERSHIP FOR CATHOLIC SCHOOL ADMINISTRATORS (3)

This course is designed to expand administrators' knowledge and skills in such areas as communication, personnel management, and community leadership for Catholic schools. (This course is open to Catholic Cohort only.)

#### EDUC 757

##### CURRICULUM LEADERSHIP FOR CATHOLIC SCHOOLS (3)

This course is designed to expand administrators' knowledge and skills in curriculum management, curriculum development, and assessment. (This course is open to Catholic Cohort only.)

#### EDUC 761

##### MONTESORI CHILD DEVELOPMENT (3)

This course introduces Montessori's planes of development and theory of child development. Includes theories of development, stages of development, areas of development and current research with emphasis on cultural responses to the universal elements of development. Required course for Montessori Credential, cross-listed with ED 461.

#### EDUC 762

##### MONTESSORI PHILOSOPHY (3)

This course provides an overview of Maria Montessori's life and her methods with an emphasis on the cultural and historical context of her work. Focus is on the philosophy that Montessori based upon discoveries and insights, principles, laws, and truths about the nature of children and learning. Particular emphasis is placed on the overarching philosophical framework for the approach. Required course for Montessori Credential, cross-listed with ED 466.

#### EDUC 763

##### MONTESSORI OBSERVATION AND MANAGEMENT (3)

This course focuses on observation strategies for learning environment and how to design and manage those environments for student success. Current research and trends examined. Required course for Montessori Credential, cross-listed with ED 463.

#### EDUC 764

##### CULTURALLY APPROPRIATE PRACTICE AND MONTESSORI METHODS (3)

This course examines development of order, concentration, coordination, and independence in children from age two and-a-half to age six. Includes appropriate models, inclusion of practical living activities, and relationship to other content areas. Montessori practical life lessons are presented and practiced. Cosmic and art lessons are included in this course. Required course for Montessori Credential, cross-listed with ED 432A.

#### EDUC 765

##### DEVELOPMENT OF SENSES AND MONTESSORI METHODS (3)

This course examines development of neuromotor function and the senses in children age two-and-a-half to age eight. Content explores the influence of culture on brain development, activities for developing the senses and sensory-motor function, and the relationships to other content areas such as reading and math. Montessori sensorial lessons are presented and practiced. Cosmic and music lessons are included in this course. Required course for Montessori Credential, cross-listed with ED 432B.

#### EDUC 766

##### EARLY CHILDHOOD LANGUAGE ARTS METHODS (3)

This course focuses on the development of language skills of children age two-and-a-half to age eight with attention to the influence of culture in language. Content includes how to develop a model for a language rich environment at the early childhood level using Montessori methods and materials. Montessori language arts lessons are presented and practiced. Cosmic lessons are included in this course. Required course for Montessori Credential, cross-listed with ED 440.

#### EDUC 767

##### EARLY CHILDHOOD MATH METHODS (3)

This course introduces the philosophy and rationale for the teaching of math to young children. General math theory concepts are demonstrated with Montessori early childhood education materials and other manipulatives.

Montessori math methods are presented and practiced. Cosmic lessons are included in this course. Required course for Montessori Credential, cross-listed with ED 445.

**EDUC 768**

**PLACE-BASED EDUCATION FOR THE YOUNG CHILD (3)**

This course focuses on developing a place-based curriculum for children ages three to six, which utilizes the child's own physical and cultural environment as a framework for learning experiences in all curriculum areas. Cross-listed with ED 4XXa.

**EDUC 769**

**NURTURING THE SPIRIT OF THE CHILD (3)**

This course focuses on developing learning environments that cultivate the spiritual nature of the young child, encouraging children to be peaceful within themselves, caring with others, and responsibly respectful toward their environment. Cross-listed with ED 4XXb.

**EDUC 770**

**INTEGRATED CURRICULUM (3)**

This course examines the broad aims of education with a focus on the inquiry approach to learning science using the Montessori sequence. Emphasis is placed on writing a science-based curriculum across the content areas, and on preparing learning center materials.

**EDUC 771**

**ADVANCED LEADERSHIP AND GUIDANCE IN EDUCATION (3)**

This course provides experienced educational leaders with the knowledge and skills to facilitate, guide, and coach school level administrators to effect the requisite transformational and systemic changes in schools to increase student achievement.

**EDUC 772**

**ADVANCED LEADERSHIP AND GUIDANCE IN EARLY CHILDHOOD EDUCATION (3)**

Offered in a specially designated Education Leadership Cohort program only. Please contact the Education Division to inquire about future cohort options.

**EDUC 773**

**CHILD DEVELOPMENT IN CULTURAL CONTEXT (3)**

Focuses on child development in cultural perspectives by evaluating the role of culture in the physical, cognitive, social, and emotional development of children. Special attention will be on the approach and implication of cross-cultural studies of child development.

**EDUC 780**

**SPECIAL TOPICS IN EDUCATION (1–3)**

Courses of special interest are given on an occasional or trial basis in the Master of Education (M.Ed.) programs.

EDUC 781/783

STUDENT TEACHING MONTESSORI EC (3/3)

Provides supervised teaching in approved early childhood schools. Must be taken in conjunction with EDUC 782/784. Required course for Montessori Credential, cross-listed with ED 497A/497B.

EDUC 782/784

SEMINAR MONTESSORI EC (3/3)

Student support seminar is required with all student teaching courses. Student completes MACTE Competencies and Standards-based Exit Portfolios. Must be taken in conjunction with EDUC 781/783. Required course for Montessori Credential, cross-listed with ED 493A/493B.

EDUC 787

MONTESSORI PERFORMANCE FINAL (1)

This course provides an opportunity for students to review and practice Montessori pedagogy to prepare for the final performance exam and the written exam to be recommended for American Montessori Society. Required course for Montessori Credential, cross-listed with ED 431.

EDUC 790

ISSUES OF PEACE, SOCIAL JUSTICE, AND EDUCATIONAL REFORM (3)

Exploration of influences on educational change at classroom, school, community, state, and national levels. Focus on critical examination of peace and justice theories, principles, and research related to educational reform.

EDUC 791

ACTION RESEARCH PROPOSAL (3)

In this course practitioners will write a proposal for an action research project, conduct a small pilot project, and collect baseline data in preparation for completing an action research project. Prerequisite: EDUC 703.

EDUC 793

ACTION RESEARCH PROJECT AND REPORT (3)

Practitioners will conduct the action research project proposed in the Action Research Proposal course, analyze the data, and present the results in writing. Prerequisite: EDUC 701 & 703.

EDUC 794

CULMINATING EXPERIENCE (3)

Capstone course that draws upon principles, methods, and content acquired throughout the Master's experience. The purpose behind the course is to produce an original work that demonstrates one's ability to analyze and synthesize major ideas and principles gained in the core and emphasis courses, thereby providing the necessary

framework to help candidates succeed in producing a graduate level culminating product. Note: EDUC 794 must be taken after the completion of all coursework except student teaching and seminar; may be taken concurrently with one other M.Ed. course.

Source: [http://www.chaminade.edu/grad/documents/grad\\_catalog.pdf](http://www.chaminade.edu/grad/documents/grad_catalog.pdf)

### **InTASC Model Core Teaching Standards**

Source:

[http://www.ccsso.org/Documents/2011/InTASC\\_Model\\_Core\\_Teaching\\_Standards\\_2011.pdf](http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf)

### **The Learner and Learning**

- **Standard 1: Learner Development** – The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard 2: Learning Differences** – The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard 3: Learning Environments** – The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.

### **Content Knowledge**

- **Standard 4: Content Knowledge** – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard 5: Application of Content** – The teacher understands how to connect concepts and use differing perspectives to engage learners – in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### **Instructional Practice**

- **Standard 6: Assessment** – The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard 7: Planning for Instruction** – The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard 8: Instructional Strategies** – The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

## Professional Responsibility

- **Standard 9: Professional Learning and Ethical Practice** – The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard 10: Leadership and Collaboration** – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Requirements for program completion.** The candidate will receive the degree as soon as he or she completes the following:

- For Graduate Level Programs:
  - Completion of all coursework required for the applicable MAT program
  - Maintains a grade of “B” or better in all program coursework
  - Maintaining a GPA of 3.0 or better in all graduate courses
  - Completion of 40 hours of O&P
  - Completion of student teaching with satisfactory or better evaluation from the CT and University Supervisor that are accompanied by letters of recommendation
  - Successfully pass the Site Supervisor(s)’ evaluation of the School Counseling candidate.
  - Provide evidence of successful completion of all applicable Praxis exams
- For Undergraduate Level Programs:
  - Completion of all coursework as required by Chaminade University and applicable bachelor’s level program. [http://www.chaminade.edu/catalog/pdf/current/CUH\\_catalog.pdf](http://www.chaminade.edu/catalog/pdf/current/CUH_catalog.pdf) (p. 70)
  - Maintain a GPA of 3.0 or better in all Education coursework
  - Completion of 60 hours of O&P
  - Completion of Portfolio as required in the candidate’s seminar course
  - Completion of student teaching with satisfactory or better evaluation from the CT and University Supervisor that are accompanied by letters of recommendation
  - Successfully pass the Site Supervisor(s)’ evaluation of the School Counseling candidate.
  - Provide evidence of successful completion of all applicable Praxis exams

**Professional License Requirements.** Source: <http://www.htsb.org/licensing-permits/licensing-permits-overview/>

The Hawaii Teachers Standards Board has created multiple routes to obtain the Standard Initial License. The route the best fits our Education Division programs is Category A. Category A requires the following:

1. Submit license application to HTSB
  - a. <https://htsb.ehawaii.gov/htsb-renewals/welcome.html>
2. Submit verification of licensure test information
  - a. <http://www.htsb.org/licensing-permits/licensure-tests/>

- b. A Bachelor's degree awarded by a regionally accredited institution of higher education may be used to validate basic skills in lieu of licensure tests. Official transcript is required for verification.
  - c. For verification of content knowledge, candidates must achieve a score of 156 or higher on the ETS Praxis II Professional Counselor examination (K-12).
- 3. Submit verification of completion from a State Approved Teacher Education Program (SATEP)
  - a. The Education Division submits a completers' list to HTSB and the Hawaii Department of Education once the candidates have successfully completed all program requirements including the successful passing/verification of basic skills and content knowledge. This completers' list is the verification that HTSB requires for this step for initial licensure.

TEAC Quality Principle I Components	Required Courses	Field Work Requirements	Admission Requirements	Specific Course Assignments Used for Program Assessment	Exit Requirements	State Standard Number	Professional Association Standard Number
1. Subject Matter Knowledge	<p>For Undergrad. Programs: ED 320 ED 321 ED 322 ED 323 ED 324 ED 325</p> <p>For Graduate Programs: EDUC 610 EDUC 612 EDUC 614 EDUC 618 EDUC 620 EDUC 621 EDUC 622 EDUC 667 EDUC 668</p> <p>All secondary subject matter is taught in the applicable Chaminade</p>	<p>For Undergraduate programs – 60 hours of Observation and Participation</p> <p>For Graduate programs – 40 hours of Observation and Participation</p> <p>For both Undergraduate and Graduate programs – 450 hours of student teaching</p>	<p>For Undergraduate Program: Submit a completed Declaration of Major form;</p> <p>Praxis I Core Academic Skills for Educators (CORE) passing scores upon declaration of major;</p> <p>A minimum GPA of 3.00 upon application to the program;</p> <p>Three Recommendation</p>	<p>Although all Education Division courses have a signature assignment, none are used for program assessment as it pertains to the TEAC Quality Principles.</p>	<p>For Undergraduate Programs: Completion of all coursework required by Chaminade University and applicable bachelor's level program. <a href="http://www.chaminade.edu/catalog/pdf/current/CUH_catalog.pdf">http://www.chaminade.edu/catalog/pdf/current/CUH_catalog.pdf</a> (p. 70)</p> <p>Maintain a GPA of 2.0 or better in Education coursework</p> <p>Completion of 60 hours of O&amp;P</p>	<p>HTSB Standard 4: Content Knowledge</p> <p>HTSB Standard 5: Application of Content</p>	<p>InTASC Standard 4: Content Knowledge</p> <p>InTASC Standard 5: Application of Content</p>

	University Departments		Letters. A letter of acceptance from the Education Division; and		Completion of Portfolio as required in the candidate's seminar course		
1.2 Pedagogical Knowledge	For Undergrad. Programs:  (All ED courses address pedagogical knowledge)  In particular ED 423 and ED 420  For Graduate Programs:  (All EDUC courses address pedagogical knowledge)		Submission of a signed Memorandum of Understanding (MOU).  Pre-Major Requirements: AN 340, COM 310, ED 220, GE 102, MA 105, MA 205, PSY 202 and passing scores for Praxis I.		Completion of student teaching with satisfactory or better evaluation from the CT and University Supervisor that are accompanied by letters of recommendation	HTSB Standard 6: Assessment  HTSB Standard 7: Planning for Instruction  HTSB Standard 8: Instructional Strategies	InTASC Standard 6: Assessment  InTASC Standard 7: Planning for Instruction  InTASC Standard 8: Instructional Strategies
1.3 Caring and Effective Teaching Skills	For Undergrad. Programs:  ED 494 ED 495 ED 497 ED 498  For Graduate Programs:  EDUC 681 EDUC 685		For the Professional and Continuing Education Program:  For students interested in an elementary or secondary		Provide evidence of successful completion of all applicable Praxis exams  For Graduate Program	HTSB Standard 1: Learner Development  HTSB Standard 2: Learning Differences  HTSB Standard 3: Learning Environment	InTASC Standard 1: Learner Development  InTASC Standard 2: Learning Differences  InTASC Standard 3: Learning Environment

	EDUC 687 EDUC 689 EDUC 691		teacher licensure program offered through the Professional and Continuing Education Programs (PACE) admission requirements include:		s:  Completion of all coursework required for the applicable MAT program Maintains a grade of "B" or better in all program coursework Maintaining a GPA of 3.0 or better in all graduate courses Completion of 40 hours of O&P Completion of student teaching with satisfactory or better evaluation from	ts  HTSB Standard 9: Professional Learning and Ethical Practice  HTSB Standard 10: Leadership & Collaboration	ts  InTASC Standard 9: Professional Learning and Ethical Practice  InTASC Standard 10: Leadership & Collaboration
1.4.1 Cross-Cutting Theme: Learning How To Learn	For Undergrad. Programs:  ED 490 ED 491 ED 492 ED 493  For Graduate Programs:  EDUC 684 EDUC 686 EDUC 688 EDUC 690		Praxis I Core Academic Skills for Educators (CORE) passing scores upon declaration of major; A minimum GPA of 3.00 upon application to the program; Three letters of recommendation; and A letter of acceptance from the Education Division.			HTSB Standard 6: Assessment  HTSB Standard 7: Planning for Instruction  HTSB Standard 9: Professional Learning and Ethical Practice	InTASC Standard 6: Assessment  InTASC Standard 7: Planning for Instruction  InTASC Standard 9: Professional Learning and Ethical Practice
1.4.2 Cross-Cutting Theme: Multicultural Perspectives	For Undergrad. Programs:  Global Awareness General Education					HTSB Standard 2: Learning Differences  HTSB Standard 3: Learning Environments	InTASC Standard 2: Learning Differences  InTASC Standard 3: Learning Environments

	<p>requirement (<a href="http://www.chaminade.edu/catalog/pdf/current/CUH_catalog.pdf">http://www.chaminade.edu/catalog/pdf/current/CUH_catalog.pdf</a>) p. 78</p> <p>ED 326</p> <p>For Graduate Programs:</p> <p>EDUC 643</p> <p>EDUC 652</p> <p>For Early Education Graduate Programs:</p> <p>EDUC 764</p>		<p>For the Graduate Programs:</p> <p>Must have a baccalaureate degree from an accredited college or university in the United States or an equivalent degree from another country;</p> <p>All applicants must submit certified copies of their postsecondary transcripts showing completion of the undergraduate degree;</p> <p>Two letters of recommendation from those who can attest to the applicant's</p>		<p>the CT and University Supervisor that are accompanied by letters of recommendation. Provide evidence of successful completion of all applicable Praxis exams</p>	<p>HTSB Standard 9: Professional Learning and Ethical Practice</p> <p>HTSB Standard 10: Leadership and Collaboration</p>	<p>InTASC Standard 9: Professional Learning and Ethical Practice</p> <p>InTASC Standard 10: Leadership and Collaboration</p>
<p>1.4.3 Cross-Cutting Theme: Technology</p>	<p>For Undergrad. Programs:</p> <p>Psy 224 Psy 470</p> <p>For Graduate Programs:</p> <p>EDUC 640</p>		<p>Two letters of recommendation from those who can attest to the applicant's</p>			<p>HTSB Standard 3: Learning Environments</p> <p>HTSB Standard 6: Assessment</p> <p>HTSB Standard 8: Instructional</p>	<p>InTASC Standard 3: Learning Environments</p> <p>InTASC Standard 6: Assessment</p> <p>InTASC Standard 8: Instructional</p>

	<p>For Early Education Graduate Programs:</p> <p>EDUC 764 EDUC 765 EDUC 766 EDUC 767</p>		<p>potential for success at the graduate level and as a professional educator; and</p> <p>A writing sample.</p> <p>When reviewing an application for admission several factors will be considered:</p> <p>Grade point average (GPA)</p> <p>Results of the Praxis I Core Academic Skills for Educators test (undergraduates only)</p>			Strategies	Strategies
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### Appendix E: Full Disclosure of All Relevant and Available Evidence

Type of Evidence	Available and in the Brief	Not Available and Not in the Brief
<b>Grades</b>		
1. Student grades and grade point averages	Relied on. Used to assess Claim 2 in Section 4, p. 58	
<b>Scores on Standardized Tests</b>		
2. Student scores on standardized license or board examinations	Relied on. Praxis II Content examinations. Used to assess Claim 2 in Section 4, p. 54	
3. Student scores on undergraduate and/or graduate admission tests of subject matter knowledge and aptitude		<p>Not Relied on. The SAT and ACT are admissions tests used for admission into Chaminade University, but is not used to admission into the Education Division.</p> <p>Not for future use. The GRE is not an admission requirement for the graduate Education Division programs.</p>
4. Standardized scores and gains of the program graduates' own pupils		<p>For future use. Presently, this information is available to the Education Division.</p> <p>Conversations have begun to obtain this information from the Hawaii Department of Education for future use.</p>
5. Student scores on summative assessment examination tools		<p>Not for future use. At this time, the Education Division does not administer a summative examination to its candidates. The summative assessment tool used is a Portfolio.</p>
<b>Ratings</b>		
6. Ratings of portfolios of academic and clinical	Relied on. Used to assess Claims 2 and 3, p. 55 and p.	

accomplishments	61	
7. Third-party rating of program's students	<p>Relied on. Student Teacher Final Evaluation. Used to assess Claims 1, 2, and 3, p. 51, p. 56, and p. 59.</p> <p>School Administrator Follow-Up Survey. Used to assess Claims 1, 2, and 3, p. 53, p. 57, and p. 63.</p> <p>Student Teaching Disposition Assessment. Used to assess Claim 1, p. 50</p>	
8. Ratings of in-service, clinical, and PDS teaching	<p>Relied on. Student Teacher Final Evaluation. Used to assess Claims 1, 2, and 3, p. 51, p. 56, and p. 59.</p> <p>Student Teaching Disposition Assessment. Used to assess Claim 1, p. 50</p>	
9. Ratings, by cooperating teacher and college/university supervisors, of practice teachers' work samples.	<p>Relied on. Student Teacher Final Evaluation. Used to assess Claims 1, 2, and 3, p. 51, p. 56, and p. 59.</p> <p>Student Teaching Disposition Assessment. Used to assess Claim 1, p. 50</p>	
10. Ratings, by candidates of the School Counseling program.	<p>Relied on. Graduate Follow-Up Survey. Used to assess Claims 1 and 3, p. 52 and p. 62.</p> <p>Not relied on. Course evaluation data. Appendix I: Course Evaluation Data</p>	

11. Rates of completion of courses and programs		Not for future use. This information does not directly link to our program's claims.
12. Graduates' career retention rates		For future use. We are currently having conversations with Hawaii DOE to obtain this information from them.
13. Graduates' job placements		For future use. We are currently having conversations with Hawaii DOE to obtain this information from them.
14. Rates of graduates' professional advanced study		For future use. We are currently having conversations with Hawaii DOE to obtain this information from them.
15. Rates of graduates' leadership roles		For future use. We are currently having conversations with Hawaii DOE to obtain this information from them.
16. Rates of graduates' professional service activities		For future use. We are currently having conversations with Hawaii DOE to obtain this information from them.
Case studies and alumni competence		
17. Evaluations of graduates by their own pupils		Not for future use. Due to low reliability and validity of this type of data, we do not plan on using this for program assessment.
18. Alumni self-assessment of their accomplishments	Relied on. Graduate Follow-Up Survey. Used to assess Claims 1 and 3, p. 52 and p. 62.	
19. Third-party professional recognition of graduates		Not for future use. This information does not directly link to our program's claims.
20. Employers' evaluations of the program's graduates	School Administrator Follow-Up Survey. Used to assess	For future use. Due to changes in Hawaii DOE's policy with

	Claims 1, 2, and 3, p. 53, p. 57, and p. 63.	regards to outside surveys, we are having conversations with Hawaii DOE to obtain this information in the future.
21. Graduates' authoring of textbooks, curriculum materials, etc.		Not for future use. This information does not directly link to our program claims.
22. Case studies of graduates' own pupils' learning and accomplishment	Relied on. Portfolio. Used to assess Claims 2 and 3, p. 55 and p. 61	

## Appendix F: Copies of Locally Developed Assessment Instruments Cited in the Brief

### Student Teaching Dispositions Assessment

Student: \_\_\_\_\_ School \_\_\_\_\_

CT: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Program: \_\_\_\_\_ Date: \_\_\_\_\_

Directions:

Please fill out the form, PRINT it, submit it, and then sign the printed copy and submit the printed copy to Field Services (mail, fax, or scan and add as an attachment to an email).

Assessment of a student teacher's dispositions in the classroom is a vital component towards their success as an educator. The candidate should demonstrate growth and an understanding of the dispositional skill sets needed as a teacher. Please rate the teacher candidate on each aspect of dispositions based on the following scale by circling the appropriate number in each section:

1. Unacceptable – Immediate referral to the Dean of Education is required.
2. Needs remediation – Review conducted by Field Services and KSD Referral is submitted to the Dean of Education.
3. Acceptable
4. Exemplary

Please check only those indicators in each section that need to be addressed if ratings are at the 1 or 2 level. The listed indicators provide reviewers with an operational definition of each disposition component.

#### Demonstrates Professionalism

Check only those dispositions that are (1) Unacceptable or (2) Needs Remediation

- Responds to supervisor/cooperating teacher emails promptly
- Exhibits regular punctuality and attendance including open houses and faculty meetings
- Maintains professional boundaries with students
- Keeps personal life at home
- Is seen as a team player
- Adapts to the SES contextual factors of the school
- Prompt in turning in work
- Careful about conversations outside of the classroom

Comments regarding strengths/areas for growth (This section is required if any of the above dispositions were checked):

### **Demonstrates Professionalism: Summary Rating**

- 1. Unacceptable
- 2. Needs Remediation
- 3. Acceptable
- 4. Exemplary

### **Demonstrates a Positive and Enthusiastic Attitude**

Check only those dispositions that are (1) Unacceptable or (2) Needs Remediation

- Goes above and beyond requirements
- Does not have a flattened/bored effect with students
- Seeks solutions to problems instead of complaining
- Encourages students
- Has high expectations for all students
- Models desired behaviors
- Willing to try new things that are suggested
- Openly and actively engaged with students
- Shows up smiling and happy to be at school

Comments regarding strengths/areas for growth (This section is required if any of the above dispositions were checked):

### **Demonstrates a Positive and Enthusiastic Attitude: Summary Rating**

- 1. Unacceptable
- 2. Needs Remediation
- 3. Acceptable
- 4. Exemplary

### **Demonstrates Effective Oral Communication Skills**

Check only those dispositions that are (1) Unacceptable or (2) Needs Remediation

- Can use language confidently to express themselves
- Models Standard English
- Varies their oral communication to excite students
- Projects voice in a clear and effective tone and does not mumble
- Says appropriate things in the classroom
- Communicates at an appropriate student level

- Facilitates communication among all students
- Speaks well spontaneously

Comments regarding strengths/areas for growth (This section is required if any of the above dispositions were checked):

### **Demonstrates Effective Oral Communication Skills: Summary Rating**

- 1. Unacceptable
- 2. Needs Remediation
- 3. Acceptable
- 4. Exemplary

### **Demonstrates Effective Written Communication Skills**

Check only those dispositions that are (1) Unacceptable or (2) Needs Remediation

- Communicates with parents and cooperating teachers respectfully
- Demonstrates good writing strategies to include spelling and grammar
- Positively focuses all written communication
- Proofreads all written communications
- Demonstrates sensitivity to students needs when writing on the board
- Employs both formal and informal writing styles

Comments regarding strengths/areas for growth (This section is required if any of the above dispositions were checked):

### **Demonstrates Effective Written Communication Skills: Summary Rating**

- 1. Unacceptable
- 2. Needs Remediation
- 3. Acceptable
- 4. Exemplary

### **Exhibits an Appreciation and Value for Diversity**

Check only those dispositions that are (1) Unacceptable or (2) Needs Remediation

- Demonstrates awareness of traditional and non-traditional family contexts including family status
- Embraces all diversities/differences to include racial, SES, and learning styles
- Creates a “safe classroom” with zero tolerance for negativity to other cultures
- Differentiates instruction based on learners’ needs
- Incorporates lessons that target diversity
- Knows students’ learning styles and backgrounds and possible impact when researching materials to use for planning
- Plans activities to raise student awareness
- Understands the importance of a positive school experience

Comments regarding strengths/areas for growth (This section is required if any of the above dispositions were checked):

### **Exhibits an Appreciation and Value for Diversity: Summary Rating**

- 1. Unacceptable
- 2. Needs Remediation
- 3. Acceptable
- 4. Exemplary

### **Is Prepared to Teach and Learn**

Check only those dispositions that are (1) Unacceptable or (2) Needs Remediation

- Accepts constructive criticism
- Adjusts teaching accordingly after receiving constructive criticism
- Draws from a variety of sources
- Demonstrates knowledge of state standards
- Reflects on own experience
- Sees the value of new learning
- Appears to be striving to do one’s best

Comments regarding strengths/areas for growth (This section is required if any of the above dispositions were checked):

### Is Prepared to Teach and Learn: Summary Rating

- 1. Unacceptable
- 2. Needs Remediation
- 3. Acceptable
- 4. Exemplary

### Collaborates Effectively with Peers, Supervisors, Parents and Students

Check only those dispositions that are (1) Unacceptable or (2) Needs Remediation

- Asks parents to work with them and not tell them to
- Demonstrates harmonious interactions but not always conforming
- Knows how to work with and read people
- Navigates through human emotions
- Coordinates regularly with peer teachers
- Willing to share successful teaching strategies
- Uses all avenues to communicate classroom interactions

Comments regarding strengths/areas for growth (This section is required if any of the above dispositions were checked):

### Collaborates Effectively with Peers, Supervisors, Parents and Students: Summary Rating

- 1. Unacceptable
- 2. Needs Remediation
- 3. Acceptable
- 4. Exemplary

### Is a Self-Regulated Learner/Takes Initiative

Check only those dispositions that are (1) Unacceptable or (2) Needs Remediation

- Is able to recognize own weaknesses and asks for support
- Can interpret and use information
- Asks questions proactively and does not need to be told everything
- Researches different and most effective teaching styles

- Takes responsibility for knowing students
- Is willing to take risks

Comments regarding strengths/areas for growth (This section is required if any of the above dispositions were checked):

**Is a Self-Regulated Learner/Takes Initiative: Summary Rating**

- 1. Unacceptable
- 2. Needs Remediation
- 3. Acceptable
- 4. Exemplary

**Exhibits the Emotional Intelligence to Promote Personal and Educational Goals/Stability**

Check only those dispositions that are (1) Unacceptable or (2) Needs Remediation

- Does not require excessive hand holding
- Demonstrates appropriate maturity and self-regulation when discussing sensitive issues and can remain calm
- Does not bring personal problems to class
- Does not over react to criticism or other situations
- Perseveres
- Demonstrates the ability to let cooperating teachers be aware of personal issues, but does not use them as excuses

Comments regarding strengths/areas for growth (This section is required if any of the above dispositions were checked):

**Exhibits the Emotional Intelligence to Promote Personal and Educational Goals/Stability: Summary Rating**

- 1. Unacceptable
- 2. Needs Remediation
- 3. Acceptable
- 4. Exemplary

**Reflects on One's Own Teaching and Learning**

Check only those dispositions that are (1) Unacceptable or (2) Needs Remediation

- Reflects after every lesson
- Reviews student data and modifies lesson and teaching strategies based on that data
- Alters lessons in progress when needed

Comments regarding strengths/areas for growth (This section is required if any of the above dispositions were checked):

### **Reflects on One's Own Teaching and Learning: Summary Rating**

- 1. Unacceptable
- 2. Needs Remediation
- 3. Acceptable
- 4. Exemplary

### **Exhibits Respect for Peers, Supervisors, Parents and Students**

Check only those dispositions that are (1) Unacceptable or (2) Needs Remediation

- Disagrees in a professional way
- Uses flexibility
- Does not enter a classroom too assertively
- Listens to what students and parents are saying
- Maintains a respectful tone at all times
- Does not use profanity
- Does not exhibit a sense of entitlement

Comments regarding strengths/areas for growth (This section is required if any of the above dispositions were checked):

**Exhibits Respect for Peers, Supervisors, Parents and Students: Summary Rating**

- 1. Unacceptable
- 2. Needs Remediation
- 3. Acceptable
- 4. Exemplary

**Demonstrates Professional Appearance**

Check only those dispositions that are (1) Unacceptable or (2) Needs Remediation

- Adheres to Chaminade practicum or placement school's dress code
- Does not show any visible tattoos that may distract from the learning environment
- Does not have a distracting hair color that may distract from the learning environment
- Removes piercings other than in ears that may distract from the learning environment

Comments regarding strengths/areas for growth (This section is required if any of the above dispositions were checked):

**Demonstrates Professional Appearance: Summary Rating**

- 1. Unacceptable
- 2. Needs Remediation
- 3. Acceptable
- 4. Exemplary

**Please add any additional comments relevant to the student's dispositional assessment. Thank you.**

**This completed form is to be placed in the candidate's departmental file.**

\_\_\_\_\_  
Cooperating Teacher's Signature

\_\_\_\_\_  
Date

### Final Evaluation

(To be placed in student's permanent files)

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

Student Teacher: _____	ID#: _____
Student Teaching Focus: _____	Semester/Year: ____/____
School: _____	Grade Level: _____
Address: _____	Phone No: _____
<i>Elementary</i> Classroom Type _____	# of students _____
<i>Secondary</i> Classroom Type _____	# of students _____
<i>Special Education</i> Classroom Type _____	# of students _____
School Principal: _____	
Cooperating Teacher: _____	
Chaminade University Supervisor: _____	
Chaminade Field Services Director: _____	

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

#### I. Focuses on the Learner

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

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

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



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

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

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

\_\_\_\_\_ uses vocabulary that is appropriate for students' ages and interests

\_\_\_\_\_ fosters active inquiry and interactive communication among the students

\_\_\_\_\_ creates a climate of openness that fosters both one-to-one and group communication

\_\_\_\_\_ demonstrates active listening and sensitivity to verbal and non-verbal communication

\_\_\_\_\_ writes in clear Standard English

\_\_\_\_\_ speaks clearly in standard English using an appropriately audible, modulated and expressive voice.

\_\_\_\_\_ encourages students' self-expression, reflection and evaluation

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

**V.    Demonstrates Knowledge of Content**

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

\_\_\_\_\_ demonstrates knowledge of major concepts, content and methods in his/her discipline

\_\_\_\_\_ links concepts and key ideas to students' prior experiences and inquiry approaches

\_\_\_\_\_ provides for interdisciplinary experiences and inquiry approaches

\_\_\_\_\_ demonstrates enthusiasm for the content

\_\_\_\_\_ keeps abreast of current developments in content area(s)

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

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

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

- \_\_\_\_\_plans cooperatively with the mentor teacher
- \_\_\_\_\_submits lesson plans in a timely manner for mentor teacher's review
- \_\_\_\_\_plans and implements logical, sequential lessons that are relevant to students
- \_\_\_\_\_uses time-management effectively within an allotted schedule
- \_\_\_\_\_prepares and organizes materials, supplies and equipment for lessons in advance
- \_\_\_\_\_provides adaptations in lessons to accommodate a variety of student needs
- \_\_\_\_\_plans effectively for long term goals, themes and/or units

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

## **VII. Uses Active Student Learning Strategies**

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

- \_\_\_\_\_demonstrates creativity in teaching meaningful content using hands-on, open-ended, problem based learning experiences
- \_\_\_\_\_involves students in initiating, selecting, planning and implementing activities
- \_\_\_\_\_helps students to question, problem solve, access and manage resources
- \_\_\_\_\_uses available technologies as tools for teaching and learning
- \_\_\_\_\_varies instructional roles (e.g. coach, facilitator, co-learning, etc.) in relation to the content, purpose of instruction and needs of the students
- \_\_\_\_\_focuses on higher order thinking skills that challenge the learners
- \_\_\_\_\_provides opportunities for students to apply and practice what they have learned

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

## **VIII. Uses Assessment Strategies**

The effective teacher consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner. This student teacher:

\_\_\_\_\_incorporates a variety of assessment strategies (e.g. portfolios, peer evaluations, rubrics journals, criteria-based, etc.) as an integral part of the instruction

\_\_\_\_\_involves students in self-assessment and personal goal setting

\_\_\_\_\_evaluates students' performances and products objectively and fairly

\_\_\_\_\_maintains appropriate and accurate records of student achievement

\_\_\_\_\_communicates students' status with parents in a positive and timely manner

\_\_\_\_\_uses assessment as an effective tool

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

### **IX. Demonstrates Professionalism**

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

**Personal attributes** – This student teacher:

\_\_\_\_\_displays appropriate appearance and evidence of good health practice

\_\_\_\_\_exhibits self-confidence and positive self-esteem

\_\_\_\_\_models honesty, fairness, and respect for individuals

\_\_\_\_\_assumes responsibility for own behavior

\_\_\_\_\_promotes quality work and school improvement

\_\_\_\_\_demonstrates an appropriate sense of humor

\_\_\_\_\_displays enthusiasm and enjoyment for teaching and for the students

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

\_\_\_\_\_is punctual in attendance, planning, and honors commitments

\_\_\_\_\_builds upon personal strengths and strives to move beyond limitations

\_\_\_\_\_demonstrates initiative and resourcefulness

\_\_\_\_\_observes classroom activities accurately and objectively

\_\_\_\_\_assumes and willingly fulfills teaching responsibilities

- \_\_\_\_\_ maintains appropriate relationship with mentor teacher
- \_\_\_\_\_ accepts evaluative feedback from mentor and peers and adjusts performance accordingly
- \_\_\_\_\_ adjusts teaching strategy based on self-reflection
- \_\_\_\_\_ demonstrates a commitment to professional growth and ongoing career development

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

**X.    Fosters Parent and School Community Relationships**

The effective teacher establishes and maintains strong working relationships with parents and members of the school community to support student learning. This student teacher:

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

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

**A final narrative commentary on the student teacher’s qualities and classroom experiences are to be submitted to the student’s permanent file, by the CT as well as the US. Please type or computer generate. Attached sheet of letterhead stationery is appreciated.**

\_\_\_\_\_  
Signature of Cooperating Teacher / Date

\_\_\_\_\_  
Signature of University Supervisor / Date

\_\_\_\_\_  
Signature of Student Teacher / Date

\_\_\_\_\_  
Signature of Field Services Director / Date

**ORIGINAL copy of this form is to be turned in to Field Services immediately following Final Evaluation Meeting with ST, CT and US. Student should make a copy prior to submitting to Field Services for his/her personal files.**

## **Policy on Student Teachers Acting as Substitute Teachers**

Since student teachers are to be under the supervision and responsibility of their cooperating teacher at all times during their period of student teaching, the following stipulations need to be observed:

Student teachers cannot take responsibility for any class without the presence of the cooperating teacher and/or qualified substitute teacher hired by the school.

As long as student teachers are in the process of completing their commitment of student teaching, they cannot be used as a substitute for any other classroom other than the one in which they are doing their student teaching. In their own classroom, they may substitute for the cooperating teacher (without another substitute teacher present) for no more than three (3) days during the entire 15 week period. The student teacher must be registered as a substitute teacher with the school prior to being given the opportunity to substitute teach.

**PLEASE CHECK WITH YOUR SCHOOL ADMINISTRATION FOR POLICY DETAILS REGARDING YOUR SITUATION.**

**CT Personal Data Form**

**Name of Cooperating Teacher** \_\_\_\_\_

**Address:** \_\_\_\_\_ **Zip:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Telephone:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Grade Level(s):** \_\_\_\_\_ **Subject:** \_\_\_\_\_

**Professional Preparation:**

**Certification / Licensure:**

**Teaching Experience:**

**Cooperating Teacher / Mentoring Experience:**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Name of Student teacher:** \_\_\_\_\_

**Please turn in to CUH Field Services upon completion of orientation meeting. Thank You!**



## Graduate Follow-Up Survey

Dear Graduate,

As part of a continuous improvement process, the Education Division at Chaminade University is seeking your feedback regarding your performance as a new teacher. We have developed a survey that will help to focus our attention and efforts to ensure that we are providing a quality teacher education program.

Please take a few minutes to complete this short survey. We thank you for your kokua to complete this survey by November 7, 2014.

Mahalo,  
Chaminade University Education Division

\* Required

Name of the graduate \*

Name of school you are currently employed \*

School location (State, Country) \*

Name of Chaminade Teacher Education Program \*

- BS Elementary Education (Day Undergraduate)
- BS Elementary Education (PACE/AEOP)
- BS Secondary Education (PACE/AEOP)
- MAT Elementary Education
- MAT Secondary Education
- MAT Special Education

- MAT Early Childhood Education PK-K
- MAT Early Childhood Education PK-3
- Other:

Year and term graduated from Chaminade Program \*  
(i.e. Fall 2013, Spring 2013, etc.)

Graduate's gender

- Male
- Female

Graduate's ethnicity

(Please check all that apply)

- American Indian/Alaska Native
- Asian
- Black/ African American
- Hispanic/ Latino/ Spanish origin
- Native Hawaiian/ Other Pacific Islander
- White
- Other:

## I. Knowledge and Skills

Chaminade's teacher education program prepared me to: \*

	Exceeded Expectations	Met Expectations	Approached Expectations	Did not meet Expectations	Unable to Judge
1. Know subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Transfer knowledge to classroom lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- |  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 3. Plan lessons based on content standards   | <input type="radio"/> |
| 4. Understand how learners grow and develop  | <input type="radio"/> |
| 5. Use effective, developmentally appropriate teaching practices to address student need       | <input type="radio"/> |
| 6. Incorporate multicultural perspectives  | <input type="radio"/> |
| 7. Adapt teaching methods for students with special needs                                      | <input type="radio"/> |
| 8. Know and use appropriate educational technology   | <input type="radio"/> |
| 9. Create a safe, caring and respectful learning environment for all students                  | <input type="radio"/> |
| 10. Evaluate student achievement   | <input type="radio"/> |
| 11. Use assessment to inform instruction   | <input type="radio"/> |
| 12. Collect evidence of positive student achievement based on grade level, school wide, and/or | <input type="radio"/> |

state wide  
assessment

Row 13

## II. Professional Dispositions

Chaminade's teacher education program prepared me to: \*

	Exceeded Expectations	Met Expectations	Approached Expectations	Did not meet Expectations	Unable to Judge
13. Actively seek opportunities to learn and grow professionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Critically reflect upon his/her practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Learn how to learn and demonstrates the disposition of being a lifelong learner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Work well with all members of the school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Use effective verbal, non verbal and written communication including proper writing conventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Abide by codes of ethics, professional standards of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

practice, and relevant law and policy

19. Overall, I felt adequately prepared by Chaminade's Teacher Education program

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

20. In particular, what courses, O&P placements, advising, student teaching experiences did you find most helpful?



21. Based on your experience, what are major strengths of Chaminade University's teacher education program?



22. Based on your experience, do you have suggestions for improving our teacher education program?

A vertical scrollbar with a dark grey track and a white slider, positioned on the left side of the page.

23. If additional support services were available from Chaminade University, what support would you suggest?

A vertical scrollbar with a dark grey track and a white slider, positioned on the left side of the page.

24. Graduate's Current Address \*

Please provide your current address where the refund can be mailed to.

A vertical scrollbar with a dark grey track and a white slider, positioned on the left side of the page.

Never submit passwords through Google Forms.

## Final Evaluation

**Directions:** Please evaluate the student teacher's performance *in each box* using the following key:  
(DM) - Does not Meet; (M) – Meet; (E) – Exceeds  
NA (Will not apply to the final evaluation)

### Explanation of scoring:

Does not meet (DM)                      Student displays trait or performance indicator less than 79% of the time;  
Meets (M)                                      Student displays trait or performance indicator more than 80% of the time  
Exceeds (E)                                      Student displays trait or performance indicator more than 90% of the time;

**Summary Rating:** The summary rating should be the average of the scores for each subheading.

### **I. Focuses on the Learner**

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

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

**Summary Rating (Please circle appropriate rating)**

DM	M	E
----	---	---

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

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

- \_\_\_\_\_ establishes a positive and appropriate teacher relationship with students
- \_\_\_\_\_ knows and follows school and classroom routines and procedures

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

**Summary Rating (Please circle appropriate rating)**

DM	M	E
----	---	---

**III. Adapts to Learner Diversity**

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

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

**Summary Rating (Please circle appropriate rating)**

DM	M	E
----	---	---

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

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

- \_\_\_\_\_ uses vocabulary that is appropriate for students’ ages and interests
- \_\_\_\_\_ fosters active inquiry and interactive communication among the students

- \_\_\_\_\_ creates a climate of openness that fosters both one-to-one and group communication
- \_\_\_\_\_ demonstrates active listening and sensitivity to verbal and non-verbal communication
- \_\_\_\_\_ writes in clear Standard English
- \_\_\_\_\_ speaks clearly in Standard English using an appropriately audible, modulated and expressive voice.
- \_\_\_\_\_ encourages students' self-expression, reflection and evaluation

**Summary Rating (Please circle appropriate rating)**

DM	M	E
----	---	---

**V. Demonstrates Knowledge of Content**

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

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

**Summary Rating (Please circle appropriate rating)**

DM	M	E
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**VI. Designs and Provides Meaningful Learning Experiences**

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

- \_\_\_\_\_ plans cooperatively with the mentor teacher
- \_\_\_\_\_ submits lesson plans in a timely manner for mentor teacher's review
- \_\_\_\_\_ plans and implements logical, sequential lessons that is relevant to students

- \_\_\_\_\_ uses time-management effectively within an allotted schedule
- \_\_\_\_\_ prepares and organizes materials, supplies and equipment for lessons in advance
- \_\_\_\_\_ provides adaptations in lessons to accommodate a variety of student needs
- \_\_\_\_\_ plans effectively for long term goals, themes and/or units

**Summary Rating (Please circle appropriate rating)**

DM	M	E
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**VII. Uses Active Student Learning Strategies**

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

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

**Summary Rating (Please circle appropriate rating)**

DM	M	E
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**VIII. Uses Assessment Strategies**

The effective teacher consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner. This student teacher:

- \_\_\_\_\_incorporates a variety of assessment strategies (e.g. portfolios, peer evaluations, rubrics journals, criteria-based, etc.) as an integral part of the instruction
- \_\_\_\_\_involves students in self-assessment and personal goal setting
- \_\_\_\_\_evaluates students’ performances and products objectively and fairly
- \_\_\_\_\_maintains appropriate and accurate records of student achievement
- \_\_\_\_\_communicates students’ status with parents in a positive and timely manner
- \_\_\_\_\_uses assessment as an effective tool

**Summary Rating (Please circle appropriate rating)**

DM	M	E
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**IX. Demonstrates Professionalism**

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

**Personal attributes** – This student teacher:

- \_\_\_\_\_displays appropriate appearance and evidence of good health practice
- \_\_\_\_\_exhibits self-confidence and positive self-esteem
- \_\_\_\_\_models honesty, fairness, and respect for individuals
- \_\_\_\_\_assumes responsibility for own behavior
- \_\_\_\_\_promotes quality work and school improvement
- \_\_\_\_\_demonstrates an appropriate sense of humor

\_\_\_\_\_ displays enthusiasm and enjoyment for teaching and for the students

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

\_\_\_\_\_ is punctual in attendance, planning, and honors commitments

\_\_\_\_\_ builds upon personal strengths and strives to move beyond limitations

\_\_\_\_\_ demonstrates initiative and resourcefulness

\_\_\_\_\_ observes classroom activities accurately and objectively

\_\_\_\_\_ assumes and willingly fulfills teaching responsibilities

\_\_\_\_\_ maintains appropriate relationship with mentor teacher

\_\_\_\_\_ accepts evaluative feedback from mentor and peers and adjusts performance accordingly

\_\_\_\_\_ adjusts teaching strategy based on self-reflection

\_\_\_\_\_ demonstrates a commitment to professional growth and ongoing career development

**Summary Rating (Please circle appropriate rating)**

DM	M	E
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**X. Fosters Parent and School Community Relationships**

The effective teacher establishes and maintains strong working relationships with parents and members of the school community to support student learning. This student teacher:

\_\_\_\_\_ collaborates and cooperates with school personnel and other adults in support of the community's goal

\_\_\_\_\_ communicates in a positive manner with school personnel and parents

\_\_\_\_\_ works with parents to support the learning needs of students

\_\_\_\_\_ participates actively in school and community functions

Summary Rating (Please circle appropriate rating)

DM	M	E
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**A final narrative commentary on the student teacher's qualities and classroom experiences are to be submitted by the CT. You may submit your letter of recommendation as the final narrative but it will need to be computer generated on your school letterhead.**

\_\_\_\_\_  
Signature of Cooperating Teacher / Date

\_\_\_\_\_  
Signature of University Supervisor / Date

\_\_\_\_\_  
Signature of Student Teacher / Date

\_\_\_\_\_  
Signature of Field Services Director / Date

\_\_\_\_\_  
**Print name of Student Teacher**

**Student is responsible for submitting the ORIGINAL copy of this form is to Field Services immediately following Final Evaluation Meeting with ST, CT and US. Student should make a copy prior to submitting to Field Services for his/her personal files**

**Portfolio Scoring Rubric**

Name of student: \_\_\_\_\_

Scorer: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>Exceeds</b>	<b>Meets</b>	<b>Approaching</b>	<b>Does Not Meet Expectations</b>
<b>Introduction</b>	Student's introduction is well-written and organized. Personal and educational history present as well as pertinent educational interests. Photo Included.	Student's introduction is well-written and organized. Sufficient details and picture included.	Short description of student's history. No photo.	Introduction is missing.
<b>Educational Philosophy</b>	Personal philosophy of education is situated within a larger theoretical framework. Teaching approach is supported by relevant, current research. Clear link between theory/ practice is demonstrated.	Philosophy of education is embedded within a theoretical framework. Approach to teaching and learning is supported by research. Link between theory/practice is described.	Philosophy of education lacks a theoretical framework. Absence of research basis for teaching and learning. Philosophy is solely based upon personal experiences.	Philosophy is solely based upon personal experiences.
<b>Criteria for InTASC Standards 1 - 10</b>	Clear, well-organized format, evidence is discussed in a clear, understandable way. Reflection is well developed, relates evidence to the standard and contains ample support for evidence selection.	Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains good support for evidence selection. Explicit connection between evidence and standard.	Standard is described. Evidence represents the standard and is accompanied by a brief or perfunctory reflection. No stated connection between evidence and standard.	Artifacts for evidence are missing. Evidence does not match the standard and/or reflection does not link evidence to standard.
<b>InTASC Standard 1: Learner Development</b>				
<b>InTASC Standard 2: Learner Differences</b>				
<b>InTASC Standard 3: Learning Environments</b>				
<b>InTASC Standard 4: Content Knowledge</b>				
<b>InTASC Standard 5: Application of Content</b>				
<b>InTASC Standard 6: Assessment</b>				
<b>InTASC Standard 7: Planning for Instruction</b>				
<b>InTASC Standard 8: Instructional Strategies</b>				
<b>InTASC Standard 9: Professional Learning and Ethical Practice</b>				
<b>InTASC Standard 10: Leadership and Collaboration</b>				
<b>Academic Credentials and Accomplishments</b>	Contains three letters of recommendation, final student teaching evaluation, resume and additional content area	Contains three letters of recommendation, final student teaching evaluation, resume, content area artifact	One element is missing.	More than one element is missing.

	artifact (if required).	(if required).		
<b>Mechanics</b>	APA guidelines (composition, correct spelling, punctuation, references, etc.) are followed in all portfolio sections.	APA guidelines (composition, correct spelling, punctuation, references, etc.) are followed in most portfolio sections.	APA guidelines (composition, correct spelling, punctuation, references, etc.) are not followed in the majority of portfolio sections.	APA guidelines (composition, correct spelling, punctuation, references, etc.) are not followed in all portfolio sections.

## Final Evaluation

(To be placed in student's permanent file)

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

Student Teacher: \_\_\_\_\_ Student Teaching Focus: \_\_\_\_\_  
(Grade Level, Type of Classroom (resource, etc))

School: \_\_\_\_\_ Address: \_\_\_\_\_

Classroom Type \_\_\_\_\_  
(i.e. Elementary, Secondary, SPED)

\_\_\_\_\_  
\_\_\_\_\_

ID#: \_\_\_\_\_  
Semester/Year: \_\_\_\_\_ / \_\_\_\_\_ Grade Level: \_\_\_\_\_

Phone No: \_\_  
# of student's \_\_\_\_\_  
School Principal: Cooperating  
Teacher:  
Chaminade University Supervisor: \_\_\_\_\_  
Chaminade Field Services Director: Kathleen Nishimura

**Directions:** Please evaluate the student teacher's performance *in each box* using the

(DM) - Developing; (A)

(M) –

(E) –

**Explanation of**

Developing (DM)	Student is not meeting the specified performance proficiency or did not provide evidence
Approaching (A)	Student demonstrates with quality or provides evidence of performance proficiency less than 74% of the time
Meets (M)	Student demonstrates with quality or provides evidence of performance proficiency 75 – 94% of the time
Exceeds (E)	Student demonstrates with quality or provides evidence of performance proficiency 95% or more of the time

**Summary Rating:** The summary rating should be the average of the scores for each

**Standard #1: Learner Development**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Performances**

## **Essential Knowledge**

The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

The teacher understands how learning occurs— how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.

The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

### Critical Dispositions

The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development.

The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.

The teacher takes responsibility for promoting learners’ growth and development.

The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.

<p style="text-align: center;"><b>Summary Rating</b> (Please circle appropriate rating):</p> <p style="text-align: center;"><input type="radio"/>D <input type="radio"/>M <input type="radio"/>A <input type="radio"/>M <input type="radio"/>E</p>
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### Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

### Performances

## Essential Knowledge

The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms, including Native Hawaiian history and culture.

The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

<p style="text-align: center;"><b>Summary Rating</b> (Please circle appropriate rating):</p> <p style="text-align: center;"><input type="radio"/>D <input type="radio"/>M <input type="radio"/>A <input type="radio"/>M <input type="radio"/>E</p>
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The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

### **Critical Dispositions**

The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

The teacher makes learners feel valued and helps them learn to value each other.

The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

### **Standard #3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

### **Performances**

## **Essential Knowledge**

The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

<p style="text-align: center;"><b>Summary Rating</b> (Please circle appropriate rating):</p> <p style="text-align: center;"><input type="radio"/>D <input type="radio"/>M <input type="radio"/>A <input type="radio"/>M <input type="radio"/>E</p>
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The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

## **Critical Dispositions**

The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

The teacher seeks to foster respectful communication among all members of the learning community.

The teacher is a thoughtful and responsive listener and observer.

### **Standard #4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

## **Performances**

## **Essential Knowledge**

The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

### **Critical Dispositions**

The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

The teacher creates opportunities for students to learn, practice, and master academic language in their content.

The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

<p style="text-align: center;"><b>Summary Rating</b> (Please circle appropriate):</p> <p style="text-align: center;"><input type="radio"/> DM    <input type="radio"/> A    <input type="radio"/> M    <input type="radio"/> E</p>
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**Standard #5: Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Performances**

## Essential Knowledge

The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

The teacher develops and implements supports for learner literacy development across content areas.

### Summary Rating

(Please circle appropriate rating):

D  M  A  M  E

The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

The teacher understands creative thinking processes and how to engage learners in producing original work.

The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

## **Critical Dispositions**

The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

## **Standard #6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

## **Performances**

The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

## **Essential Knowledge**

The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

The teacher knows when and how to evaluate and report learner progress against standards.

The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

## **Critical Dispositions**

The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

The teacher takes responsibility for aligning instruction and assessment with learning goals.

The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

<p style="text-align: center;"><b>Summary Rating</b> (Please circle appropriate rating):</p> <p style="text-align: center;"><input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <b>DM</b> <input type="radio"/> <b>A</b>    <b>M</b>    <b>E</b></p>
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**Standard #7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Performances**

## **Essential Knowledge**

The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

\_\_\_\_\_ The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

The teacher understands content and content standards and how these are organized in the curriculum.

The teacher understands how integrating cross disciplinary skills in instruction engages learners purposefully in applying content knowledge.

The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

The teacher knows when and how to adjust plans based on assessment information and learner responses.

The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

### Critical Dispositions

The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

<p style="text-align: center;"><b>Summary Rating</b> (Please circle appropriate rating):</p> <p style="text-align: center;"><input type="radio"/> DM   <input type="radio"/> A   <input type="radio"/> M   <input type="radio"/> E</p>
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### Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### Performances

The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

\_\_\_\_\_ The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

\_\_\_\_\_ The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

\_\_\_\_\_ The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

The teacher engages all learners in developing higher order questioning skills and meta-cognitive processes.

The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

**Summary Rating**

(Please circle appropriate rating):

D M A M E

## **Essential Knowledge**

The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.

The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

## **Critical Dispositions**

The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

## **Standard #9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

## **Performances**

The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.

The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

### **Critical Dispositions**

The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

### **Essential Knowledge**

The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

#### **Summary Rating**

(Please circle appropriate rating):

DM    A    M    E

The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

### **Standard #10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

#### **Performances**

\_\_\_\_\_The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

\_\_\_\_\_The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

\_\_\_\_\_The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

\_\_\_\_\_The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

\_\_\_\_\_Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.

\_\_\_\_\_The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

\_\_\_\_\_The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

\_\_\_\_\_The teacher uses and generates meaningful research on education issues and policies.

\_\_\_\_\_The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead

\_\_\_\_\_The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

### **Essential Knowledge**

\_\_\_\_\_The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

\_\_\_\_\_The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

\_\_\_\_\_The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

\_\_\_\_\_The teacher knows how to contribute to a common culture that supports high expectations for student learning.

### **Critical Dispositions**

\_\_\_\_\_The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

\_\_\_\_\_The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

\_\_\_\_\_The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

\_\_\_\_\_The teacher takes responsibility for professional learning activities, and to serve in other leadership roles. contributing to and advancing the profession.

\_\_\_\_\_The teacher takes responsibility for

\_\_\_\_\_The teacher advocates meeting the needs of learners, to strengthen the learning environment, and to enact system change

\_\_\_\_\_The teacher embraces the challenge of continuous improvement and change.

#### **Summary Rating**

(Please circle appropriate rating):

DM    A    M    E

**Final narrative commentary on the student teacher's qualities and classroom experiences are to be submitted by the CT.  
You may submit your letter of recommendation as the final narrative.**

## Final Summary Recommendation

### Cooperating Teacher:

\_\_\_\_\_ Student has provided quality evidence and

\_\_\_\_\_ Student has **NOT** provided quality evidence

demonstrated the skill sets, knowledge and dispositions to meet or exceed all the teacher performance standards.

and/or demonstrated the skill sets, knowledge and dispositions to meet or exceed all the teacher performance standards.

 <p><b>CT Final Summary Rating</b></p>
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\_\_\_\_\_  
Signature of Cooperating Teacher / Date

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**University Supervisor:**

\_\_\_\_\_ Student has provided quality evidence and

\_\_\_\_\_ Student has **NOT** provided quality evidence

\_\_\_\_\_ demonstrated the skill sets, knowledge and dispositions to meet or exceed all the teacher performance standards.  
and/or demonstrated the skill sets, knowledge and dispositions to meet or exceed all the teacher performance standards.

 <p><b>US Final Summary Rating</b></p>
---

\_\_\_\_\_  
Signature of University Supervisor / Date

\_\_\_\_\_  
Signature of Student Teacher / Date

\_\_\_\_\_  
Signature of Field Services Director / Date

\_\_\_\_\_  
Print name of Student Teacher

**Student is responsible for submitting the ORIGINAL copy of this form to Field Services immediately following the Final Evaluation Meeting with ST, CT and US. Student should make a copy for his/her personal files prior to submitting to Field Services.**

## School Administrator Follow-Up Survey

Dear School Administrator,

As part of a continuous improvement process, the Education Division at Chaminade University is seeking your feedback regarding the performance of a Chaminade graduate. We have developed a survey that will help to focus our attention and efforts to ensure that we are providing a quality teacher education program.

Please take a few minutes to complete this short survey. We thank you for your kokua to complete this survey by December 15, 2014.

Mahalo,  
Chaminade University Education Division

\* Required

Name of School Administrator \*

Name of School \*

School Location (State, Country) \*

Name of Chaminade graduate \*

### I. Knowledge and Skills

The graduate \*

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does not meet Expectations	Unable to Judge
1. Knows subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Can transfer knowledge to classroom lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Plans lessons based on content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- |  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 4. Understands how learners grow and develop   | <input type="radio"/> |
| 5. Uses effective, developmentally appropriate teaching practices to address student need                        | <input type="radio"/> |
| 6. Incorporates multicultural perspectives   | <input type="radio"/> |
| 7. Adapts teaching methods for students with special needs   | <input type="radio"/> |
| 8. Knows and uses appropriate educational technology   | <input type="radio"/> |
| 9. Creates a safe, caring and respectful learning environment for all students                                   | <input type="radio"/> |
| 10. Is able to evaluate student achievement  | <input type="radio"/> |
| 11. Uses assessment to inform instruction  | <input type="radio"/> |
| 12. Has evidence of positive student achievement based on grade level, school wide, and/or state wide assessment | <input type="radio"/> |

## II. Professional Dispositions

The graduate \*

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does not meet Expectations	Unable to Judge
13. Actively seeks opportunities to learn and grow professionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Is able to critically reflect upon his/her practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Has learned how to learn and demonstrates the disposition of being a lifelong learner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Works well with all members of the school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Uses effective verbal, non verbal and written communication including proper writing conventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Abides by codes of ethics, professional standards of practice, and relevant law and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

policy

19. Based on your knowledge of our students, what are major strengths of Chaminade University's teacher education program?

20. Based on your knowledge of Chaminade University's students, do you have suggestions for improving our teacher education program?

21. If additional support services were available from Chaminade University, what support would this teacher benefit from?

22. If given the opportunity, I would consider hiring this teacher again:

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**Appendix G: Status of Educator Programs Accredited by Other USDE or CHEA Recognized  
Accreditors**

Not Applicable for the Education Division.

## Appendix H Hawai'i Specific Requirements

In Accordance with NBI 13-24 EPPs must provide evidence that their candidates meet Hawai'i specific requirements. The requirements are listed in the following charts. In the evidence column please record the evidence you have to meet these requirements and where it can be located.

<b>REQUIREMENT</b>	<b>EVIDENCE and LOCATION</b>
Candidates meet the performance standards as adopted by the board.	Student Teaching Final Evaluation, p. 58  Portfolio, p. 60
Candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.	ED 494, p. 106 ED 495, p. 106 ED 497, p. 106 ED 498, p. 106  EDUC 681, 119 EDUC 684, p. 119 EDUC 685, p. 119 EDUC 686, p. 119 EDUC 687, p. 119 EDUC 688, p. 119 EDUC 689, p. 119 EDUC 690, p. 120 EDUC 691, p. 120
Candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field	Student Teaching Final Evaluation, p. 58  Portfolio, p. 60

The unit must provide evidence that their candidates are prepared to incorporate the following areas into their practice:

<b>REQUIREMENT</b>	<b>EVIDENCE and LOCATION</b>
Hawaiian language, history and culture;	Global Awareness General Education requirement ( <a href="http://www.chaminade.edu/catalog/pdf/current/CUH_catalog.pdf">http://www.chaminade.edu/catalog/pdf/current/CUH_catalog.pdf</a> ) p. 78  EDUC 643, 117

	EDUC 652, p. 118
Student standards adopted by the Department	InTASC standards; Table 3, p. 16
Teaching of reading including working with students of reading difficulties;	ED 320, p. 98 ED 321, p. 99 ED 415, p. 101 ED 418, p. 101  EDUC 610, p. 116
Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;	ED 326, p. 99  EDUC 660, p. 118
Working effectively with students who are limited English proficient;	ED 326, p. 99  EDUC 660, p. 118
Working with gifted and talented students;	ED 326, p. 99  EDUC 660, p. 118
Integrating technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.	ED 224, p. 97 ED 470, p. 105  EDUC 640, p. 117

## **Appendix I: Closing Procedures for Student Teachers**

### **Closing Procedures for Student Teachers**

1. Student teacher successfully completes the student teaching practicum.
2. Student teacher submits the signed final evaluation, letters of recommendations, and all other pertinent forms to the Field Services Director.
3. Completers' names are placed on a SATEP-stamped list and sent to Chaminade's Records Office. Processing of the SATEP stamp may take anywhere from four to six weeks. An email will be sent to the students' Chaminade student account from the Field Services Director after the completion of the SATEP stamp from the Chaminade Records Office. A completers' list will then be generated and submitted to HTSB and the DOE.
4. Students can request official SATEP stamped transcripts from Chaminade's Office of the Registrar to be sent to the DOE and to the Career Services Office, if desired. This request should be done online or in writing. The transcripts should not be released until the SATEP stamp is put on the transcript by the Records Department. Please indicate this by checking the appropriate box on the form when requesting transcripts. There is a charge per transcript.
5. An option for students is to establish a professional placement file with the University Career Services Office by completing the form that authorizes the Education Division to release midterm and final evaluations to that office.
6. If DOE employment is the goal, the student completes an application for employment with the DOE and will be notified by the DOE of an initial interview. Applications to the DOE can be submitted up to six months prior to the completion of student teaching.
7. Student applies for a teaching license from the HTSB.

## Appendix J: Course Evaluation Data

### Academic Years 2011-2013 Online Evaluation Data

Course Evaluation Question	Education Mean Score (out of a 5 point Likert scale)	Institution Mean Score (out of a 5 point Likert scale)
Course requirements were clearly stated	AY2011-2012 = 4.23 AY2012 - 2013 = 4.17 AY2013 - 2014 = 4.20	AY2011-2012 = 4.28 AY2012 - 2013 = 4.25 AY2013 - 2014 = 4.29
The time I spent on this course was worthwhile	AY2011-2012 = 4.13 AY2012 - 2013 = 4.09 AY2013 - 2014 = 4.19	AY2011-2012 = 4.18 AY2012 - 2013 = 4.17 AY2013 - 2014 = 4.28
The instructor was consistent and timely in delivering the course	AY2011-2012 = 4.22 AY2012 - 2013 = 4.17 AY2013 - 2014 = 4.16	AY2011-2012 = 4.25 AY2012 - 2013 = 4.22 AY2013 - 2014 = 4.26
Academic requirements for the course were challenging	AY2011-2012 = 4.27 AY2012 - 2013 = 4.16 AY2013 - 2014 = 4.22	AY2011-2012 = 4.30 AY2012 - 2013 = 4.23 AY2013 - 2014 = 4.32
The instructor demonstrated knowledge of the subject	AY2011-2012 = 4.34 AY2012 - 2013 = 4.25 AY2013 - 2014 = 4.26	AY2011-2012 = 4.33 AY2012 - 2013 = 4.30 AY2013 - 2014 = 4.34
Overall the quality of the instructor's interaction with the class was high	AY2011-2012 = 4.05 AY2012 - 2013 = 4.02 AY2013 - 2014 = 3.95	AY2011-2012 = 4.04 AY2012 - 2013 = 4.07 AY2013 - 2014 = 4.07
I gained a significant amount of knowledge from this course	AY2011-2012 = 4.14 AY2012 - 2013 = 4.09	AY2011-2012 = 4.19 AY2012 - 2013 = 4.18

	AY2013 - 2014 = 4.18	AY2013 - 2014 = 4.27
Overall, I felt this was a good course	AY2011-2012 = 4.09 AY2012 - 2013 = 4.06 AY2013 - 2014 = 4.10	AY2011-2012 = 4.15 AY2012 - 2013 = 4.14 AY2013 - 2014 = 4.20
I would recommend this instructor's course to another student	AY2011-2012 = 4.02 AY2012 - 2013 = 3.99 AY2013 - 2014 = 4.03	AY2011-2012 = 4.10 AY2012 - 2013 = 4.09 AY2013 - 2014 = 4.15

Academic Years 2011-2013 Ground Evaluation Data

Course Evaluation Question	Education Mean Score (out of a 5 point Likert scale)	Institution Mean Score (out of a 5 point Likert scale)
Course requirements were clearly stated	AY2011-2012 = 4.50 AY2012 - 2013 = 4.34 AY2013 - 2014 = 4.34	AY2011-2012 = 4.54 AY2012 - 2013 = 4.54 AY2013 - 2014 = 4.51
The time I spent on this course was worthwhile	AY2011-2012 = 4.55 AY2012 - 2013 = 4.57 AY2013 - 2014 = 4.30	AY2011-2012 = 4.43 AY2012 - 2013 = 4.49 AY2013 - 2014 = 4.47
The instructor was consistent and timely in delivering the course	AY2011-2012 = 4.42 AY2012 - 2013 = 4.59 AY2013 - 2014 = 4.39	AY2011-2012 = 4.60 AY2012 - 2013 = 4.58 AY2013 - 2014 = 4.61
Academic requirements for the course were challenging	AY2011-2012 = 4.58 AY2012 - 2013 = 4.70 AY2013 - 2014 = 4.14	AY2011-2012 = 4.55 AY2012 - 2013 = 4.51 AY2013 - 2014 = 4.51
The instructor demonstrated knowledge of the subject	AY2011-2012 = 4.64	AY2011-2012 = 4.74

	AY2012 - 2013 = 4.70 AY2013 - 2014 = 4.49	AY2012 - 2013 = 4.74 AY2013 - 2014 = 4.74
Overall the quality of the instructor's interaction with the class was high	AY2011-2012 = 4.42 AY2012 - 2013 = 4.67 AY2013 - 2014 = 4.36	AY2011-2012 = 4.54 AY2012 - 2013 = 4.54 AY2013 - 2014 = 4.55
I gained a significant amount of knowledge from this course	AY2011-2012 = 4.51 AY2012 - 2013 = 4.64 AY2013 - 2014 = 4.35	AY2011-2012 = 4.54 AY2012 - 2013 = 4.53 AY2013 - 2014 = 4.53
Overall, I felt this was a good course	AY2011-2012 = 4.45 AY2012 - 2013 = 4.59 AY2013 - 2014 = 4.33	AY2011-2012 = 4.48 AY2012 - 2013 = 4.50 AY2013 - 2014 = 4.51
I would recommend this instructor's course to another student	AY2011-2012 = 4.55 AY2012 - 2013 = 4.55 AY2013 - 2014 = 4.28	AY2011-2012 = 4.47 AY2012 - 2013 = 4.48 AY2013 - 2014 = 4.50

## Appendix K: 2014-2015 Education Division Budget Allocations

12000-Education:

10-00-12000-50000 Education - Faculty - Full Time	296958.00
10-00-12000-50010 Education - Faculty - Adjunct	10070.00
10-00-12000-50040 Education - Faculty - Independent Study	3500.00
10-00-12000-50200 Education - Student - Regular Wages	7500.00
10-00-12000-51100 Education - Fringe Benefits Allocation	76700.42
10-00-12000-52000 Education - Office Supplies	4000.00
10-00-12000-52005 Education - Photocopying	4000.00
10-00-12000-53100 Education - Outside Printing	400.00
10-00-12000-54000 Education - Postage & Shipping	310.00
10-00-12000-54400 Education - Machine & Software Maintenance	200.00
10-00-12000-54600 Education - Promotion	500.00
10-00-12000-54610 Education - Professional Development	2000.00
10-00-12000-54620 Education - Honoraria & Stipend (Non-Employees only)	7500.00
10-00-12000-55010 Education - Staff Mileage	1400.00

<b>Total 12000-Education</b>	<b>415038.42</b>
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12010-MED- Instructional:

10-00-12010-50000 MED- Instructional - Faculty - Full Time	192653.00
10-00-12010-50010 MED- Instructional - Faculty - Adjunct	291930.00
10-00-12010-50040 MED- Instructional - Faculty - Independent Study	4000.00
10-00-12010-51100 MED- Instructional - Fringe Benefits Allocation	120680.00
10-00-12010-52000 MED- Instructional - Office Supplies	3950.00
10-00-12010-52005 MED- Instructional - Photocopying	2600.00
10-00-12010-54000 MED- Instructional - Postage & Shipping	2000.00
10-00-12010-54100 MED- Instructional - Subscriptions	350.00
10-00-12010-54600 MED- Instructional - Promotion	1500.00
10-00-12010-54620 MED- Instructional - Honoraria & Stipend (Non-Employees only)	10000.00

<b>Total 12010-MED- Instructional</b>	<b>644,663.00</b>
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22000-Education- Academic Support:

10-00-22000-50100 Education- Academic Support - Staff - Salary	84,736.00
10-00-22000-50110 Education- Academic Support - Staff - Hourly Wages	13,635.00
10-00-22000-51100 Education- Academic Support - Fringe Benefits Allocation	24,297.64
10-00-22000-52000 Education- Academic Support - Office Supplies	5,000.00

10-00-22000-52005 Education- Academic Support - Photocopying	1,000.00
10-00-22000-54100 Education- Academic Support - Subscriptions	4,500.00
10-00-22000-54611 Education- Academic Support - Faculty Development	4,300.00
10-00-22000-55000 Education- Academic Support - Staff Travel	5,500.00
<b>Total 22000-Education- Academic Support</b>	<b>142,968.64</b>
22010-Ed. Assist./Dual Certification:	
10-00-22010-52000 Ed. Assist./Dual Certification - Office Supplies	600.00
10-00-22010-52005 Ed. Assist./Dual Certification - Photocopying	500.00
10-00-22010-54600 Ed. Assist./Dual Certification - Promotion	100.00
10-00-22010-55000 Ed. Assist./Dual Certification - Staff Travel	1,000.00
<b>Total 22010-Ed. Assist./Dual Certification</b>	<b>2,200.00</b>
22015-MED- Academic Support:	
10-00-22015-50100 MED- Academic Support - Staff - Salary	99,157.00
10-00-22015-51100 MED- Academic Support - Fringe Benefits Allocation	24,491.78
<b>Total 22015-MED- Academic Support</b>	<b>123,648.78</b>
	<b>1,328,518.84</b>

## Appendix L: 2014-2015 MSCP Budget Allocations

	<b>Allocated Budget</b>
10-00-10020-50000 MSCP- Instructional - Faculty - Full Time	224,112.00
10-00-10020-50010 MSCP- Instructional - Faculty - Adjunct	402,390.00
10-00-10020-50020 MSCP- Instructional - Faculty - Overload	0.00
10-00-10020-50040 MSCP- Instructional - Faculty - Independent Study	6,500.00
10-00-10020-51100 MSCP- Instructional - Fringe Benefits Allocation	156,351.49
10-00-10020-52000 MSCP- Instructional - Office Supplies	4,100.00
10-00-10020-52005 MSCP- Instructional - Photocopying	9,000.00
10-00-10020-52007 MSCP- Instructional - Printing	0.00
10-00-10020-52010 MSCP- Instructional - Laboratory Supplies	7,000.00
10-00-10020-54000 MSCP- Instructional - Postage & Shipping	4,180.00
10-00-10020-54100 MSCP- Instructional - Subscriptions	250.00
10-00-10020-54400 MSCP- Instructional - Machine & Software Maintenance	200.00
10-00-10020-54620 MSCP- Instructional - Honoraria & Stipend (Non-Employees only	11,000.00
10-00-10020-55000 MSCP- Instructional - Staff Travel	5,000.00
	-
<b>Total MSCP-Instructional</b>	<b>830,083.49</b>
	-
 <b>MSCP-Academic Support:</b>	
10-00-20010-50100 MSCP-Academic Support - Staff - Salary	163,021.00
10-00-20010-50130 MSCP-Academic Support - Staff - Over Time	0.00
10-00-20010-50200 MSCP-Academic Support - Student - Regular Wages	500.00
10-00-20010-51100 MSCP-Academic Support - Fringe Benefits Allocation	40,266.19
	-
<b>Total MSCP-Academic Support</b>	<b>203,787.19</b>
	-