

**The University of Hawai‘i West O‘ahu
Elementary Teacher Education Program**

**Preconditions Report Resubmission to NCATE
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Precondition 4: The Conceptual Framework

4.1 Brief Overview of Unit’s Conceptual Framework

In fall 2007 the new Bachelor of Education (B.Ed) degree program, with concentration in elementary education, was first offered by the University of Hawai‘i West O‘ahu (UHWO). This State Approved Teacher Education (SATE) program, now housed within the Division of Education (the unit), established a Conceptual Framework (CF) that provides the foundation for preparing educators to practice in K-6 schools. The CF supports a curriculum that encompasses general education, content area course work, and professional studies. Central to the framework are conceptual, procedural, and metacognitive knowledge bases; pedagogical content knowledge (skill sets) relative to lesson planning and delivery; and dispositions exhibited by practitioners who are interested, caring, and respectful towards students, mentors, peers, faculty, staff, and parents. The CF guides all aspects of program implementation, monitoring, and assessment. The following further elaborates on the CF, in the context of its relationship to the university’s and the unit’s respective mission and vision.

4.2 Vision and Mission of the Institution and Unit

University of Hawai‘i West O‘ahu’s Mission & Vision

Established in 1976 as a two-year, upper division college, the University of Hawai‘i West O‘ahu (UHWO) became a four-year, comprehensive university in 2007, “with an emphasis on baccalaureate education founded in the liberal arts, serving professional, career-related, and applied fields, based on State and regional needs. UH West O‘ahu is committed to providing access to residents throughout the State of Hawai‘i through partnerships with University of Hawai‘i community colleges and its delivery of distance education programs” (University of Hawai‘i West O‘ahu *Mission Statement*, 2011, p. 8). Furthermore, UHWO is among ten UH System institutions with a shared mission to provide quality post-secondary education and training; create knowledge through research and scholarship; provide service through extension, technical assistance, and training; contribute to the cultural heritage of the community; and respond to State of Hawai‘i needs.

In fall 2012, UHWO will open the doors of its new campus at Kapolei, with a projected build-out enrollment of 7,600 students by 2015. The university envisions *Building a Sustainable University for Hawai‘i’s Future* through systematic, strategic planning in support of its mission. As the campus continues to grow, new programs will be developed, thus contributing to Hawai‘i’s skilled work force needs, including P-12 teacher education. In support of its vision and philosophy, “the programs of the University are designed to be responsive to the needs of our students. UH West O‘ahu faculty engage in three basic types of activities: teaching, research,

and service. Our staff and faculty are dedicated to the needs of students in the pursuit of their educational and professional goals through a curriculum emphasizing the humanities, social sciences, and selected professional programs. The University's curriculum offerings are founded on the principle that career training, the humanities, and social sciences are complementary" (University of Hawai'i West O'ahu, 2011, p. 8).

In fulfillment of its institutional mission and vision, UHWO is committed to the recruitment and retention of Native Hawaiian and Filipino students, two groups underrepresented in higher education both in-state and across the nation. In addition, the institution historically serves the needs of the non-traditional undergraduate student who typically works full or part-time while attending college.

The Division of Education (Unit) Vision & Mission

Vision. The Division of Education unit prepares knowledgeable, skillful, responsive educators for a global society. These essential concepts are defined as follows:

Knowledgeable: To possess knowledge of content (facts, principles, and truths) and pedagogical content knowledge relevant to teaching and learning in the disciplines; to construct knowledge by examining new information in relation to existing schema; to embrace multiple ways of knowing, including conceptual, procedural, and metacognitive knowledge.

Skillful: To put knowledge into effective, research-based classroom practice, especially pedagogical content knowledge imbedded in culturally responsive instruction that meets the needs of all students in a reliable and equitable manner.

Responsive: To behave in a manner consistent with that of an ethical, reflective practitioner who responds to the diverse, individual needs of students, regardless of culture, ethnicity, socio-economic status, or gender.

Global Society: Today's 21st Century societies where the people and nations of the world are closely connected by modern telecommunications and are characterized as being economically, socially, and politically interdependent.

Mission. In support of the university mission, the unit strives to create and implement innovative teacher education programs where faculty and teacher candidates can discover, examine, preserve, and communicate knowledge and goals that provide the foundation for teaching excellence. The unit vision, therefore, supports its mission to prepare teacher candidates with the knowledge, skills, and dispositions necessary to become outstanding educators, especially in Central, Leeward, and Waianae Coast communities of West O'ahu, where a majority of underrepresented groups, as well as nontraditional college students reside.

The elementary education unit is committed to a vision of preparing knowledgeable, skillful, responsive educators for a global society through a mission characterized by:

- Delivering innovative, exemplary instruction to undergraduates on campus, in the field, and on-line.
- Creating, interpreting, and disseminating new knowledge derived from research and scholarly endeavors.
- Providing service within the professional community, both locally and nationally.
- Celebrating diversity by example and through professional endeavors in the community at large.

The unit mission is carried out in the context of its Bachelor of Education (B.Ed) program of study, with concentration in elementary education, K-6. Three strands comprise the curriculum: General Education, Pre-professional Education, and Professional Teacher Education. Each strand reinforces the other in ways that strengthen the knowledge, skills, and dispositions of the emerging teacher. General Education, in addition to elementary education program requirements in the liberal arts and sciences, provide essential content knowledge in the critical areas of English, Mathematics, Science, Social Studies, and the Arts. During the pre-professional phase of the program, teacher candidates enroll in early field experience and foundation courses. The 45-hour early field experience places candidates in a regular K-6 classroom where they observe and interact with students, design and teach a read-aloud event lesson, and reflect upon their emerging understandings of teaching and learning. Other foundation courses enable candidates to internalize concepts of child development, philosophies of teaching and learning, and technology in the service of learning. Entry into the Professional Teacher Education component of the program provides intensive fieldwork via four, 45-hour content-based practicum, prior to the final, 15-week student teaching professional semester.

4.3 Unit Philosophy, Purposes, Goals, & Organizational Standards

Philosophy. Central to the vision and mission of the unit is a philosophical stance grounded in standards-based/student-centered education, with an orientation to social justice. The unit philosophy is a reflection of professional, theoretical, and research literature that informs practice, as described in the following beliefs:

- We believe all students *can* learn and, therefore, we should teach in a caring, student-centered manner, differentiating instruction as needed to enable all learners to succeed.
- We believe in maintaining rigorous professional standards for teaching that, in turn, help students meet high standards for learning.
- We believe that educational theory and research, as well as field and clinical experiences, inform practice and guide our development as highly qualified teachers.
- We believe it is our responsibility to develop and maintain positive learning environments where students' cognitive, social, emotional, and physical well-being will flourish.

- We believe in the inherent value of becoming reflective practitioners who continuously seek ways to improve their instruction through life-long professional development.
- We believe in the dignity of all people and, therefore, must be aware of and reflect upon issues of cultural diversity and equity, in the context of effective teaching and learning.
- We believe in collaborating and cooperating with students, families, community, and education faculty and staff in support of student learning and school-wide improvement efforts.
- We believe in developing our professional virtues, qualities, attitudes, and ethical behaviors that are expected of highly qualified teachers.
- We believe that within the 21st Century global society in which we live and work, technology should be utilized in the service of learning.

Purpose. The purpose of the unit is revealed in the key elements of the vision statement: *knowledgeable, skillful, responsive educators, global society*. The unit prepares educators who have the knowledge, skills, and dispositions to respond in an effective, ethical, and caring manner while delivering instruction that meets the needs of all students. The purpose is also to nurture reflective practitioners who think creatively and critically about the impact of teaching on student learning and on the quality of life in the increasingly diverse world in which we live and work.

Goals. Unit goals serve to unify the vision, mission, philosophy and purpose of the elementary teacher education program. These goals underlie the preparation of educators who are committed to

- delivering high quality instruction that addresses the needs of the whole child
- embracing social justice and equity for all
- becoming reflective practitioners and life-long learners.

Organizational Standards. The ultimate outcome is to develop highly qualified teachers who, in a manner consistent with the unit vision, mission, and goals, meet the performance standards set by essential accreditation bodies and the institution: Hawai‘i Teacher Standards Board (HTSB); Association for Childhood Education International (ACEI); National Council for the Accreditation of Teacher Education (NCATE); University of Hawai‘i West O‘ahu (UHWO). Section 4.5 illustrates candidate proficiencies aligned with these sets of professional standards.

4.4 Knowledge Bases

The unit prepares its candidates to be knowledgeable, skillful, responsive educators for a global society. In fulfilling this vision, faculty employ time-honored and state of the art theory and research that informs standards-based, student-centered instruction. The literature further supports the units' commitment to diversity in delivering instruction that meets the needs of the whole child, embracing social justice and equity for all, utilizing accessible technology in the service of learning, and reflecting in a responsible and ethical manner on one's practice.

Knowledge

Delivering high quality instruction that addresses the needs of the whole child

The unit's performance-based outcomes and intentional, field-based curriculum support multiple ways of knowing: conceptual, procedural, and metacognitive knowledge, as well as pedagogical content knowledge. Our conceptual understandings of everything in life influence the ways in which we construct meaning. Procedural knowledge refers to one's ability to take the necessary steps to complete an action successfully, such as writing a complete sentence, calculating a percentage, or conducting a science experiment. Procedural knowledge and conceptual knowledge *interact* during the learning process. Furthermore, one's ability to articulate conceptualized knowledge is integral to teaching and learning. Metacognition (Palinscar & Brown, 1984) refers to our knowledge about thinking, or awareness of our own cognitive abilities. As literate beings, we have the ability to talk about what we know, or do not know, and how we've come to know anything in any subject area. Candidates become reflective practitioners who consciously monitor their knowledge, skills, and dispositions throughout the process of planning and teaching lessons that meet the student's cognitive, social, emotional, and physical needs.

Teaching is an artful profession that requires both content knowledge of the disciplines and pedagogical content knowledge. Lee Schulman (1987) defines pedagogical content knowledge as what teachers know about the subject matter of their discipline and how that knowledge is translated into classroom instruction. His definition also includes a teacher's understanding of student interest and motivation to learn particular topics within the discipline, along with an understanding about student preconceptions that can interrupt or derail learning. For example, a conceptual barrier to becoming literate might be a child's misunderstanding of the forms and functions of print. Research into how people learn suggests that "Expert teachers know typical difficulties that students will encounter in the range of topics in any given discipline; they know how to tap into students current understandings in order to make learning more meaningful; and they know how to assess students and help them along the way."(Brandsford, Brown, & Cocking, 2000, p. 45). Candidates use their pedagogical content knowledge skillfully to differentiate instruction, in addressing the needs of all students.

Constructivism

The unit recognizes knowledge as a complex process of constructing meaning, based upon new information examined in the context of existing schema (Piaget, 1973). The

construction of knowledge in social contexts is central to effective teaching and learning. Constructivist theory draws upon and synthesizes research from cognitive psychology, anthropology, and philosophy in an effort to help us understand how human beings learn (Fosnot, 1996). Constructivism also highlights the importance of interest and social interaction during learning. For example, interest in reading and writing influences motivation to learn through print and, in turn, affects the quality of comprehension and composition. Schema theoretic models of learning describe how prior knowledge of the world enables us to construct meaning from print in all disciplines (Anderson, 1984). A term often used in the context of literary theory, intertextuality refers to the connections that we make across written and visual genre, including popular culture, as reflected in TV, movies, video games, and computers (Kristeva, 1980). Also included in the concept of intertextuality is our ability to make connections to our own lives, as well as the lives of others in the world at large. Text to text, text to self, and text to world (Keene & Zimmerman, 1997) are examples of these observable connections that enable learners to gain complex understandings.

Duffy and Cunningham (1996) suggest that since Piaget, constructivism has come to serve as generic terminology to describe a wide variety of pedagogies that include two forms of practice. First, the learning that takes place involves an active process of constructing rather than acquiring knowledge, and second, instruction is a process of supporting that construction rather than communicating knowledge. While researching problem-based learning, Savery and Duffy (1995) describe constructivism as an active process of learning in the context of community where knowledge is not a matter of getting it right, but what Rorty (1991) describes as seeking explanations that are viable, based on one's own experiences within their student's communities. This view of constructivism supports the earlier research of Saxe (1992) and the observations of Resnick (1987) that students learn best when they develop (construct) knowledge in ways that stimulate and challenge their thinking within a social context relevant to them.

Social Justice and Equity ***Addressing the needs of diverse learners***

Social Constructivism.

Sociocultural learning theory emphasizes the importance of the environment throughout the learning process. A sociocultural view of teaching and learning recognizes "that all learning is socially based, that language learning [in particular] is ultimately an interactive process, that cognitive factors are influenced by context, and that they, in turn, affect the meanings that are produced" (Langer, 1986, p. 7). Vygotsky (1978) examined the social structure that surrounds learning. In part, he was interested in describing how a child's interaction with adults or more able peers contributes to cognitive and language development.

Vygotskian theory suggests that human activity supports language development within the sociocultural contexts of play, formal education, and work (Wertsch et al., 1984). In hypothesizing the best environment for learning, Vygotsky conceptualized the "zone of proximal development," (ZPD) which he defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable

peers" (p. 86). This theoretical space represents the most opportune time to stimulate learning both at home and in the schools.

Cole and Engestrom (1993) further suggest that culture is a fabric of shared meanings and understanding that develop when groups of people come together and engage in joint activity over a period of time. Their studies support Vygotsky and Resnick's (1987) early work and showed that the participants in a culture are molded by and contribute to the culture. Individuals can participate in many cultures as they move from one group to another (e.g. school, home, geographical, racial, etc.). Brunsell (2006) suggests that it is the interactions between cultures that provide a lens that mediates what and how an individual learns and how social interaction influences a student's construction of knowledge.

The Role of Inquiry

Inquiry plays an important role in the construction of knowledge in all content areas. Classroom cultural influences, in addition to the cooperative nature of inquiry activities, are grounded in social constructivism. Inquiry-driven models of teaching and learning typically involve a "co-investigation of a question, the resolution of a disagreement, the formulation of a compromise, all as ways of addressing a specific problem to be solved or answered" (Burbules & Bruce, 2000, p. 1114). Student inquiries can be situated across all K-6 subjects areas: Reading, Language Arts, Science, Social Studies, the Arts, Health, and Physical Education.

In his review of the literature and research on inquiry, Brunsell (2006) found that variations in inquiry strategies (or implementation models) can be divided into three categories based on the type of teacher intervention:

- *Open (or Full) Inquiry*, involves the least authoritative intervention by the teacher. Students generate questions and design and conduct their own investigations. This model of inquiry is fully aligned with social construction of knowledge but is often challenging to implement in the typical classroom.
- *Guided Inquiry* involves more direction from the teacher and generally involves the teacher presenting students with the question to be investigated. Students then plan and conduct their own investigations to answer the question. In this model, the teacher and the students are members of the same culture of learning.
- In *Structured Inquiry*, teachers provide students with a series of questions and directions for investigations that students should complete. Within this model, students still have the opportunity to construct knowledge (Bybee, Powell, & Trowbridge, 2008), identify alternative outcomes (Colburn, 2000), based on experiences, however the experiences are controlled by the teacher as are the problem and processes for solution.

The standards set forth by specialized professional associations target the use of inquiry strategies for effective teaching and learning in the disciplines. For example, in its Standards for the English Language Arts (1997), the International Reading Association and the National Council of Teachers of English describe the fundamental characteristics of inquiry reading, as

follows: “Standard 7: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience” (p. 4).

The social studies are the integrated study of the social sciences and humanities to promote civic competence (National Council for the Social Studies, 1994). Within this broad-based discipline, inquiry-driven approaches encourage critical thinking. Students become actively engaged in learning by defining problems, hypothesizing, testing tentative answers, developing conclusions, and applying new data or experiencing social studies content. Teachers offer students a broader view of events of the past and current concerns by providing students with primary sources, databases, speeches, media sources and discussion of past issues (Doolittle and Hicks 2003, p. 89). Critical thinking allows the parts to become whole. Based on an analysis of the National Assessment of Educational Progress (NAEP) Citizenship tests, Patrick (1996) adds that critical, inquiry-driven thinking is necessary for the achievement of good citizenship in a free society.

In 1996, the National Research Council (NRC) published the landmark National Science Education Standards (NSES) as a pathway for improving science education in the United States. The NSES teaching standards, grounded in constructivist theory (NRC 1996), recommend the use of inquiry teaching strategies. Science inquiry is defined by the “diverse ways in which scientists study the natural world, propose ideas, and explain and justify assertions based on evidence” (Hofstein & Lunetta, 2004). Inquiry approaches to teaching are more representative of how science is conducted and, therefore, create a learning environment that reflects the culture of science.

Inquiry is also central to the learning of mathematics. Today, mathematics education has moved from a sole focus on algorithms and calculations to the application of mathematics to solve real-world problems and to make sense of the world around us. Inquiry comes to play in both the problems that are solved as well as the way that problems are solved. Students engage in inquiry when they use mathematics to solve problems about which they are curious and as they experiment with multiple ways of solving problems in the search of mathematical knowledge and understanding.

The National Council of Teachers of Mathematics (NCTM) suggests that:

- “Learning mathematics is enhanced when content is placed in context and is connected to other subject areas and when students are given multiple opportunities to apply mathematics in meaningful ways as part of the learning process.”
- “Students use diverse strategies and different algorithms to solve problems, and teachers must recognize and take advantage of these alternative approaches to help students develop a better understanding of mathematics.” (*NCTM Statement of Beliefs*, retrieved July 5, 2011 from <http://www.nctm.org>).

Becoming Reflective Practitioners and Life-long Learners

Pedagogical Content Knowledge

While knowledge of content is fundamental to successful planning and instruction, pedagogical content knowledge (PCK) is essential in the process of becoming a reflective practitioner who differentiates instruction, while delivering high quality instruction that meets the needs of the whole child. Lee Schulman (1987) introduced the idea of pedagogical content knowledge, which exists at the intersection of content and pedagogy. According to Schulman, PCK “identifies the distinctive bodies of knowledge for teaching. It represents the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction” (p. 8). PCK also includes knowledge of what the students bring to the learning situation, knowledge that might be either facilitative or dysfunctional for the particular learning task at hand.

The unit is committed to enabling its candidates to transform subject matter, finding different ways to represent content and make it accessible to all learners. As reflective practitioners, candidates use their pedagogical content knowledge to “incorporate appropriate conceptual representations, to address learner difficulties and misconceptions, and to foster meaningful understanding” (TPCK.org, retrieved June 22, 2011). In the process, candidates reflect upon their own conceptual misunderstandings of content that could impact the quality of teaching and learning. Consistent with constructivist teaching and learning theory, Cochran and Jones (1998) found that experienced teachers have more complete pedagogical content knowledge than inexperienced teachers and suggest “with teaching experience, the connections between content knowledge and pedagogical knowledge become much more clear, sophisticated, and complex” (p. 707). As candidates emerge into the profession, they will engage in professional development in support of life-long learning across the curriculum.

Culturally Responsive Teaching

The notion of culturally responsive education is premised on the idea that culture is central to student learning. According to Gloria Ladson-Billings (1995), "It is an approach that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills and attitudes." The use of cultural referents in teaching bridges and explains the mainstream culture, while valuing and recognizing the students' own cultures.

This link between culture and classroom instruction is derived from evidence that cultural practices influence the thinking process, which serve as tools for learning within and outside of school (Hollins, 1996). Thus, culturally responsive education recognizes, respects, and uses students' identities and backgrounds as meaningful sources for creating optimal learning environments (Nieto, 2004) .

A socio-cultural perspective on learning and education informs our understanding of cultural literacy, or the ability to recognize, understand, and appreciate influences on our daily lives at home, in the schools, classrooms, community, and world at large. Sonia Nieto (2009)

suggests that learning develops primarily from social relationships and the actions of individuals that take place within particular sociopolitical contexts. That is to say, learning emerges from the social, cultural, and political spaces in which it takes place, and through the interactions and relationships that occur among learners and teachers.

Recognition of and respect for cultural and linguistic diversity among students is essential in bringing about understanding and acceptance of all humankind. Moll and Gonzalez (2004) advocate that teachers work actively to learn about students, their families, and the communities in which they live. By learning about students within their social circumstances, teachers gain the information and understanding needed to transform lessons and make changes to their teaching that would be culturally relevant.

Research on the education of Native Hawaiian students indicates the critical nature of cultural relevance to educational leadership and pedagogy, as follows (*Nā Lau Lama Executive Summary*, 2009, pp. 6-7):

- Children's learning is more effective if it occurs in cultural context with attention to cultural values and behaviors, learning styles, and the context of place and the physical environment.
- Culture-based education increases children's self-esteem and resiliency, which in turn leads to positive student performance and behavior.
- Strong links between home, neighborhoods, and school are key features of effective educational programming in indigenous communities.
- Indigenous culture-based educational strategies indicate success where other Western culture-based strategies have failed in reducing educational disparities between indigenous students and their peers and in promoting positive and successful outcomes among indigenous students.

A first step in becoming culturally responsive is for teachers to acquire an awareness of their own perceptions regarding race, class, gender, language, and related social issues (Banks, 2007), in order to appreciate the similarities and differences that exist between oneself and others. Being a culturally responsive classroom teacher means more than learning a few words in a student's native language or creating a bulletin board that highlights students' countries of origin. It means being willing to reflect on the ways that classroom management decisions promote or obstruct students' access to learning. In their research on teachers preparing for multicultural classrooms, Noordhoff and Kleinfeld (1993) concluded that “teachers need to examine their personal histories and educational biographies for clues to the ways their beliefs, images, and experiences, when unexamined, are likely to limit their effectiveness in educating poor and minority students” (p. 37). Culturally relevant teachers are responsive to and affirm the many cultural backgrounds students bring to school (Ladson-Billings 1995; Lake and Carter 2002).

Teachers' attitudes towards second language learners is crucial to student achievement.

Nieto (2004) notes that students whose first language is not English, and who often come from low-income families, are frequently considered problems. The culturally responsive teacher values linguistic diversity and “sets parameters for when they expect students to use (or try to use) standard English, and when it is appropriate to use their first language” (Pugach, 2009, p. 227). Standard English is the language of power in our society. Delpit (1995) urges teachers to be direct with students who are not members of the dominant, powerful group, stating “If you are not already a participant in the culture of power, being told explicitly the rules of that culture makes acquiring power easier” (p. 25).

Caring-Centered Multicultural Education & The Instructional Environment

Throughout field and clinical experiences, candidates engage in culturally responsive teaching in meeting the needs of all learners while creating a caring-centered environment. Each classroom environment presents unique cultures and challenges; academic success is achieved when candidates address and incorporate these multidimensional variables in the classroom.

Classrooms that emphasize a caring-centered multicultural education framework that combines the concepts of caring, culture, and community in schools. Three theories in support of the framework are as follows:

- Care Theory (Noddings 1984, 2002a, 2002b; Walker 1995) of which personal; integrity is a component (Palmer 1998).
- Sociocultural theory of learning (Vygotsky 1978; Moll 1990)
- Education for democracy (Dewey 1916; Nussbaum 1997)

Walter Doyle (2009) suggests that “the communicative activities of any given instructional environment are defined by the unique set of experiences, routines, and norms that both the students and teacher bring to the classroom,” (p. 68), and offers six observable qualities that impact teaching and learning in a caring-centered multicultural classroom:

- The instructional environment, by nature, is multidimensional and produces a number of activities and tasks in any given period.
- These activities and tasks are often going on simultaneously.
- Instructional settings are often characterized by a fairly rapid presentation of content—allowing little time for student reflection and cognitive processing.
- Instructional environments have a high propensity to be communicatively unpredictable.
- The nature of the communicative relationships between the teacher and the student are influenced and bound by the public nature of the encounter.
- The communicative activities of any given instructional environment are defined by the unique set of experiences, routines, and norms that both the students and teacher bring to the classroom.

Within this multidimensional classroom environment, teachers must build strong communities where there exists mutual respect among students and between students and teacher. Such environments support positive classroom management where problems are minimal or avoided altogether (LePage, Darling-Hammond, & Akar, 2005). Furthermore, teachers who know their students, families, and the community promote learning by making strong connections between students' home lives and classroom instruction, especially when the community of the teacher differs from that of the student (Banks, et al., 2005).

*Teaching & Learning in a **Global** Society*

Technology in the Service of Learning

The unit believes in technology in the service of learning and, therefore, prepares its candidates for teaching and learning in 21st century digital worlds. New Literacy Studies, or Digital Literacy, refers to the composition and reading of multimodal texts whereby ideas and concepts are represented via print texts, visual texts (photographs, videos, animations), audio texts (music, audio narration, sound effects), and dramatic or other artistic performances (drama, dance, spoken word). So defined, "digital literacies are socially situated practices supported by skills, strategies, and stances that enable the representation and understanding of ideas using a range of modalities enabled by digital tools" (O'Brien & Scharber, 2008, p. 67). The following National Educational Technology Standards for Teachers (NETS-T, 2008), endorsed by the International Society for Technology in Education (ISTE), inform the content and structure of the required pre-professional technology course, in addition to professional, 400-level studies.

Standards for Global Learning in a Digital Age
<http://www.iste.org/standards.aspx> (Retrieved July 1, 2011)

According to the ISTE, "Educational technology standards are the roadmap to teaching effectively and growing professionally in an increasingly digital world. Technology literacy is a crucial component of modern society. In fact, the globalizing economy and technological advances continue to place a premium on a highly skilled labor force." Technologically literate teachers. . .

1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital-Age Learning Experiences and Assessments
3. Model Digital-Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

Technology is integral to (not separate from) instruction that, by its very nature, requires changes in resources, the roles of teacher and students, and instructional activities (Dwyer, Ringstaff, & Sandholtz, 1991). As candidates integrate technology across the curriculum, they encourage students' authentic intellectual work, which is characterized by the construction of knowledge, disciplined inquiry, and value beyond school (Newmann, Bryk, & Nagaoka in 2001). Authentic, student-centered instruction through technology further supports learner autonomy, active learning, holistic activities, complex activities, and challenging activities. As candidates

use technology to differentiate instruction, they address “the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources” (NETS-T Standard 4, Benchmark b, 2008). Ultimately, candidates “develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools” (NETS-T Standard 4, Benchmark d, 2008).

Education Policy

Hawai‘i’s State Constitution, Article X, Section 4

The State shall promote the study of Hawaiian culture, history, and language.

In fulfilling the mandate of the State of Hawai‘i constitution, the unit strives to prepare highly qualified, reflective practitioners who have the knowledge, skills, and dispositions to engage in effective and culturally responsive pedagogy. Attention to Native Hawaiian culture, history, and language is manifest in a variety of ways across the elementary teacher education program of study, from general education, required H-focus (Hawaiian Studies) course work to signature assignments and to field placements in areas populated by Native Hawaiians. Candidates incorporate Native Hawaiian culture, history, and language into their lesson planning and instruction, thus perpetuating “traditional ways of knowing, learning, teaching and leading to sustain cultural knowledge and resources within the learning community,” modeling, and nurturing “respect for Hawaiian culture, history, and language” (Native Hawaiian Education Council, 2002. p. 3). To the greatest extent possible, the unit field coordinator places candidates in elementary classrooms with large populations of Native Hawaiian students.

The unit is committed to the preservation of Native Hawaiian culture and embraces the essential dispositions recommended in *Nā Honua Mauli Ola: Hawai‘i Guidelines for Culturally Healthy and Responsive Learning Environments* (Native Hawaiian Education Council, 2002):

- *Aloha* (compassion, empathy, kindness etc.)
- *Mauli* (living human spirit and cultural center)
- *‘Auamo kuleana* (responsible and responsive)
- *Nanalu* (reflective practitioner)
- *Ho‘omāke‘aka* (sense of humor)
- *Ho‘okaulike* (equity, equality)
- *Pono* (goodness, moral qualities, well-being, just, fair, right, proper)

These culturally relevant and vital dispositions are aligned with program goals, candidate proficiencies, and state and national standards, as seen in Section 4.5, Tables 1-A, 1-B, and 1-C.

Professional Standards: Knowledge, Skills, & Dispositions

State and National. Although the fields of law, medicine, engineering, and architecture defined the elements of a professional education curriculum for their disciplines fifty to a hundred years ago, a similar effort in the field of education has been relatively recent (Darling-

Hammond & Baratz-Snowden, 2005). Only in the last two decades have educators sought to identify and define standards for professional practice and standards for student learning. Many educators point to the publication of *A Nation at Risk* (National Commission on Excellence in Education, 1983) as the pivotal event that launched the modern standards movement in the United States.

The unit believes in maintaining rigorous professional standards for teaching that, in turn, help students meet high standards for learning. The Hawai‘i Teacher Standards Board (HTSB) clearly describes ten standards for the preparation of teachers, K-12. These state standards, along with those of the Association for Childhood Education International (ACEI), guide the content, structure, and assessment of the UHWO elementary (K-6) teacher preparation program. The ACEI is the specialized professional association (SPA) that oversees the national recognition (of elementary programs) process, as required by NCATE accreditation guidelines. Section 4.5, Tables 1-A, 1-B, and 1-C illustrate standards alignment between HTSB and ACEI standards and benchmarks. The unit also adheres to the overarching standards of the National Council for the Accreditation of Teacher Education (NCATE) while addressing candidates’ knowledge, skills, and dispositions; implementing substantive field-based and clinical experiences; and demonstrating a strong commitment to diversity.

Candidate dispositions refer to “the professional virtues, qualities, and habits of mind and behavior held and developed by teachers on the basis of their knowledge, understanding, and commitments to students, families, their colleagues, and communities” (Sockett, 2006, p. 23). Professionalism is at the heart of dispositions expected of candidates during on-campus course work and in all field-based experiences. Examples of dispositions that help teachers move toward teaching excellence include continuous self-assessment and reflection that leads to positive change in teaching behaviors, sensitivity and responsiveness to individual differences in the classroom, a willingness to seek new strategies for reaching students who are not learning, and the ability to communicate effectively with parents. Hawai‘i Teacher Standards Board (HTSB.org, 2011), Standard IX, *Professionalism*, serves as a critical benchmark, as candidates strive to “continually evaluate the effects of his or her choices and actions and actively seeks opportunities to grow professionally” (HTSB.org). Assessment of candidate dispositions towards teaching and learning occur throughout the program of study and are particularly visible during field, practicum, and student teaching evaluations.

The unit further supports the Hawai‘i Department of Education (HDOE.org, retrieved on July 5, 2011) six General Learner Outcomes (GLOs) that represent the overarching goals for all Hawai‘i Content and Performance standards (HCPS III), K-12. The GLOs are deeply embedded in the unit’s conceptual framework, which speaks to standards-based, student-centered education and social justice and equity for all. As a result, it is a natural process for candidates to conceptualize how the GLOs relate to every aspect of becoming a highly qualified, reflective practitioner. For example, candidates themselves become *community contributors* (GLO #1) through field experiences and service learning projects. Signature Assignments require the teacher candidate to be *complex thinkers* (GLO #2), *quality producers* (GLO #3), and *effective and ethical users of technology* (GLO #4). And at the very center of professionalism, or dispositions, lie the candidate’s ability to be an *effective communicator* (GLO #5) and a *self-directed learner* (GLO #6).

Candidate attention to GLOs and Hawai‘i Content and Performance Standards (HCPS III) is highly visible during field-based lesson planning and instruction. HCPS III standards inform candidates of the parameters surrounding the developmental nature content area teaching and learning in grades K-6. As seen in their planning and instruction, candidates utilize knowledge of content and pedagogical content knowledge in the process of creating and implementing developmentally appropriate lessons and activities.

4.5 Candidate Proficiency Alignment

The unit describes candidate proficiencies in the context of its goals. Candidate proficiencies are a reflection of the unit’s philosophy and serve in support of its goals. Tables 1-A, 1-B, and 1-C illustrate alignment of candidate proficiencies with the essential standards that must be met by all program completers. These national (Association for Childhood Education International, ACEI), State of Hawai‘i Teacher Standards Board (HTSB), and UH West O‘ahu institutional professional standards guide program design and delivery, thus supporting the preparation of highly qualified, licensed educators for K-6 schools who are committed to the unit’s goals, as follows:

Goal #1: *Delivering High Quality Instruction that Addresses the Needs of the Whole Child*

The unit recognizes the complex nature of teaching that takes into consideration all aspects of how people learn. In educating the whole child, candidates gain knowledge, develop skills, and exhibit dispositions that enable them to meet the professional standards with respect to their students’ cognitive, social, emotional, and physical development.

Goal #2: *Embracing Social Justice and Equity for All*

The unit celebrates diversity in our increasingly globalized society, where candidates and students use technology in the service of learning. A commitment to social justice and equity requires candidates who have the knowledge, skills, and dispositions needed to be aware of issues of equity, to use culturally responsive instruction, and to build bridges between the school and the community.

Goal #3: *Becoming Reflective Practitioners and Life-long Learners*

The unit nurtures the candidates’ emergence into the profession as highly qualified, reflective practitioners who have the knowledge, skills, and dispositions needed to teach in a caring, student-centered manner, differentiating instruction as needed to enable all learners to succeed.

Table 1-A. Candidate Proficiencies Aligned Professional, State, and Institutional Standards:

Delivering High Quality Instruction that Addresses the Needs of the Whole Child

Candidate Proficiencies	Professional Association Standards for Elementary (NCATE/ACEI)	State Standards (HTSB) and General Learner Outcomes (GLOs from HCPS III)	Institutional Learning Outcomes (UHWO)
<p>The Teacher Candidate will</p> <p>*maintain rigorous professional standards for teaching that, in turn, help students meet high standards for learning across all content areas.</p> <p>*understand that educational theory & research, as well as field and clinical experiences, inform practice and guide their development as highly qualified teachers.</p> <p>*develop and maintain positive learning environments where students’ cognitive, social, emotional, and physical well-being will flourish.</p> <p>*utilize technology in the service of learning.</p>	<p>ACEI 2. Curriculum Specific standards (2.1-2.7) for English Language Arts, Science, Mathematics, Social Studies, Arts, Health Education, Physical Education.</p> <p>ACEI 1. Development, Learning, and Motivation Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.</p> <p>ACEI 4. Assessment for Instruction Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p> <p>ACEI 3.5. Communication to Foster Learning Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication</p>	<p>HTSB-V– Demonstrates Knowledge of Content The effective teacher consistently demonstrates competency in content area(s) to develop student knowledge & performance.</p> <p>HTSB-I – Focuses on the Learner The effective teacher consistently engages students in appropriate experiences that support their development as independent learners.</p> <p>GLO-Quality Producer: The ability to recognize and produce quality performance and quality products.</p> <p>HTSB-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.</p> <p>HTSB-IV – Fosters Effective Communication in the Learning Environment The effective teacher consistently enriches communication in the learning environment.</p>	<p>Written Communication: Demonstrate clear and effective writing for an intended audience.</p> <p>Oral Communication: Demonstrate clear and effective speaking skills when communicating with an intended audience.</p> <p>Global and Indigenous Perspectives: Analyze issues from multiple cultural perspectives to articulate an understanding of the interconnectedness of local and global issues (political, social, economic, environmental, religious, family, and educational systems).</p> <p>Critical Thinking: Demonstrate critical thinking skills by applying knowledge, technology, and information to solve problems and make decisions in socially responsible and ethical ways.</p>

	<p>techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</p> <p>ACEI 3.1. Integrating and Applying Knowledge for Instruction Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.</p>	<p>HTSB-VI – Designs and Provides Meaningful Learning Experiences The effective teacher consistently plans and implements meaningful learning experiences for students.</p> <p>GLO-Effective and Ethical User of Technology: The ability to use a variety of technologies effectively and ethically.</p>	
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Table 1-B. Candidate Proficiencies Aligned Professional, State, and Institutional Standards:

Embracing Social Justice and Equity for All

Candidate Proficiencies	Professional Association Standards for Elementary (NCATE/ACEI)	State Standards (HTSB) and General Learner Outcomes (from HCPS III)	Institutional Learning Outcomes (UHWO)
<p>The Teacher Candidate will...</p> <p>*believe in the dignity of all people and, therefore, be aware of and reflect upon issues of cultural diversity and equity, in the context of culturally responsive teaching and effective learning.</p> <p>*engage in collaborating and cooperating with students, families, community, and education faculty and staff in support of student learning and school-wide improvement efforts.</p> <p>‘Auamo kuleana (responsible and responsive)</p> <p><i>Ho‘okaulike</i> (equity; equality)</p> <p><i>Aloha</i> (compassion, empathy, kindness)</p>	<p>ACEI 3.2. Adaptation to Diverse Students. Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</p> <p>ACEI 5.2. Collaboration with Families, Colleagues and Community Agencies Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues and agencies to promote the intellectual, social, emotional, and physical growth of children.</p>	<p>HTSB-III – Adapts to Learner Diversity The effective teacher consistently provides opportunities that are inclusive and adapted to diverse learners.</p> <p>HTSB-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.</p> <p>GLO-Community Contributor: The understanding that it is essential for human beings to work together.</p>	<p>Written Communication: Demonstrate clear and effective writing for an intended audience.</p> <p>Oral Communication: Demonstrate clear and effective speaking skills when communicating with an intended audience.</p> <p>Quantitative Literacy: Apply mathematical reasoning to obtain accurate results in solving problems.</p> <p>Global and Indigenous Perspectives: Analyze issues from multiple cultural perspectives to articulate an understanding of the interconnectedness of local and global issues (political, social, economic environmental, religious, family, and educational systems).</p> <p>Critical Thinking:</p>

			Demonstrate critical thinking skills by applying knowledge, technology, and information to solve problems and make decisions in socially responsible and ethical ways.
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Table 1-C. Candidate Proficiencies Aligned Professional, State, and Institutional Standards:

Becoming Reflective Practitioners and Life-long Learners

Candidate Proficiencies	Professional Association Standards for Elementary (NCATE/ACEI)	State Standards (HTSB) and General Learner Outcomes (from HCPS III)	Institutional Learning Outcomes (UHWO)
<p>The teacher candidate will...</p> <p>*teach in a caring, student-centered manner, differentiating instruction as needed to enable all to succeed because all students <i>can</i> learn.</p> <p><i>Mauli</i> (living human spirit and cultural center)</p> <p>*develop professional virtues, qualities, attitudes, and ethical behaviors expected of highly qualified teachers.</p> <p>*become reflective practitioners who continuously seek ways to improve their instruction through life-long professional development</p> <p><i>Nanalu</i> (reflective practitioner)</p> <p><i>Ho'omake'aka</i> (sense of humor)</p>	<p>ACEI 3.3. Development of Critical Thinking, Problem Solving, and Performance Skills Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.</p> <p>ACEI 3.4. Active Engagement in Learning Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.</p> <p>ACEI 5.1. Professional Growth, Reflection, & Evaluation Candidates are aware of and reflect on their practice in light of research on teaching and</p>	<p>HTSB-VII – Uses Active Student Learning Strategies</p> <p>The effective teacher consistently uses a variety of active learning strategies to develop students' thinking, problem-solving, and learning skills.</p> <p>GLO-Complex Thinker: The ability to perform complex thinking and problem solving</p> <p>HTSB-II – Creates and Maintains a Safe and Positive Learning Environment The effective teacher consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning, and self-motivation.</p> <p>HTSB-IX– Demonstrates Professionalism The effective teacher continually evaluates the effects of his or her choices and actions and</p>	<p>Written Communication: Demonstrate clear and effective writing for an intended audience.</p> <p>Oral Communication: Demonstrate clear and effective speaking skills when communicating with an intended audience.</p> <p>Quantitative Literacy: Apply mathematical reasoning to obtain accurate results in solving problems.</p> <p>Global and Indigenous Perspectives: Analyze issues from multiple cultural perspectives to articulate an understanding of the interconnectedness of local and global issues (political, social, economic environmental, religious, family, and educational systems).</p> <p>Critical Thinking: Demonstrate critical thinking skills by applying knowledge, technology, and information to solve problems and make decisions in socially responsible and ethical ways.</p>

	resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.	actively seeks opportunities to grow professionally. GLO-Self-Directed Learner: The ability to be responsible for one's own learning. GLO-Effective Communicator: The ability to communicate effectively.	
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4.6 Description of Assessment System

The Unit oversees five transition points, or gateways, through which candidates pass on their journey towards becoming highly qualified, licensed teachers who have earned the Bachelor of Education (B.Ed) degree in Elementary Education. The gateways are follows: I) Admission to the University of Hawai‘i West O‘ahu, with concurrent admission to II) Pre-professional Studies; III) Admission to Professional Teacher Education (400-level course work); IV) Admission to the Student Teaching Professional Semester; V) Program Completion.

Tables I-V illustrate gateway requirements, assessments, and criteria for passage from one transition point to the next.

4.6.1 Identified Transition Points

I. Admission to the University of Hawai‘i West O‘ahu

Admission Requirements	Data Collection, Analysis, and Evaluation	Criteria	Knowledge Of Content	Praxis I Preparation Reading, Writing, Math
Submit Official Application to UHWO Office of Student Services	Application processed by the UHWO Office of Student Services	Only complete applications will be processed.		
Provide Official Transcripts	Transcript(s) analyzed & GPA calculated	Freshmen: 2.7 minimum cumulative GPA (4.0 scale) and based on 22 units: *4 English units *3 Mathematics units (including Geometry and Algebra II) *3 Natural Science units *3 Social Studies units *4 College *Preparatory units	All students accepted to the University of Hawai‘i West O‘ahu will have completed a substantive high school curriculum that prepares them for the rigors of college course work. Transfer credits must have been earned at a regionally approved	Candidates as early as the freshman year, and all transfer students, are encouraged to prepare for and take Praxis I exams, Reading, Math, & Writing, early in their program of study. Praxis I Exam preparation assistance provided online at the ETS

		(e.g., language, fine arts) *5 Elective units Transfer Students: 2.0 GPA and a minimum of 24 completed college-level, transferrable semester credits from a regionally accredited institution	institution, to ensure quality course work. Minimum GPAs are C to C+	website; by the UHWO No‘eau Learning Center; and by the Hawai‘i Department of Education.
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Assessment of Evidence and Use of Results: Upon admission to the university and declaration of Education as their major, undergraduates are immediately admitted as candidates in the pre-professional phase of the elementary teacher education program. University instructors and classroom mentor teachers closely monitor candidate knowledge, skills, and dispositions, as they participate in the Early Field Experience and its co-requisite, on-campus course, Introduction to Teaching as a Career.

II. Admission to Pre-professional Studies

Admission Requirements	Data Collection, Analysis, and Evaluation	Criteria	Knowledge, Skills, & Dispositions	Praxis I Preparation: Reading, Writing, Math
Formal admission to the University of Hawai‘i West O‘ahu Candidate declares major: Elementary Education	Office of Student Services assigns academic & elementary education faculty advisors	Candidates enroll in EDEE 200 & 201: <i>Introduction to Teaching as a Career w/Early Field Experience</i> & other required 300-level education & foundations courses as soon as they have fulfilled all prerequisites.	Candidates continue general education & program requirements in content areas taught in the elementary schools; Candidates complete 45 early field experience hours under the mentorship of a regular classroom teacher, in addition to other education foundations course work.	Candidates advised to prepare for and take Praxis I exams, in preparation for admission the Professional Teacher Education; Exam preparation assistance provided by the ETS website; UHWO No‘eau Learning Center; Hawai‘i Department of Education; and by peers, advisors, & education instructors

Assessment of Evidence and Use of Results: The unit is committed to monitoring and supporting the academic success of its candidates, through one-on-one advising and consultations with Division faculty. Of particular importance during the Pre-professional Studies phase is the candidates’ strong acquisition of knowledge in content areas taught in the elementary schools. Additionally, candidates’ performance in the early field experience indicates their commitment to teaching and learning, as they emerge into the profession. At this point in the program, candidates’ reflections are critical to the process of becoming teachers capable of meeting all children’s needs. Candidates who do not meet the criteria for entry into the Professional Teacher Education component of the program are advised to consider another career pathway.

III. Admission to Professional Teacher Education (400-level course work)

Admission Requirements	Data Collection, Analysis, and Evaluation	Criteria	Knowledge, Skills, & Dispositions	Praxis II Preparation
<p>Submit application (APTE) to Professional Teacher Education component of the program. Deadline: 1st week of the semester <i>preceding</i> anticipated enrollment in EDEE 400-level coursework.</p>	<p>Complete APTE application processed by the Academic Support Specialist in the Division of Education. Candidates notified of admittance prior to registration.</p> <p><i>Early Field Experience</i> (EDEE 200) Mentor Teacher Final Evaluation; Standards met: “acceptable” or “on target.”</p> <p><i>Introduction to Teaching as a Career</i> (EDEE 201) & <i>Education in American Society</i> (EDEE 310) Signature Assignments uploaded to Taskstream.</p> <p>ACEI Standards met: “acceptable” or “on target.”</p>	<p>Praxis I Passing Scores:</p> <p>*Reading 172 *Math 173 *Writing 171</p> <p>Minimum 45 college credits</p> <p>2.5 Overall GPA</p> <p>Grade of “C” or higher in:</p> <p>EDEE 200 & 201 EDEE 310 MATH 111</p> <p>Grade of “C-” or higher in</p> <p>ENG 200 SPC 151 or approved oral communication course work PSY 240 or 340 PSY 342</p> <p>Fingerprinting & background check clearance by the Hawai’i Department of Education</p>	<p>Passage of Praxis I exams reveal candidates’ basic skills competency in the areas of reading, mathematics, and math.</p> <p>Candidates’ knowledge of content is evidenced by overall GPA, grounded in general education course work.</p> <p>Introductory education course Signature Assignments, coupled with the early field experience evaluation, provide evidence of the candidates’ emerging pedagogical content knowledge, teaching skills and dispositions towards teaching as a career.</p>	<p>Candidates advised to prepare for and take Praxis II exams, in preparation for admission the Student Teaching Professional Semester; Exam preparation assistance provided by the UHWO No’eau Learning Center, the Hawai’i Department of Education, and by peers, advisors, and methods course instructors.</p>
<p>Assessment of Evidence and Use of Results: Faculty, advisors, and mentor teachers provide qualitative assessments of candidate progress <i>during</i> their 400-level course work. Practicum university supervisors and classroom mentor teachers communicate regularly, in support of the candidate’s experiences in the field. Mid-term evaluations by the mentor teacher provide evidence of candidate strengths and needs. Practicum final evaluations by supervisors and mentors are of particular importance with regard to candidates’ successful progress towards program completion. A rating of “unacceptable” on any standard requires the candidate to reflect upon needed improvements and to develop a remediation plan, with guidance from faculty and mentor teachers.</p>				

IV. Admission to the Student Teaching Professional Semester

Admission Requirements	Data Collection, Analysis, and Evaluation	Criteria	Knowledge, Skills, & Dispositions	Praxis II Preparation & Passage
<p>Submit application to the Professional Student Teaching (ST) semester <i>one year</i> in advance of anticipated enrollment:</p> <p><u>Example deadlines:</u> December 15, 2011 for Fall 2012 ST May 15, 2012 for Spring 2013 ST</p> <p><u>Effective 8-01-11</u> HTSB requires passing score of 153 on Praxis II, Elementary Content Knowledge, <i>prior to admittance</i> to the Student Teaching Professional Semester. This policy applies to all candidates admitted <i>after</i> 8-01-11 to III. Professional Teacher Education</p>	<p>Complete application processed by the Academic Support Specialist in the Division of Education. Candidates notified of admittance prior to registration.</p>	<p>Successful completion of all education foundations, methods, field experience, and practicum course work with no grade lower than a "C."</p> <p>Cumulative GPA of 2.5 or higher</p> <p>Methods Course GPA of 2.75 or higher</p> <p>Practicum Final Evaluations by Mentor Teacher & University Supervisor Standards met: "acceptable" or "on target."</p> <p>Signature Assignments: All required 400-level education course Signature Assignments uploaded to Taskstream Standards met: "acceptable" or "on target."</p>	<p>Throughout the Student Teaching Professional Semester, candidates demonstrate proficiencies required by the unit.</p> <p>Supervisors and mentor teachers continuously gather and analyze evidence that informs candidates of their satisfactory progress towards program completion.</p> <p>Additionally, candidates reflect upon the impact of their teaching on student learning and make adjustments to lesson plan content and pedagogy, as indicated.</p>	<p><u>Effective 8-01-10</u> Candidates must pass Praxis II, Elementary Content Knowledge Test 0014, <i>prior to or concurrent with</i> the Student Teaching Professional Semester, in order to be recommended by UHWO for licensure to the Hawai'i Teacher Standards Board (HTSB).</p> <p>Candidates prepare for and take the *PLT, K-6 exam during the Student Teaching Professional Semester. Passage is not required prior to program exit.</p> <p>*Effective August 1, 2011. The HTST no longer requires the PLT, K-6 exam for licensure.</p>
<p>Assessment of Evidence and Use of Results: University Supervisors, in close collaboration with classroom Mentor Teachers, observe and provide feedback to Student Teachers throughout their professional semester. If at any point it is determined that the candidate is not meeting the minimum standards for completion, he/she may be counseled to withdraw from Student Teaching.</p>				

V. Program Completion

Exit Requirements	Data Collection, Analysis, and Evaluation	Criteria	Knowledge, Skills, & Dispositions	Praxis II Exams
Successful Completion of 15 weeks (450 hours) of full-time student teaching (EDEE 490), with a minimum 15 days of solo teaching. Grade of “C” or higher.	Candidates are supervised by a regular classroom teacher/mentor, in collaboration with a university supervisor; informal and formal assessments occur throughout the semester; mid-term evaluations provided, in addition to final evaluations.	Student Teaching Final Evaluations submitted by Mentor Teacher & University Supervisor. Standards met: “acceptable” or “on target.” Student Teaching Signature Assignment uploaded to Taskstream. Standards met: “acceptable” or “on target.”	Evidence of candidate proficiencies continuously gathered by university supervisors and classroom mentor teachers, in efforts to determine candidates’ successful completion of the student teaching semester.	Praxis II, Exam 0014 & *PLT, K-6 prepared for and taken. *Effective August 1, 2011, the HTSB no longer requires the PLT, K-6, exam. Candidates admitted to Professional Teacher Education prior to 8-01-11 must achieve a passing score of 153 in order to be recommended by UHWO for licensure to the Hawai’i Teacher Standards board
Successful completion of Student Teaching Ethics-focus Seminar (EDEE 492) Grade of “C” or higher.	Candidates attend this weekly, ethics-focus seminar and participate in online reflections and other assignments relative to teaching and learning.	Student Teaching Seminar Signature Assignment uploaded to Taskstream. ACEI Standards met: “acceptable” or “on target.”	Candidates’ progress further monitored by the student teaching seminar instructor; Ethics-focus research paper provides evidence of meeting professionalism standards.	
Exit Survey submission	Candidates complete an online exit survey in which they evaluate their overall program of study.	Exit Survey uploaded to Lulima course website.	Candidates provide valuable feedback on knowledge, skills, and dispositions developed throughout the elementary teacher education program.	
<p>Assessment of Evidence and Use of Results: Upon successful completion of the Student Teaching Professional Semester, with a grade of “C” or higher, and completion of all UHWO graduation requirements, the teacher candidate will graduate with a Bachelor of Education Degree (B.Ed) with concentration in Elementary Education. Passage of exam 0014, Elementary Content Knowledge, enables the unit to recommend candidates for licensure to the Hawai’i Teacher Standards Board.</p>				

4.6.2 Key Assessments Aligned with Unit Goals & Candidate Proficiencies

In preparing *Knowledgeable, Skillful, Responsive Educators for a Global Society*, the unit assesses candidate knowledge, skills, and dispositions, in the context of delivering high quality instruction that addresses the needs of the whole child, embracing social justice and equity for all, and becoming reflective practitioners and life-long learners. Candidate proficiencies are grounded in the unit's philosophy and serve in support of its goals.

UHWO Teacher Candidate Proficiencies

The Teacher Candidates will...

- maintain rigorous professional standards for teaching that, in turn, help students meet high standards for learning across all content areas.
- understand that educational theory and research, as well as field and clinical experiences, inform practice and guide their development as highly qualified teachers.
- develop and maintain positive learning environments where students' cognitive, social, emotional, and physical well-being will flourish.
- teach in a caring, student-centered manner, differentiating instruction as needed to enable all learners to succeed because all students *can* learn.
- believe in the dignity of all people and, therefore, be aware of and reflect upon issues of cultural diversity and equity, in the context of effective teaching and learning.
- engage in collaborating and cooperating with students, families, community, and education faculty and staff in support of student learning and school-wide improvement efforts.
- utilize technology in the service of learning.
- develop professional virtues, qualities, attitudes, and ethical behaviors expected of highly qualified and effective teachers.
- become reflective practitioners who continuously seek ways to improve their instruction through deep reflection and life-long professional development

Knowledge of Content

To address the needs of the whole child in an effective and equitable manner, candidates must be knowledgeable in all content areas taught in the elementary schools. Rich knowledge of subject matter informs practice in a substantive manner. The knowledgeable teacher is better able to design and implement standards-based, student-centered lessons that, in turn, enhance elementary students' growing understanding and knowledge of content across the curriculum.

Assessment #1: Praxis I & II

Developed by the Educational Testing Service (ETS.org), Praxis I and Praxis II, tests 0011, 0522, and 0014, are reliable, valid, and unbiased assessment tools utilized in teacher preparation programs nation-wide for purposes of determining candidate basic skills and knowledge of content and pedagogy. The Hawaii Teacher Standards Board (HTSB) requires passing scores on these essential tests, in order to be awarded a standard, K-6 teaching license. Tests 0011 and 0522 have been phased out and replaced by test 0014, effective August 1, 2010.

Prior to admission into the Professional Teacher Education component of the program, candidates must demonstrate basic skills and knowledge of reading, writing, and mathematics via Praxis I: Reading, Mathematics, and Writing. Table 4.6.6-A summarizes candidate performance on these assessments at admission. From 2008 to 2011, 95 candidates were admitted with passing rates of 100%.

To affirm candidate knowledge of content in subjects taught in the elementary schools, the unit utilizes data from Praxis II Elementary Content Knowledge, test 0014, effective for all candidates on August 1, 2011. Table 4.6.7-A summarizes candidate performance on exiting the program. During academic year 2010-11, the reported passing rate on test 0014 is 93% (n=32). Candidates admitted to Professional Teacher Education prior to August 1, 2011, must pass the Elementary Content Knowledge test before the unit can recommend them for licensure to the HTSB. Candidates admitted after August 1, 2011, must pass test 0014 *prior to* admittance to the Student Teaching Professional Semester.

Comparative data on state-wide passing scores are not available for test 0014 in the most recent (2009) Title II reporting year. In 2009, program completer pass rate for Praxis II, test 0011, Curriculum, Instruction, and Assessment and for test 0522, Principles of Learning and Teaching, K-6, was 100% (n=6). The 100% institutional pass rates are compared to the State pass rates of 92% for test 0011 and 96% for test 0522. (See Precondition Section 5.2).

Assessment #2: Candidate Grades

The unit also examines candidate knowledge of content in the context of grades earned in college course work across curricular areas associated with elementary school subjects. Expectations are that candidates earn a grade no lower than “C-” in gateway program requirements in the liberal arts and sciences. An overall GPA of 2.5 is required for admission into the Professional Teacher Education component of the program and, ultimately, into Student Teaching. Throughout their program of study, academic and program advisors monitor candidate content area proficiencies and recommend additional college course work, remediation, or tutorial assistance in areas that appear to be deficient. In support of the advisement process and program continuous improvement, unit faculty analyze trends seen in disaggregated data charts that illustrate fall and spring semester grades earned in the content areas: English, Math, Science, and the Social Sciences. Insights gained from these analyses are then used to recommend changes regarding content course requirements and recommended course work. For example, the unit faculty has noticed that candidates often struggle finding an appropriate earth science

course that would be relevant to elementary school teaching and learning. The unit science faculty member proposed a new *Introduction to Earth Science* course, specifically designed for non-science and education majors. This recently approved course will fulfill the earth science requirement and better prepare candidates for teaching earth science in the elementary schools.

Assessment #3: Early Field Experience, Practicum, & Student Teaching Final Evaluations.

The unit assesses candidate pedagogical content knowledge (Schulman, 1987), skills, and dispositions through field-based course work: the early field experience; practicum; and the student teaching professional semester. Mentor teachers and university supervisors conduct formal and informal assessments of lesson planning and implementation. These evaluations speak to the candidates' ability to plan and implement effective lessons that have a positive impact on student learning in the English language arts, Math, Science, and the Social Studies. In addition, the evaluator examines the candidate's capacity to engage in culturally responsive pedagogy (Ladson-Billings, 1995) in meeting the needs of culturally and linguistically diverse learners. The assessment measures the effectiveness of the candidate's classroom organization and management skills. The final evaluation also gages the candidate's ability to reflect (both orally and in writing) upon their planning and instruction, to analyze their effect on student learning, and to recognize areas of strength and need. These considered reflections are a window into the candidates' dispositions (attitudes, traits, and behaviors) towards teaching and learning.

Final evaluations are grounded in ten teacher preparation standards defined by the Hawai'i Teacher Standards Board (HTSB) and aligned with those of the Association for Childhood Education International (ACEI). Candidate performance on each measure is ranked *unacceptable*, *acceptable*, or *target*, and the evaluator provides qualitative comments on candidate strengths and constructive remarks for areas needing improvement. A rank of *unacceptable* on any standard results in the candidate receiving a verbal and follow-up *Professionalism Alert* which details remedial steps to be taken in order to continue forward in the program. Section 4.6.3 elaborates further on unit remediation policies.

Knowledge, Skills, & Dispositions

The unit further assesses candidate knowledge, skills, and dispositions via required Signature Assignments that are aligned with the Association for Childhood Education International (ACEI) and the Hawai'i Teacher Standards Board (HTSB). These assignments, uploaded to an electronic portfolio, provide evidence of the candidates' proficiencies relative to meeting the needs of the whole child, embracing social justice and equity for all, and reflecting upon their emergence into the profession.

Assessment #4. The Electronic Portfolio at Taskstream

To assist in its performance-based assessments, the unit requires candidates to establish and maintain an electronic portfolio located online at TaskStream (www.taskstream.com). TaskStream is an electronic portfolio, assessment management system, and performance-based instructional tool. During their pre-professional studies, candidates subscribe to Taskstream and use their account throughout the program of study to upload required signature assignments, as

well as showcase other documents in evidence of quality work. As a whole, the Electronic Portfolio is a rich portrait of candidates' knowledge, skills, and dispositions, as they emerge into the profession. Appendix A illustrates the Electronic Portfolio contents, including all program signature assignments and ACEI and HTSB standards alignments.

Each signature assignment is uniquely designed to target specific standards relevant to course content and placement in the program. Assignments may also serve as evidence for multiple standards, especially if the entry represents a substantial project, such as planning, teaching, and assessing an integrated thematic unit in the English language arts, mathematics, science, or social studies. Signature Assignments become increasingly elaborate as teacher candidates progress towards program completion. Whereas Freshmen or transfer candidates plan, implement and reflect upon their a basic read-aloud event during the early field experience, the student teaching signature assignment requires examples and analysis of student high, middle, and low level work, as evidence of the effect of candidates' teaching on student learning.

In efforts to control subjectivity, all signature assignment rubrics follow the same format that includes clearly written outcomes (objectives) aligned with professional standards and benchmarks. In accordance with ACEI recommendations for rubric construction and criteria, instructors rank candidate performance as *unacceptable*, *acceptable*, and *target*, and assign a grade (points) accordingly. Qualitative comments provide constructive feedback on strengths and needs. Candidates have access to the rubrics throughout the preparation of their signature assignments.

Unit faculty use signature assignment data to make decisions to improve their instruction and to make recommendations with regard to program improvement. For example, unit faculty analysis of data from an integrated math/science lesson plan signature assignment revealed only 76% of teacher candidates achieved a target score on ACEI Professionalism Standards 5.1 and 5.2. Upon further qualitative analysis of data, the instructor concluded that the candidates needed further instruction in the ability to reflect and modify their lesson design, not only to address individual student needs but also to focus on the school curriculum goals and community needs. Weak reflection skills observed in the rubric scores, overall, suggested areas for redesign in the course and the instructor's focus on content.

Assessment #5: Program Continuous Assessment Data

In support of continuous improvement, the unit collects and analyzes both qualitative and quantitative data from stakeholders who have a vested interest in the success of its teacher education programs. Data sources include candidates' evaluations of courses, candidate written reflections, exit surveys, mentor teacher and school principal evaluations of field-based experiences, and alumni interviews and surveys.

The unit's Teacher Education Advisory Council (TEAC), comprised of mentor teachers, principals, graduates, and community members, meets bi-annually with unit faculty to provide advice and counsel on issues related to program improvement. During the spring 2011 meeting, TEAC members praised the unit for its strong field experiences and practicum, situated in the context of the major content areas.

The current small size of the unit's elementary program lends itself to immediate feedback from faculty, field personnel, and candidates. Monthly faculty meetings provide a forum for discussion of candidate and programmatic needs as they arise. Since the beginning of the program in fall 2007, faculty have discussed candidate-driven issues ranging from the need for efficient delivery of the curriculum to requests for field placements in home locations. The units' remediation policies, described in 4.6.4, are the direct result of faculty concerns about candidate professionalism voiced during monthly meetings. These important issues have been quickly acted upon and policies established. Overall, the unit prides itself in addressing all issues in a timely manner, in meeting the needs of its largely non-traditional candidates.

Table 4.6.5-A (p. 31) summarizes the unit's continuous evaluation model, illustrating unit operation expectations and assessment data and sources.

4.6.3 Assurance that fair, accurate, consistent, and free from bias

The unit philosophy and goals embody social justice and equity for all. Data are disaggregated, analyzed, and reviewed on a regular basis by unit faculty and the Teacher Education Advisory Council, to ensure equitable access to high quality experiences by all individuals and groups. Issues of fairness, accuracy, consistency, and freedom from bias relate to all assessments, from program entry to exit. Candidate knowledge, skills, and dispositions are assessed in an equitable manner, as follows:

- **Program Requirements.** Admissions criteria, curriculum requirements, licensure exam pass rates, and transition points are clearly described in the UHWO Catalogue, posted on the institution website. Catalogue copy is reviewed yearly and revisions made, as indicated. Academic and program advisors review these standards with candidates from the beginning and throughout their program of study.
- **Field Experience Evaluations.** These evaluations are published in the course syllabi in which the field experience occurs. Mentor teachers and university supervisors review evaluation criteria with candidates at the beginning of and throughout the field-based experience, using common evaluation forms. The Early Field Experience, Practicum, and Student Teaching assessments are aligned with the professional standards and benchmarks of the Hawai'i Teacher Standards Board (HTSB) and the Association for Childhood Education International (ACEI). Each line on the evaluation focuses on a single concept (e.g., "Fosters an appreciation of human and cultural differences"), in order to ensure construct validity. To enhance reliability, ratings are limited to a three-point scale, indicating candidate proficiency at the unacceptable, acceptable, or target level. The unit conducts annual reviews, to examine reliability of scoring among mentor teachers and supervisors.
- **Signature Assignments.** Signature assignments are published in the syllabus for each education course. A clearly worded description of the assignment accompanies the faculty-designed rubric. Like the field experience assessments, signature assignment rubrics are aligned with the standards of the profession set forth by the HTSB and ACEI.

Faculty design rubrics that target specific constructs, in order to provide valid and reliable measures of candidate proficiency on a three-point scale: unacceptable, acceptable, or target. Candidates have access to the rubrics prior to and throughout the completion of their assignments. Faculty strive to ensure candidate understanding of how rubrics are applied to the signature assignment. The unit views rubrics not only as means to gather data on candidate proficiencies, but also as learning tools designed to foster success. The unit conducts annual reviews of signature assignments and their rubrics, to ensure validity and reliability.

4.6.4 Remediation Policies

The unit is committed to helping all teacher candidates succeed. As previously described, the unit listens to the voices of all stakeholders, continuously assesses candidate needs, and immediately addresses concerns. Support for candidates is available to those who are not performing at expected levels of proficiency, exhibited in GPA, signature assignments, field experiences, or dispositions. Interventions range from retaking required courses, to revising and resubmitting signature assignments, to the candidate's providing further evidence of improved dispositions towards teaching as a professional career. Faculty and advisors refer candidates to the UHWO No'eau Learning Center for content area tutorial assistance and for Praxis preparation resources.

In the context of field and clinical experiences, faculty advisors and mentor teachers work together with the candidates to develop short and long-term plans or contracts that identify areas for improvement and set a timeline for the candidate to follow. A rating of *unacceptable* on any standard in the field experience final evaluation triggers a *Professionalism Alert*, which must be addressed by the candidate, subsequent to continuation in the program. Faculty and mentor teachers work with the candidate to develop a remedial plan that enables him/her to be successful. If at any point it is determined that a teacher candidate is not making satisfactory progress toward program completion, for any combination of documented reasons, he or she may be counseled out of the education major. At all times, candidates are afforded due process and may file a grievance in the Office of Student Services, should any situation warrant this action.

4.6.5 Plan for Evaluating Unit Operations

Formally established in fall 2008, the Division of Education (the unit) is UHWO's newest academic division in which its State approved elementary teacher education (SATE) program is housed. The unit engages in continuous improvement of its operations and program through multiple forms of assessment at various stages and levels of development. Annual reviews of program efficiency and effectiveness, in addition to candidate proficiency, provide data that informs short and long-term planning. Unit governance and operations are influenced as follows:

The Division of Education (the unit) is one of four academic divisions administered by the Vice-Chancellor for Academic Affairs (VCAA). UHWO division-level evaluations are conducted on a set schedule, with each division in rotation and required to provide specific data on assessments of learning, faculty, staffing, student success rates, and an evaluation by an

external reviewer. In general, the VCAA oversees the unit’s adherence to the university’s Strategic Plan, implementation of relevant Academic Development Plans, and the annual assessment of institutional outcomes. The office of the VCAA is responsible for the proper implementation of tenure and promotion procedures, as required by the University of Hawai‘i Professional Assembly. The VCAA also determines the annual budget for each academic division and approves the addition of FTE and casual hire faculty, as indicated.

The Vice-Chancellor for Student Affairs (VCSA) manages the Office of Student Services where recruitment, admission, advising and retention activities are initiated for all UHWO undergraduates. The unit works closely with Student Services personnel in the service of its candidates.

The Unit Head is a member of the Hawai‘i Teacher Education Coordinating Committee (TECC), which is comprised of representatives from the Hawai‘i Teacher Standards Board, the Hawai‘i Department of Education, and all public and private SATE programs. The TECC meets monthly to discuss issues of impact on teacher education programs state-wide and to take action, as warranted.

The unit’s Teacher Education Advisory Council (TEAC) is committee of 20 elementary and early childhood mentor teachers, principals, and program graduates who have worked with UHWO teacher candidates in their schools. TEAC meets bi-annually with the unit to provide advice and counsel for purposes of continuous improvement.

The unit takes into serious account the concerns of its candidates as voiced through course evaluations and surveys, in advising sessions, and during meetings of the UHWO Student National Education Association (SNEA). Faculty attend to concerns during its monthly meetings where discussions occur, follow-up plans are formulated, and policy is established.

The Unit Head and the Division Chair, in collaboration with education faculty and staff, provide leadership for the continuous improvement of its programs. The unit meets monthly and publish its minutes at the Laulima Education Division website, in order to record issues discussed and decisions that were voted upon. The unit routinely reviews data and formulates short and long-term goals to improve is operations and programs. Table 4.6.5-A summarizes the unit’s continuous improvement model.

Table 4.6.5-A Elementary Teacher Education Continuous Improvement

Unit Operation Expectations	Assessments & Data Source
Candidate Proficiency <ul style="list-style-type: none"> • Knowledge • Skills • Dispositions 	<ul style="list-style-type: none"> • Disaggregated data by semester & AY • Praxis Test Scores • GPA • Signature Assignment Scores • Field & Clinical Experience Evaluations • Advising notes online in STAR • Professionalism Alerts • Candidate course evaluations • Candidate interviews & surveys

<p>Field Experience Quality</p> <ul style="list-style-type: none"> • Student-centered instruction • Positive effect on student learning • Culturally responsive pedagogy • Diverse field placements • Technology available & utilized in the service of learning • Collaborations with all stakeholders 	<ul style="list-style-type: none"> • No'eu Learning Center tutorial records • Candidate reflections • Candidate course evaluations • Candidate interviews & surveys • Mentor Teacher surveys • Principal surveys • Field Experience Coordinator reports • Field experience placement records • Division faculty recommendations • Teacher Education Advisory Council minutes
<p>Recruitment & Retention</p> <ul style="list-style-type: none"> • Recruit diverse candidates • Recruit diverse faculty & staff • Maintain positive learning environment • Establish equitable practices for all • Provide academic support system • Praxis exam resources 	<ul style="list-style-type: none"> • Admission Guidelines • Recruitment policies & procedures • Cultural, ethnic, & gender diversity data • Candidate course evaluations • Candidate interviews & surveys • Records of complains & appeals • Referrals to No'eu Learning Center
<p>Program Completer Profile</p> <ul style="list-style-type: none"> • Employment location • Teaching performance • Impact on student learning • Retention • Diversity of work environment 	<ul style="list-style-type: none"> • Disaggregated data by semester & AY • Candidate exit interviews & surveys • Principal & mentor teacher surveys • Alumni surveys • 1st year induction activities record • School-assigned mentor or reviews • Division online website communications
<p>Professional Development</p> <ul style="list-style-type: none"> • Promote graduates' life-long learning • Support faculty needs to remain current in their fields • Ensure faculty loads support research agenda • Provide resources to support technology currency, training, & usage. 	<ul style="list-style-type: none"> • Professional development course offerings to inservice professionals • Budgeted professional conference participation for faculty & staff • Professional resources uploaded to unit Lualima website. • University-sponsored professional development workshops

4.6.6 Summary of Candidate performance on Assessments at Admission

Criteria for Admission to Professional Teacher Education Program

- PPST (Praxis I): Reading (172) Math (173) Writing (171)
or *composite score of 516 with no single score lower than 170
- 45 credit hours (minimum)
- “C” or higher in: EDEE 200, EDEE 201, EDEE 310; C- or higher in ENG 200, PSY 340 (or PSY 240 or FAMR 230), and PSY 342
- 2.5 Overall GPA
- Fingerprinting and background check through Hawai‘i Department of Education
- Formal application submitted to the Division of Education during the first week of the semester prior to anticipated enrollment in 400-level course work.

Table 4.6.6-A
Summary of Candidate Performance at Admission

Semester Admitted	Number of Candidates Admitted	GPA PPST Scores Passing Rates = 100% for all candidates admitted			
		Mean/Range	Reading Passing Score 172	Writing Passing Score 173	Mathematics Passing Score 171
			Mean/Range	Mean/Range	Mean/Range
Fall 2007	0	-	-	-	-
Spring 2008	7	3.30/ 2.68-3.94	178/ 173-183	175/ 173-179	178/ 170-185
Fall 2008	14	3.26/ 2.65-3.62	177/ 172-184	175/ 170-180	178/ 171-185
Spring 2009	5	2.94/ 2.62-3.31	178/ 175-182	175/ 171-178	180/ 172-185
Fall 2009	21	3.04/ 2.53-3.93	175/ 171-184	175/ 171-183	177/ 170-186
Spring 2010	14	3.32/ 2.66-3.98	177/ 173-184	174/ 170-188	178/ 171-188
Fall 2010	15	3.32/ 2.57-3.78	178/ 173-183	175/ 171-181	181/ 172-190
Spring 2011	7	3.01/ 2.53-3.65	176/ 170-181	174/ 171-178	179/ 174-187
Fall 2011	14	3.33/ 2.64-3.83	178/ 171-183	175/ 170-182	179/ 170-188

*Effective July 1, 2011 the Hawai'i Teacher Standards Board no longer accepts composite scores (516 with no single score lower than 170) for Praxis I exams

4.6.7 Summary of Sample of Candidate Performance on Assessments at Exit

**Table 4.6.7-A
Praxis II Pass Rates**

Semester candidates completed B.Ed program and graduated from UHWO	Number of candidates recommended for licensure to the HTSB	GPA	PRAXIS II Scores				
		Mean/ Range	*Test 0011 Curriculum, Instruction, & Assessment Passing Score: 164	**Test 0014 Elementary Content Knowledge	Passing Score: 153	***Test 0522 Principles of Learning & Teaching (PLT, K-6) Passing Score: 163	
			Mean/Range % Pass Rate	Mean/ Range	Pass rate percentage	Mean/ Range	Pass rate percentage
Fall 2007	0	-	-	-		-	
Spring 2008	0	-	-	-		-	
Fall 2008	0	-	-	-		-	
Spring 2009	0	-	-	-		-	
Fall 2009	6	3.38/ 2.97-3.94	183/ 171-195 100%	N/A	N/A	179/ 175-189	100%
Spring 2010	0	-	-	-		-	
Fall 2010	14	3.34/ 2.88-3.73	-	163/ 139-183	92% (13/14)	174/ 158-182	92% (13/14)
Spring 2011	**16 of 18	3.29/ 2.95-3.95	-	161/ 153-177	89% (16/18)	176/ 165-191	77% (7/9 scores reported)

*RE: Test 011

Effective August 1, 2010: Hawai'i Teacher Standards Board (HTSB) directive: Praxis II, Test 011 requirement phased out and replaced by Test 0014. Subtest scores not available.

**RE: Test 0014

Effective January 1, 2011: Candidates must pass Elementary Content Knowledge, Test 0014, *prior to* the completion of the Student Teaching Professional semester, in order to be recommended for licensure by the UHWO Division of Education to the HTSB.

Effective August 1, 2011: Candidates admitted to Professional Teacher Education must pass Elementary Content Knowledge, Test 0014, *prior to* placement in student teaching.

***RE: 0522, PLT, K-6

Effective August 1, 2011: The HTSB no longer requires the PLT, K-6 exam for licensure.

**Table 4.6.7B
Praxis II, Test 0014
Elementary Content Knowledge Subtest Scores**

Fall 2010

Number of candidates: 14 UHWO Pass Rate: 93%

Praxis II, Test 14 Elementary Content Knowledge Subtests	UHWO Candidate Performance Range* (30 points max.)	UHWO Candidate Average % of Answers Correct per Discipline*	**National Average Performance Range
Language Arts	21-28	76%	20-25
Mathematics	13-27	66%	15-23
Social Studies	13-26	63%	15-21
Science	15-29	73%	17-23

*Data includes subtest scores from one candidate who did not pass, as of 9.01.11.

Spring 2011

Number of candidates: 18 UHWO Pass Rate: 89%

Praxis II, Test 14 Elementary Content Knowledge Subtests	UHWO Candidate Performance Range (30 points max.)	UHWO Candidate Average % of Answers Correct per Discipline*	**National Average Performance Range
Language Arts	18-27	73%	19-24
Mathematics	14-27	66%	15-24
Social Studies	11-21	56%	14-21
Science	18-24	66%	17-24

*Data includes subtest scores from two candidates who did not pass, as of 9.01.11.

**National Average Performance Range: The range of scores earned by the middle 50% of a group of examinees who took this form of test at the most recent national administration or other comparable time period (ETS, 2011).

National Average % of answers correct for AY 2010-11 not available from ETS as of 9.01.11.

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**Conceptual Framework: Appendix A
THE ELECTRONIC PORTFOLIO**

HTSB Standards I-X aligned with ACEI Standards 1.0-5.2

Levels at which standards are addressed in courses: (1) Introduced (2) Extended (3) Refined		Development Learning & Motivation	Curriculum								Instruction					Assessment	Professionalism	
			English Lang. Arts	Science	Math	Social Studies	Arts	Health	P.E.									
Elementary Education Course	Signature Assignment	I 1.0	V 2.1	V 2.2	V 2.3	V 2.4	V 2.5	V 2.6	V 2.7	VI 3.1	III 3.2	VII 3.3	II 3.4	IV 3.5	VIII 4.0	IX 5.1	X 5.2	
EDEE 200/201 (1)	Read-aloud Event Lesson Plan & Reflection	X	X															
EDEE 297 (1)	Professional Digital Portfolio									X	X	X	X	X				
EDEE 310 (1)	Philosophy of Teaching & Learning															X	X	
EDEE 324 (1)	Health, P.E., Movement Lesson Plan							X	X	X								
EDEE 325 (1)	Integrated Arts Activity						X			X								
EDEE 420 (1,2)	Essay: Teaching the English Language Arts	X	X															
EDEE 425 (1,2)	Integrated Thematic Unit: Social Studies					X						X	X					
EDEE 430 (2,3)	Case Study of Struggling Literacy Learner	X	X								X				X			
EDEE 435 (2,3)	Webquest Social Studies Across Curriculum					X				X			X		X			
EDEE 440 (1,2)	Math Lesson Plan Revision & Reflection				X					X	X	X	X					

**Conceptual Framework: Appendix A
THE ELECTRONIC PORTFOLIO (cont.)**

HTSB Standards I-X aligned with ACEI Standards 1.0-5.2

Levels at which standards are addressed in courses: (1) Introduced (2) Extended (3) Refined		Development Learning & Motivation	Curriculum							Instruction					Assessment	Professionalism	
Elementary Education Course	Signature Assignment	I 1.0	English Lang. Arts V 2.1	Science V 2.2	Math V 2.3	Social Studies V 2.4	Arts V 2.5	Health V 2.6	P.E. V 2.7	VI 3.1	III 3.2	VII 3.3	II 3.4	IV 3.5	VIII 4.0	IX 5.1	X 5.2
EDEE 445 (2,3)	Integrated Science & Math Lesson Plan + Reflection			X	X					X	X						
EDEE 450 (2,3)	Lesson Study Report	X			X										X	X	X
EDEE 455 (2,3)	Looking at Student Understanding of Science Concepts	X		X						X		X				X	X
EDEE 400a, b, c, & d	Practicum Lesson Plan & Reflection	X	X	X	X	X				X	X	X	X	X	X		
EDEE 401 (1,2)	Position Paper: Multicultural Education											X					
EDEE 405 (1,2)	Assessment Simulation: Special Needs Students	X													X		
EDEE 415 (2,3)	Case Study: Culturally & Linguistically Diverse Learner	X										X					
EDEE 490 Student Teaching (3)	Candidate & Student (K-6) Work Samples + Reflection										X	X			X	X	
EDEE 492	Ethics-focus Research Paper															X	X