

**SCHOOL OF EDUCATION
BRIGHAM YOUNG UNIVERSITY
HAWAII**

**Program Self Study Report
Dual – Elementary/Special Ed**

for the SATE Review of
Teacher Education Programs

Resubmitted July, 2006



SATE Contact:
John L. Bailey Ph D, Dean
School of Education
Phone: (808) 293-3458
Email: baileyj@byuh.edu

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**Program Self Study Report (PSSR)
COVER SHEET**

Institution: Brigham Young University Hawaii

State: Hawaii

Date submitted: Spring 2006

Name of Preparer: Dr. Ray Thompson

Phone # (808) 293-3889

Email: rthompso@byuh.edu

Program Report Status:

Initial Review

Rejoinder

Response to Condition

Preparation Report (Please identify the appropriate program, field, level, and specialization area)

Type of Program	Program Area	Level	Licensing Fields
<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Early Childhood	<input type="checkbox"/> PK-3	<input type="checkbox"/> Agricultural Arts/Agric Arts Voc
			<input type="checkbox"/> Art
<input type="checkbox"/> Post-baccalaureate	<input type="checkbox"/> Elementary Education	<input checked="" type="checkbox"/> K-6	<input type="checkbox"/> Business Education
			<input type="checkbox"/> Computer Education
<input type="checkbox"/> Masters	<input type="checkbox"/> Middle School	<input type="checkbox"/> 5-9	<input type="checkbox"/> Drama/Theatre Arts
			<input type="checkbox"/> Early Childhood Education
	<input type="checkbox"/> Secondary	<input type="checkbox"/> 7-12	<input type="checkbox"/> Elementary Education
			<input type="checkbox"/> English
	<input type="checkbox"/> Special Education	<input type="checkbox"/> K-12	<input type="checkbox"/> Family Consumer Science / Voc
			<input type="checkbox"/> Hawaiian Language
	<input checked="" type="checkbox"/> Dual Elem/Sped		<input type="checkbox"/> Hawaiian Language Immersion
			<input type="checkbox"/> Hawaiian Studies
	<input type="checkbox"/> School Counseling		<input type="checkbox"/> Health
			<input type="checkbox"/> Industrial Arts
	<input type="checkbox"/> School Librarian		<input type="checkbox"/> Industrial Technical
			<input type="checkbox"/> Marketing
			<input type="checkbox"/> Mathematics
			<input type="checkbox"/> Music
			<input type="checkbox"/> Office Education / Voc
			<input type="checkbox"/> Physical Education
			<input type="checkbox"/> Reading
			<input type="checkbox"/> School Counselor
			<input type="checkbox"/> School Librarian
			<input type="checkbox"/> Science
			<input type="checkbox"/> Social Studies
			<input type="checkbox"/> Special Education
			<input type="checkbox"/> World Languages
			<input checked="" type="checkbox"/> Identify area(s): Dual - Elementary/ Special Education_
			<input type="checkbox"/> Teaching English Second Language

I. Contextual Information

(1) Description of any state or institutional policies that may influence the application of the standards. Approximately ten years ago, the Board of Trustees, over concerns of the cost of operating the campus on a per graduate basis, directed our university administration to graduate more students. Further, they directed the university administration to become more efficient in reaching this goal by reducing the number of hours required to complete a baccalaureate degree and the amount of time allowed to complete that degree. As a result of the Board's directive, the university administration initiated what was referred to as "The Charge." As a result of "The Charge," every academic program on campus conducted its own internal assessment and made appropriate changes to comply with the Board's directive by showing that any student could complete that major with 120 semester hours and do so in a four year enrollment period.

Prior to "The Charge," the university had requested that programs be streamlined so that students could graduate with a degree as close to 128 semester hours as possible. Fortunately, the dual elementary/special education program had taken that guideline seriously and was graduating students with a 128 hour degree. Therefore, when the Board's directive came, the dual elementary/special education program was positioned so that changes were minimal as compared to other programs on campus. Nevertheless, in order to comply with the Board's directive, the dual elementary/special education program had to cut six hours from its program. This was accomplished by reducing two four-credit courses to three credits (Reading Methods and Math Methods), eliminating a three-credit course in Math Concepts, and reducing the Media course from two credits to one credit. (*Attachment 1.1*)

(2) Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. The dual elementary/special education teacher education program of study is divided into three areas: Pre-Professional, Academic Support, and Professional Year.¹ In the Pre-Professional Area, all students take EDUC 212: Foundations of Education (2 semester hours). As a part of EDUC 212, all students complete ten to twenty hours of field experience. [Note: The hours vary based on the available schedule of the student. Ten is considered an absolute acceptable minimum of field experience hours.] Students are assigned to a teacher in a local elementary school and, in recent semesters/terms, have been specifically assigned to tutor a specific student in that classroom. At the

¹ Brigham Young University Hawaii Bulletin 2005-2006 General Catalog, p. 91.

end of the EDUC 212 experience, the classroom teacher has an opportunity to evaluate the EDUC 212 student and the EDUC 212 student reflects on their experience through a journal submission to the course instructor.

Students who advance to the next phase, Academic Support Area, will have similar field experiences in the following courses: EDUC 300 and EDUC 312. EDUC 300: Human Growth and Learning (2 semester hours) focuses on learning theories as applied in the public school classroom. Teacher candidates are required to complete ten hours of field experience in a public school classroom. EDUC 312: Effective Pedagogy (3 semester hours) focuses on teaching methods. Teacher candidates are required to complete ten hours of field experience in a public school classroom, observing classroom dynamics and applied principles learned in the course.

The next phase of the dual elementary/special teacher education program, Professional Year, is the culminating training and field experience for teacher candidates. Beginning with EDUC 491: Observation and Practicum (O&P) (4 semester hours), teacher candidates begin their field experience by working side-by-side with their assigned Cooperating Teacher for three weeks at the start of the public school year. Teacher candidates report to their assigned school on the first contract day for their Cooperating Teacher. In most cases, this means the teacher candidate has two work days to work with their assigned teacher. Often, the teacher candidate will report earlier than that in order to help their teacher, since most of our Cooperating Teachers begin the school year earlier than required by their union contract.

Following the initial three weeks, teacher candidates have become familiar with the school schedule, routines, curriculum, etc. They also have had the opportunity to establish a rapport with the students. At that point, until Fall Semester 2006, the teacher candidates assumed an O&P schedule for the remainder of the semester as follows: all day in the public school classroom on Monday; all morning on Tuesday, Wednesday, and Thursday. On Tuesday, Wednesday, and Thursday afternoons, teacher candidates returned to the university campus to complete the remaining courses in the Professional Year sequence: ELED 320 (Language Arts Methods), ELED 321 (Reading Methods), EDUC 330 (Classroom Management) and ELED 351 (Math Methods).

However, beginning with the Fall Semester 2006 O&P, although O&P teacher candidates still spend the same amount of hours in their classroom, the schedule has been re-configured. Following the initial full day, three weeks with their Cooperating Teacher and classroom, the O&P teacher candidates then finish the O&P semester by spending all day Monday and Tuesday and all morning on Wednesday in their assigned classroom. Thursday and Friday are then used to complete the remaining college courses. However, only one course is taken at a time. When the

first course finishes, then the second one begins the next Thursday or Friday, and so on until all courses are completed. In this new configuration, O&P teacher candidates are only taking one course at a time and no course is taken on a day that the O&P teacher candidate is in their assigned classroom.

The new O&P schedule was implemented largely in response to students' feedback that they felt overwhelmed trying to rush back from their schools on Tuesday, Wednesday and Thursday, as well as balancing the demands of the different professors for the courses they were concurrently taking. This change seemed timely in light of the new uniform calendar which required us to make some adjustments in the schedule anyway. First, with the implementation of the Hawaii Department of Education uniform calendar, all O&P teacher candidates would be reporting at the same time. Until Fall 2006, we had students reporting at three different times based on individual school calendars. Second, under the previous calendar, some teacher candidates in the Student Teaching semester had to begin their soloing by the end of January, only two to three weeks into the Student Teaching semester, in order to accommodate the state testing program.

During the O&P semester, teacher candidates generally complete around three hundred hours in their assigned classroom. During this semester, after the initial period of observation, getting oriented to the duties of a teacher, etc., the teacher candidates teach lessons that are observed by a cohort of professionals: the cooperating teacher, university faculty and university adjunct faculty.

Once the teacher candidate successfully completes the O&P semester, he/she is advanced to the culminating semester as a student teacher in EDUC 492: Student Teaching. During the semester of student teaching, the teacher candidate will complete approximately six hundred hours in the public school classroom. During this field experience, the teacher candidate must demonstrate full competence in fulfilling all the duties of an elementary and/or special education public school classroom teacher. The teacher candidate will be formally observed by his/her cooperating teacher, university faculty and university adjunct faculty. Upon concurrence of the university faculty and the cooperating teacher that the teacher candidate has met each and every one of the performance and licensing standards, he/she can be recommended as passing student teaching.

(3) Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program, not the school, college, or department of education (unless they are the same).

Admission. Formal admission into the dual elementary/special teacher education program is by application. This process may be initiated during or after

courses in the "Pre-Professional Area" are completed. Formal admission is required before courses in the "Academic Support" and "Professional Year" areas can be taken.

Admission requirements include the following criteria:

- a. Cumulative grade point average of 2.0 or higher.
- b. Completion of the State of Hawaii criminal clearance.
- c. A completed graduation plan, or MAP (Major Academic Plan), on file with the Academic Advisor.
- d. Successful completion of all courses in the Pre-Professional Area with a C- or higher grade.
- e. Passing scores on the PPST: Pre-Professional Skills Test. Each PPST area may only be repeated once, unless special permission is granted by the Program Chair and Dean of the School of Education.
- f. A successfully completed application packet for admission into the School of Education.
- g. A successful interview with two faculty members from the dual elementary/special education program.
- h. Recommendation by faculty in the dual elementary/special education department, based on successful clearance of all items shown.²

Retention. Once formally admitted into the teacher education program, students must maintain what we call "Program Progress" in order to stay in the program. As stated in the university's general catalog, "... individuals selected for programs in the School of Education must demonstrate the pedagogical skills, content knowledge, and professional dispositions necessary to help all students learn in order to be recommended for graduation and a teaching license. To that end, candidates for graduation and teacher licensing will be carefully assessed throughout their teacher-training program."³

This assessment of candidates is measured against the following, as noted in the School of Education section of the university's general catalog:

- a. Maintains an overall grade point average of 2.0 or higher.
- b. Maintains standards of ENGL 101 in all written work: grammar, spelling, punctuation, usage, vocabulary, pronunciation, and handwriting.
- c. Maintains standards of English oral communication.
- d. Maintains a professional disposition throughout all education assignments as evidenced (via the Professional Dispositions

² Brigham Young University Hawaii Bulletin 2005-2006 General Catalog, p. 78.

³ Brigham Young University Hawaii Bulletin 2005-2006 General Catalog, p. 78.

- Form), by interacting effectively with peers, university instructors, and public school students and personnel.
- e. Completes all major courses with a C- grade or higher.
 - f. Completes all required courses with only one repeat in line with University policy.
 - g. All prior courses must be successfully completed before a student can be admitted to Student Teaching.
 - h. Student teaching is a fulltime internship experience and students will not be engaged in any other university commitment.⁴

In addition to the general catalog items noted above, the School of Education has adopted a policy regarding course absences, tardies and late assignments. The School of Education believes these are extensions of the professional dispositions "responsibility," "attendance" and "punctuality" which are found on the Professional Dispositions Form. These policies are outlined in a handout made available to students in all courses.

Further, the School of Education utilizes a "Yellow Alert" form to document any concern a faculty may have regarding a student in the program. This form is completed by the faculty member who discusses the situation with the student and then forwards the form to the Dean of the School of Education. This allows the Dean to "shepherd" the progress of students. For example, even though our unit is small in number, one faculty member may not realize another faculty member is having a problem with or a concern about the same student. If each faculty member completes the "Yellow Alert Sheet," once the Dean receives both copies, (s)he can determine what course of action to pursue since the student is evidently exhibiting a "red flag" in more than one course.

Exit. Teacher candidates are informed that in order to be recommended to the Hawaii Teacher Standards Board as a program completer, they must submit a performance portfolio toward the end of the Student Teaching (EDUC 492) semester that documents the following:⁵

- a. Demonstrates the Content Knowledge Requirement
 - (1) completion of all general education and religion credits required by the university for the awarding of a baccalaureate degree
 - (2) completion of all major course requirements with a C- or higher and maintaining a cumulative grade point average of 2.0 or higher
 - (3) demonstrates content competence consistent with the Hawaii Teacher Standards Boards' Standard V:

⁴ Brigham Young University Hawaii Bulletin 2005-2006 General Catalog, p. 78.

⁵ Brigham Young University Hawaii School of Education Professional Year Handbook, 2005-2006, pp. 40-41.

Demonstrates Knowledge of Content, meaning the effective teacher consistently demonstrates competency on content area(s) to develop student knowledge and performance, as measured by the following performance criteria:

- (a) Keeps abreast of current developments in content area(s)
 - (b) Teaches mastery of language, complex processes, concepts and principles unique to content area(s)
 - (c) Connects knowledge of content area(s) to students' prior experiences, personal interests and real-life situations
 - (d) Possesses an understanding of technology appropriate to the content area, e.g. computer-assisted instruction
- (4) completion of the Educational Testing Service's Praxis I tests in Reading, Writing and Mathematics with scores that meet the requirements set by the Hawaii Teacher Standards Board
 - (5) completion of the Educational Testing Service's Praxis II content area test(s) with scores that meet the requirements set by the Hawaii Teacher Standards Board for the teacher candidate's major
- b. Demonstrates the Pedagogical Skills Requirement:
- (1) completion of Observation/Practicum and Student Teaching having successfully demonstrated command of skills consistent with the Hawaii Teacher Standards Boards' standards as noted below:
 - (a) I: *Focuses on the learner*. The effective teacher consistently engages students in appropriate experiences that support their development as independent learners.
 - (b) II: *Creates and maintains a safe and positive learning environment*. The effective teacher creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation.
 - (c) III: *Adapts to learner diversity*. The effective teacher consistently provides opportunities that are inclusive and adapted to diverse learners.
 - (d) IV: *Fosters effective communication in the learning environment*. The effective teacher consistently enriches communication in the learning environment.

- (e) VI: *Designs and provides meaningful learning experiences.* The effective teacher consistently plans and implements meaningful learning experiences for students.
 - (f) VII: *Uses active student learning strategies.* The effective teacher consistently uses a variety of active learning strategies to develop students' thinking, problem-solving and learning skills.
 - (g) 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.
- (2) completion of the Educational Testing Service's Praxis II pedagogy area test(s) (including the Principles of Learning and Teaching test) with scores that meet the requirements set by the Hawaii Teacher Standards Board for the teacher candidate's major
- c. Demonstrates the Professional Dispositions Requirement
- (1) successfully meet the standard for each of the professional dispositions as defined by the School of Education on its Professional Dispositions Assessment form
 - (2) receive a "Pass" on the Observation/Practicum and Student Teaching final reports for Standard IX: Professionalism as defined by the Hawaii Teacher Standards Board
- d. Demonstrates the HTSB Standard X Requirement: Fosters Parent and School Community Relationships
- (1) documents collaboration with parents and school community members
 - (2) documents efforts to seek opportunities to build strong partnerships with parents and community members
 - (3) documents support of activities and programs which encourage parents to participate actively in school-related organizations and activities
 - (4) documents efforts to establish open and active lines of communication with parents
 - (5) documents utilization of community resources to enhance student learning
 - (6) documents opportunities that enhanced professional growth by collaborating with university teacher education faculty

(4) Description of the relationship of the program to the unit's conceptual framework. (Response limited to one page.)

Starting with our mission statement, "...the School of Education prepares quality local and international teachers with the content knowledge, pedagogical skills, and professional dispositions required to meet the needs of students in today's diverse and changing society who teach and model (1) life-long learning and problem-solving abilities; (2) best current educational practices, balanced with gospel principles; and (3) caring, compassionate, and collaborative service in the home, school, church and community."⁶ The "content knowledge" part represents the "head" and our program requirements include firm guidelines for this part of the conceptual framework, including grade level requirements and grade point average requirements for general education courses, as well as courses in the major. These requirements are consistent from pre-admission into the program through the exit phase of the program.

The "pedagogical skills" part of the mission statement represents the "hands" and our program requirements are clearly outlined with regard to the demonstration of these skills. From methods courses in each of the subject areas to the portfolio that documents, with clear evidences, the successful utilization and implementation of these skills throughout field experiences, including Student Teaching, these requirements are clearly articulated and well documented.

The "professional dispositions" or "heart" portion of our mission statement are clearly articulated and represent the caring, compassionate, and collaborative nature of the church that sponsors our institution, as well as the general nature of both, the members of the church in general and, the nature of individuals who have chosen teaching as a career path. As Christa McAuliffe stated on behalf of all teachers to the public, "I touch the future . . . I teach."

This recognition of the individual in our quest to "touch the future" by "teaching" is resonated in the central image of the conceptual framework visual --- the learner. Whether by chance or design, the first performance and licensing standard, Focuses on the Learner, is consistent with our program in that everything that is done is done with the learner central to that mission.

The hands which hold the world represent, among other things, the many hands that go into "focusing" on the "learner." The intricate maile and pikake lei which borders the bottom of the conceptual framework represent, like the many hands, the many and varied paths we take in this life, and yet, how we are still intertwined as one in mission and purpose as humans on this planet. Here in the

⁶ Brigham Young University Hawaii Bulletin 2005-2006 General Catalog, p. 77.

School of Education, we work together, many hands, united in one purpose, to prepare our students to “touch the future” through “teaching” the “learners” they will have in their classrooms.

(5) Indication of whether the program has a unique set of program assessments which are different from those expected for the unit’s assessment system and the relationship of the program’s assessments to the unit’s assessment system. This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will need to address under SATE Unit Standard 2. There are no unique program assessments within the dual elementary/special teacher education program.

**Attachment 1.1
Program of Study**

DUAL (Elementary and Special Education) PROGRAM CHECKLIST (05/05)

Must have and maintain a 3.0 GPA.

Pre-Professional Area

Course #	Description	Cr.	Prerequisites	Offered
Edu 212	Foundations of Education	2		F,W,Sp
Sped 200	Education of Exceptional Students	3		F,W,Sp
Sped 201	Field Experience w/ Except. Students	2		F,W
Psyc 111	General Psychology	3		F,W,Sp
		10		
Recommended Elective:				
HIS 101	Intro. to Hawaiian Studies	3	(requirement for Hawaii Teacher Licensure)	F, W, Sp

APPLY TO SCHOOL OF EDUCATION

(Pass PRAXIS I Exam, Complete SOE Admissions Packet, Interview)

Academic Support Area

Course #	Description	Cr.	Prerequisites	Offered
Educ 300	Human Growth and Learning	2	Psyc 111, Pre-Prof. Area, Admission to SOE	F,W,Sp
Art 336	Art Methods	2	Pre-Prof. Area, Admission to SOE	Sp
Educ 312	Effective Pedagogy	3	Pre-Prof. Area, Admission to SOE	F,W,Sp
Educ 386	Education Assessment in Special Ed.	3	Pre-Prof. Area, Admission to SOE	W
Educ 305	Comp./Tech. Assisted Instruction	1	Pre-Prof. Area, Admission to SOE	F,W,Sp
Educ 306	Assistive Technology in Special Ed.	1	Pre-Prof. Area, Admission to SOE	W
Eled 320	Language Arts Methods	2	Pre-Prof. Area, Admission to SOE	W
Eled 360	Science Methods	3	Pre-Prof. Area, Admission to SOE	F,W
Eled 380	Social Studies Methods	3	Pre-Prof. Area, Admission to SOE	W
Eled 378	Music for Elementary Teachers	2	Pre-Prof. Area, Admission to SOE	Sp
Hlth 361	Health for Elementary Teachers	2	Pre-Prof. Area, Admission to SOE	W
Exs 375	PE for Elementary Teachers	2	Pre-Prof. Area, Admission to SOE	F,W
Sped 325	Special Ed Law	2	Pre-Prof. Area, Admission to SOE	Sp
Sped 370	Tchg. Life Mgt. Skills to Stud. w/ Disabil.	2	Pre-Prof. Area, Admission to SOE	Sp
Educ 491A	Observation and Practicum	2	Pre-Prof. Area, Admission to SOE	W
		32		

Professional Year

Course #	Description	Cr.	Prerequisites	Offered
Educ 330	Classroom Management	2	Academic Support Area, All GE's	F
Eled 321	Reading Methods	3	Academic Support Area, All GE's	F
Eled 351	Mathematics Methods	3	Academic Support Area, All GE's	F
Sped 300	Theory & Practice w/ Stud. w/ Disabil.	3	Academic Support Area, All GE's	F
Educ 491B	Observation and Practicum	4	Academic Support Area, All GE's	F
Educ 492	Student Teaching	12	Educ 491A/B	W
Educ 493	Student Teaching	6	Educ 492	Sp
		33		

Total		75		
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NO GRADE BELOW "C-" ACCEPTED

**Attachment 1.2
Candidate Information**

Program: Dual Elementary/Special Education		
<i>Academic Year</i>	<i># of Candidates Enrolled in the Program</i>	<i># of Program Completers</i>
2004-2005	2	2
2003-2004	1	1
2002-2003	1	1

**Attachment 1.3
Faculty Expertise and Experience**

<i>Faculty Member Name</i>	<i>Highest Degree, Field & University</i>	<i>Assignment: Indicate the role of the faculty member</i>	<i>Faculty Rank</i>	<i>Tenure Track</i>
John L. Bailey	Ph.D., Instructional Science Brigham Young University	Faculty	Associate Professor	Tenured
<i>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</i>		<i>Teaching or other professional experience in P-12 schools</i>		
<ul style="list-style-type: none"> •Published "Computer in Education" article, <i>Computers in Schools</i> •Director, PUFM (Profound Understanding for Math) math project for elementary teachers •Consultant, Windward District Schools Restructuring Project •Director, International Teacher Education Project 		<ul style="list-style-type: none"> •Clinical supervision, K-12 (1997-present) •Classroom teacher, 7-12 (1975-1997) 		

<i>Faculty Member Name</i>	<i>Highest Degree, Field & University</i>	<i>Assignment: Indicate the role of the faculty member</i>	<i>Faculty Rank</i>	<i>Tenure Track</i>
Brent Chowen	Ed.D., Educational Leadership University of Texas at Dallas	Faculty	Assistant Professor	Yes
<i>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</i>		<i>Teaching or other professional experience in P-12 schools</i>		
<ul style="list-style-type: none"> •REACH nationally certified trainer •SIOP certified trainer 		<ul style="list-style-type: none"> •Teacher, 7-12 (2000-2006) •Clinical supervision (1999-2000) •Principal, K-6 (1996-1999) •Clinical Supervision, Univ. of Guam, (1995) 		

<i>Faculty Member Name</i>	<i>Highest Degree, Field & University</i>	<i>Assignment: Indicate the role of the faculty member</i>	<i>Faculty Rank</i>	<i>Tenure Track</i>
Barry Mitchell	Ph.D., Educational Leadership Brigham Young University	Faculty	Associate Professor	Tenured
<i>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</i>		<i>Teaching or other professional experience in P-12 schools</i>		
<ul style="list-style-type: none"> •Published "Computer in Education" article, <i>Computers in Schools</i> •Consultant, PUFM (Profound Understanding for Math) math project for elementary teachers •Consultant, Windward District Schools Restructuring Project 		<ul style="list-style-type: none"> •Clinical supervision, K-12 (1996-present) •Classroom teacher, 7-12 (1974-1996) 		

<i>Faculty Member Name</i>	<i>Highest Degree, Field & University</i>	<i>Assignment: Indicate the role of the faculty member</i>	<i>Faculty Rank</i>	<i>Tenure Track</i>
Colleen Tano	Ed.D. (ABD), Education (University of Southern California)	Faculty	Assistant Professor	Yes
<i>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</i>		<i>Teaching or other professional experience in P-12 schools</i>		
<ul style="list-style-type: none"> •Grade Level Chair, 5th grade (2003-2005) •Faculty Representative, Technology Committee (2005) •Faculty Representative, Education Steering Committee, Kamehameha Schools Strategic Plan Implementation (2002) 		<ul style="list-style-type: none"> •Clinical supervision, K-6 (2005-present) •Classroom teacher, 3rd-5th (1997-2005) •Classroom teacher, special education, 7th-12th (1990-1997) 		

<i>Faculty Member Name</i>	<i>Highest Degree, Field & University</i>	<i>Assignment: Indicate the role of the faculty member</i>	<i>Faculty Rank</i>	<i>Tenure Track</i>
Ray H. Thompson	Ed.D.,	Faculty	Professor	Yes
<i>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</i>		<i>Teaching or other professional experience in P-12 schools</i>		
<ul style="list-style-type: none"> •K. E. Norum, M. Wells, R. H. Thompson, M. R. Hoadley and C. A. Geary. <u>AP-PRAISE-AL: An Appreciative Approach to Program Evaluation</u> in <i>Advances in Appreciative Inquiry, volume 1: Constructive Discourse and Human Organization</i>. D. L. Cooperrider and M. Avital, editors. Boston: Elsevier, Ltd. (2004) •School of Education faculty representative on the BYU Hawaii Faculty Advisory Council (2006-present) 		<ul style="list-style-type: none"> •Student teaching supervision, special education, P-12 (2006-present) •Internship supervisor, K-12 technology coordinators (1997-2006) •Student teaching supervision, special education, K-12 (1979-1992) •Classroom teacher, special education, K-12 (1970-1977) 		

<i>Faculty Member Name</i>	<i>Highest Degree, Field & University</i>	<i>Assignment: Indicate the role of the faculty member</i>	<i>Faculty Rank</i>	<i>Tenure Track</i>
Hiagi Wesley	Ed.D., Educational Leadership Brigham Young University	Faculty	Associate Professor	Yes
<i>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</i>		<i>Teaching or other professional experience in P-12 schools</i>		
<ul style="list-style-type: none"> •REACH nationally certified trainer •SIOP certified trainer 		<ul style="list-style-type: none"> •ESL Coordinator, K-12 (2000-2006) •Clinical supervision (1999-2000) •Principal, K-6 (1996-1999) •Student teaching supervision, Univ. of Guam (1995) 		

<i>Faculty Member Name</i>	<i>Highest Degree, Field & University</i>	<i>Assignment: Indicate the role of the faculty member</i>	<i>Faculty Rank</i>	<i>Tenure Track</i>
Roy Winstead	Ed.D., Public School Administration and Supervision (Brigham Young University)	Faculty	Professor	Tenured
<i>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</i>		<i>Teaching or other professional experience in P-12 schools</i>		
<ul style="list-style-type: none"> •Chair, SATE Review Team, UH Hilo (2005) •Chair, SATE Review Team, Halau Wanana (2005) •Member, SATE Standards Committee, HTSB 		<ul style="list-style-type: none"> •Student teaching supervision, K-6, (1987-present) •Curriculum supervisor, teacher evaluator, summer school principal, administrator assessment center evaluator, K-12 (1978-1987) •Classroom teacher, K-12 (1972-1978) 		

II. Assessments and Related Data

	<i>Name of Assessment</i>	<i>Type or Form of Assessment</i>	<i>When Administered</i>	<i>Attachments</i>		
				<i>Assessment</i>	<i>Scoring Guides/ Criteria</i>	<i>Data Table</i>
1	Praxis I Reading, Writing, Mathematics	State licensure tests	Prior to formal admission into the School of Education			✓ ⁷
2	Admissions interview	Multiple forms: oral/written communication; essays; recommendations	For formal admission into the School of Education		✓ ⁸	
3	Program checklist	University and program courses, grades	Sophomore, Junior and Senior Years	✓ ⁹		
4	Professional Year Observation & Participation Final Evaluation	Clinical experiences	End of O&P and prior to student teaching		✓ ¹⁰	
5	Professional Year Student Teaching Final Evaluation	Clinical experiences	Completion of student teaching		✓ ¹¹	
6	Performance Outcomes Portfolio	Portfolio	Completion of student teaching		✓ ¹²	
7	Employment Portfolio	Portfolio	Completion of student teaching		✓ ¹³	
8	Praxis II and PLT, K-6	State licensure tests	Completion of student teaching			✓ ¹⁴

⁷ See Attachment 2.1

⁸ See Attachment 2.2

⁹ See Attachment 1.1

¹⁰ See Attachment 2.3

¹¹ See Attachments 2.4 and 2.5

¹² See Attachment 2.6

¹³ See Attachment 2.7

¹⁴ See Attachments 2.8 and 2.9

Attachment 2.1

Praxis I: Pre-Professional Skills Tests (PPST)¹⁵

Reading, Writing and Mathematics
Data Table

Dual – Elementary/Special Education

Praxis I PPST: Reading		
<i>Academic Year</i>	<i># of Candidates Taking the Test</i>	<i># of Candidates Passing the Test</i>
2004-2005	2	2
2003-2004	0	
2002-2003	0	

Praxis I PPST: Writing		
<i>Academic Year</i>	<i># of Candidates Taking the Test</i>	<i># of Candidates Passing the Test</i>
2004-2005	2	2
2003-2004	0	
2002-2003	1	1

Praxis I PPST: Mathematics		
<i>Academic Year</i>	<i># of Candidates Taking the Test</i>	<i># of Candidates Passing the Test</i>
2004-2005	0	
2003-2004	0	
2002-2003	1	1

¹⁵ Scores reported are inclusive of PPST tests and Computer-Based Tests (CBT)

Attachment 2.2 Interviewer Response Form

Interviewer Response Form

Applicant's Name: _____

- | | | | |
|-----|--|----------------|--------------------|
| 1. | Academic Advisor Verification Form
<i>Notes/Comments:</i> | ___ Acceptable | ___ Not Acceptable |
| 2. | Résumé
<i>Notes/Comments:</i> | ___ Acceptable | ___ Not Acceptable |
| 3. | Transcript
<i>Notes/Comments:</i> | ___ Acceptable | ___ Not Acceptable |
| 4. | Recommendation Form #1
<i>Notes/Comments:</i> | ___ Acceptable | ___ Not Acceptable |
| 5. | Recommendation Form #2
<i>Notes/Comments:</i> | ___ Acceptable | ___ Not Acceptable |
| 6. | Essay #1
<i>Notes/Comments:</i> | ___ Acceptable | ___ Not Acceptable |
| 7. | Essay #2
<i>Notes/Comments:</i> | ___ Acceptable | ___ Not Acceptable |
| 8. | Essay #3
<i>Notes/Comments:</i> | ___ Acceptable | ___ Not Acceptable |
| 9. | Open Response Form (optional)
<i>Notes/Comments:</i> | ___ Acceptable | ___ Not Acceptable |
| 10. | Portfolio
<i>Notes/Comments:</i> | ___ Acceptable | ___ Not Acceptable |
| 11. | Interview
<i>Notes/Comments:</i> | ___ Acceptable | ___ Not Acceptable |
| 12. | Overall professional judgment
<i>Notes/Comments:</i> | ___ Acceptable | ___ Not Acceptable |

Based on the above ratings, my recommendation is to ___ admit ___ not admit the applicant into teacher education.

Explanation/Comments/Conditions, etc.: _____

Signature of Interviewer

Date

Attachment 2.3 Observation and Participation Final Evaluation

Page 1 of 3

- ELED
- SPED
- DUAL
- SECONDARY

Brigham Young University-Hawaii
School of Education
Observation & Participation Evaluation Form

SOE 03
MIDTERM
FINAL

Directions: The objectives of the practicum are closely related to those of the student teaching. Practicum students begin developing skills, knowledge, and attitudes that will be expanded, added to, and refined in student teaching. Therefore, the objectives and evaluation criteria for practicum are based upon the more extensive objectives of student teaching.

Within the limited time available, it is intended that the BYU-Hawaii student will develop the following traits:

I. Focuses on the Learner

- | | | |
|---|----|---|
| 1. Relates instruction to students' interests, experiences and/or real-life situations. | NP | P |
| 2. Uses appropriate activities to promote students' successes. | NP | P |
| 3. Takes time to listen and respond to students' concerns and interests. | NP | P |
| 4. Nurtures students' desire to learn and achieve. | NP | P |
| 5. Uses a variety of strategies or activities which recognize the idea of multiple intelligences and learning styles. | NP | P |

Comments:

II. Safe and Positive Learning Environment

- | | | |
|---|----|---|
| 1. Models a caring attitude and promotes mutual respect among students. | NP | P |
| 2. Classroom environment is conducive for learning. | NP | P |
| 3. Uses appropriate behavior management practices. | NP | P |
| 4. Promotes developmentally appropriate learning experiences that enable student success. | NP | P |

Comments:

III. Adapts to Learner Diversity

- | | | |
|--|----|---|
| 1. Adapts instruction to provide for learners' differences in development, multiple intelligence and achievement levels. | NP | P |
| 2. Adapts instruction to include learners with special, cultural and linguistic needs, as applicable. | NP | P |
| 3. Develops rapport with all students. | NP | P |
| 4. Fosters respect and empathy among diverse learners. | NP | P |

Comments:

(NP) Not Passed (P) Passed

Attachment 2.3 (cont'd)
Observation and Participation Final Evaluation
Page 2 of 3

SOE 03

IV. Fosters Communication in the Learning Environment

- | | | |
|--|----|---|
| 1. Writes and spells in clear standard English. | NP | P |
| 2. Communicates openly with all students and others working in the learning environment. | NP | P |
| 3. Uses vocabulary that is appropriate for students' ages and interests. | NP | P |
| 4. Engages students in different modes of communication. | NP | P |
| 5. Lesson is engaging and encourages student participation. | NP | P |

Comments:

V. Demonstrates Knowledge of Content

- | | | |
|---|----|---|
| 1. Demonstrates knowledge of major concepts and methods in content areas. | NP | P |
| 2. Connects knowledge of content areas to students' prior experiences, personal interests and real-life situations. | NP | P |
| 3. Utilizes school's current technologies to facilitate learning in the content areas. | NP | P |

Comments:

VI. Designs and Provides Meaningful Learning Experiences

- | | | |
|--|----|---|
| 1. Instructional plan is compatible with the school and system-wide curricular goals. | NP | P |
| 2. Lesson plan is complete, written and used to guide instruction. | NP | P |
| 3. Incorporates a variety of appropriate assessment strategies. | NP | P |
| 4. Lesson plans clearly state connections to the Hawaii Content and Performance Standards. | NP | P |
| 5. Applies concepts that help students relate learning to everyday life. | NP | P |
| 6. Lesson is engaging and encourages student participation. | NP | P |

Comments:

VII. Uses Active Student Learning Strategies

- | | | |
|---|----|---|
| 1. Helps students to question, problem-solve and access resources. | NP | P |
| 2. Engages students in active, hands-on, creative, open-ended and problem-based learning experiences. | NP | P |
| 3. Provides opportunities for students to apply and practice what is learned. | NP | P |
| 4. Uses school's current technologies as tools for teaching and learning. | NP | P |

Comments:

(NP) Not Passed (P) Passed

Attachment 2.3 (cont'd)
Observation and Participation Final Evaluation
Page 3 of 3

SOE 03

VIII. Uses Assessment Strategies

- | | | |
|---|----|---|
| 1. Uses a variety of appropriate assessment strategies. | NP | P |
| 2. Obtains and uses information about students' experiences, strengths and needs. | NP | P |
| 3. Engages students in self-assessment activities. | NP | P |
| 4. Helps keep accurate and updated student records. | NP | P |

Comments:

IX. Demonstrates Professionalism

- | | | |
|--|----|---|
| 1. Displays appropriate appearance and evidence of good health practices. | NP | P |
| 2. Uses initiative in becoming involved in classroom activities. | NP | P |
| 3. Accepts evaluative feedback professionally and adjusts performance accordingly. | NP | P |
| 4. Demonstrates good work habits including reliability, punctuality, etc. | NP | P |
| 5. Displays an appropriate sense of humor. | NP | P |
| 6. Works collaboratively with other professionals. | NP | P |
| 7. Student is dressed to a professional standard. | NP | P |

Comments:

X. Fosters Parent and School Community Relationships

- | | | |
|---|----|---|
| 1. Utilizes school/community resources to enhance student learning. | NP | P |
| 2. Works with parents and school personnel to support the learning needs of students. | NP | P |

Comments:

Evaluation Conference

Near the end of the practicum experience, the cooperating teacher should meet with the practicum student to discuss, in general terms at least, the strengths and weaknesses of his/her performance. The conference, as well as prior evaluation conferences, should be based upon the criteria presented in the evaluation form which will be completed by the cooperating teacher and returned to the teacher education program instructor at the end of the practicum.

Student Teacher (Print)

Cooperating Teacher (Print)

Student Signature

Cooperating Teacher Signature

Date

White: BYU-HC Yellow: Cooperating Teacher Pink: Student

Attachment 2.4 (cont'd)
Student Teaching Final Evaluation
(completed by Cooperating Teacher)
Page 2 of 7

Hawaii Teacher Standards

- I. Focuses on the learner**
The effective teacher consistently engages students in appropriate experiences that support their development as independent learners.
- II. Creates and maintains a safe and positive learning environment**
The effective teacher consistently creates a safe and positive learning environment that encourages interaction, civic responsibility, active engagement in learning and self-motivation.
- III. Adapts to learner diversity**
The effective teacher consistently provides opportunities that are inclusive and adapted to diverse learners.
- IV. Fosters effective communication in learning environment**
The effective teacher consistently enriches communication in the learning environment.
- V. Demonstrates knowledge of content**
The effective teacher consistently demonstrates competency in content area(s) to develop student knowledge and performance.
- VI. Designs and provides meaningful learning experiences**
The effective teacher consistently plans and implements meaningful learning experiences for students.
- VII. Uses active student learning strategies**
The effective teacher consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.
- 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.
- IX. Demonstrates professionalism**
The effective teacher continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally.
- X. Fosters parent & school community relationships**
The effective teacher establishes and maintains strong working relationships with parents and members of the school community to support student learning.

Attachment 2.4 (cont'd)
Student Teaching Final Evaluation
(completed by Cooperating Teacher)
Page 3 of 7

I. Focuses on the Learner

1. Provides opportunities for students to assume responsibility for their own learning.
2. Uses appropriate activities to promote students' interests by nurturing their desire to learn and achieve.
3. Demonstrates concern and interest in students by taking time to listen and respond to them.
4. Relates instruction to students' interests, experiences and/or real-life situations.
5. Facilitates student' development of positive self esteem.

Has met standard: Yes _____ No _____

Comments:

II. Creates and Maintains a Safe and Positive Learning Environment

1. Promotes empathy and mutual respect among students.
2. Knows and follows school/classroom routines & procedures that foster self-control, self-discipline & responsibilities to others.
3. Models a caring attitude.
4. Establishes a positive and appropriate teacher relationship with students.
5. Demonstrates a joy of learning to students.
6. Demonstrates an ability for spontaneous decision-making.
7. Provides learning experiences which engage students as individuals and as members of collaborative groups.

Has met standard: Yes _____ No _____

Comments:

III. Adapts to Learner Diversity

1. Develops a positive rapport with all students.
2. Designs instruction in response to learners' cultural and linguistic differences.
3. Designs instruction to provide for learners' differences in development, multiple intelligences and achievement levels.
4. Modifies instruction to include learners with special needs, if applicable.
5. Demonstrates commitment to helping every student experience success.

Has met standard: Yes _____ No _____

Comments:

Attachment 2.4 (cont'd)
Student Teaching Final Evaluation
(completed by Cooperating Teacher)
Page 4 of 7

IV. Fosters Effective Communication in Learning Environment

1. Speaks clearly and appropriately when communicating with children and with other adults.
2. Uses a variety of questioning strategies to lead stimulating discussions.
3. Encourages student self-expression, reflection and evaluation.
4. Writes and spells in clear Standard English.
5. Uses vocabulary that is appropriate for students' ages and interests.
6. Writes legibly in manuscript or cursive for classroom purposes.
7. Demonstrates active listening and sensitivity to verbal and nonverbal communication.

Has met standard: Yes _____ No _____

Comments:

V. Demonstrates Knowledge of Content

1. Demonstrates knowledge of major concepts, content and methods in content areas.
2. Applies knowledge of methods from education courses to teaching practices.
3. Connects knowledge of content areas to students' prior experiences, personal interests and real-life situations.

Has met standard: Yes _____ No _____

Comments:

VI. Designs and Provides Meaningful Learning Experiences

1. Plans and implements logical and sequential lessons that are relevant to learners' needs.
2. Provides learning experiences and instruction based on curricular goals.
3. Diagnostic information, tests and other assessment procedures are used in planning.
4. Links concepts and key ideas to students' prior experiences and understandings.
5. Provides knowledge/experiences that help students relate learning to everyday life.
6. Lessons foster higher order thinking skills.
7. Lesson plans clearly state & teach for mastery of concepts, processes and principles contained in Hawaii's Content and Performance Standards.
8. Provides knowledge and experiences that help students make life and career decisions.
9. Utilizes material and equipment to create a media-rich environment.

Has met standard: Yes _____ No _____

Comments:

Attachment 2.4 (cont'd)
Student Teaching Final Evaluation
(completed by Cooperating Teacher)
Page 5 of 7

IV. Fosters Effective Communication in Learning Environment

1. Speaks clearly and appropriately when communicating with children and with other adults.
2. Uses a variety of questioning strategies to lead stimulating discussions.
3. Encourages student self-expression, reflection and evaluation.
4. Writes and spells in clear Standard English.
5. Uses vocabulary that is appropriate for students' ages and interests.
6. Writes legibly in manuscript or cursive for classroom purposes.
7. Demonstrates active listening and sensitivity to verbal and nonverbal communication.

Has met standard: Yes _____ No _____

Comments:

V. Demonstrates Knowledge of Content

1. Demonstrates knowledge of major concepts, content and methods in content areas.
2. Applies knowledge of methods from education courses to teaching practices.
3. Connects knowledge of content areas to students' prior experiences, personal interests and real-life situations.

Has met standard: Yes _____ No _____

Comments:

VI. Designs and Provides Meaningful Learning Experiences

1. Plans and implements logical and sequential lessons that are relevant to learners' needs.
2. Provides learning experiences and instruction based on curricular goals.
3. Diagnostic information, tests and other assessment procedures are used in planning.
4. Links concepts and key ideas to students' prior experiences and understandings.
5. Provides knowledge/experiences that help students relate learning to everyday life.
6. Lessons foster higher order thinking skills.
7. Lesson plans clearly state & teach for mastery of concepts, processes and principles contained in Hawaii's Content and Performance Standards.
8. Provides knowledge and experiences that help students make life and career decisions.
9. Utilizes material and equipment to create a media-rich environment.

Has met standard: Yes _____ No _____

Comments:

Attachment 2.4 (cont'd)
Student Teaching Final Evaluation
(completed by Cooperating Teacher)
Page 6 of 7

VII. Uses Active Student Learning Strategies

1. Involves students in setting goals, in planning & selecting tasks, and in assessing the quality of performance & products.
2. Helps students to question, problem-solve and access resources.
3. Provides challenging learning experiences which develop higher order thinking skills.
4. Varies instructional roles (e.g., facilitator, coach, co-learner, audience) in relation to the content, purpose of instruction and students' needs.
5. Engages students in active, hands-on, creative, open-ended & problem-based learning experiences.
6. Provides opportunities for students to apply and practice what is learned.
7. Uses available technologies as tools for teaching and learning.

Has met standard: Yes _____ No _____

Comments:

VIII. Uses Assessment Strategies

1. Evaluates students' performances and products objectively and fairly.
2. Uses a variety of appropriate assessment strategies to enhance knowledge about learners.
3. Involves students in developing assessment standards and criteria.
4. Engages students in self-assessment activities and personal goal setting.
5. Uses information about students' experiences, strengths, needs and progress.
6. Maintains appropriate and accurate records of student achievement.
7. Modifies teaching and learning strategies based on assessment.
8. Communicates students' progress to students, parents and colleagues, as needed.
9. Keeps accurate and updated student records.

Has met standard: Yes _____ No _____

Comments:

IX. Demonstrates Professionalism

1. Models honesty, fairness, and respect for individuals.
2. Assumes responsibility for own behavior.
3. Conducts self ethically in professional matters.
4. Demonstrates an appropriate sense of humor.
5. Displays enthusiasm and enjoyment for teaching and students.
6. Student is dressed to a professional standard.

Has met standard: Yes _____ No _____

Comments:

Attachment 2.4 (cont'd)
Student Teaching Final Evaluation
(completed by Cooperating Teacher)
Page 7 of 7

IX. Demonstrates Professionalism

1. Demonstrates a commitment to professional growth and ongoing career development.
2. Adjusts teaching strategy based on self-reflection.
3. Accepts evaluative feedback professionally and adjusts performance accordingly.
4. Is punctual in attendance, planning and honors commitments.
5. Keeps current with knowledge of issues and trends in education.
6. Demonstrates initiative and resourcefulness.
7. Assumes and willingly fulfills teaching and school responsibilities.
8. Works collaboratively with other professionals.

Has met standard: Yes _____ No _____

Comments:

X. Fosters Parent & School Community Relationships

1. Collaborates with parents and school personnel to support the learning needs of students.
2. Seeks opportunities to build strong partnerships with parents and community members.
3. Supports school related activities and programs that encourage parents to actively participate.
4. Establishes open and active lines of communication with parents.
5. Utilizes school/community resources to enhance student learning.

Has met standard: Yes _____ No _____

Comments:

Student's Initials _____

White - BYU-HC Yellow - CT Pink - Student

Attachment 2.5
University Supervisor's Report of Student Teaching

BRIGHAM YOUNG UNIVERSITY-HAWAII CAMPUS
School of Education
College Report of Student Teaching

Student:

Last Name	First	Middle	Academic Year
-----------	-------	--------	---------------

Cooperating School:

District :

Teaching Situation: Grade Level and Subjects Taught

_____ Major _____ Sem. Cr. Hr. 12

Key to Marking: The boxes to the left of the descriptive statements below represent the full range of quality of performance from the very best to the very worst. Please place an X in the box which best reflects your judgment of the student's overall performance as a student teacher and potential as a teacher.

-
- | | |
|--------------------------|--|
| <input type="checkbox"/> | A performance rarely seen in student teachers; should do a superlative job in teaching. |
| <input type="checkbox"/> | A performance well above an acceptable standard for student teachers; should do a very good job in teaching. |
| <input type="checkbox"/> | An acceptable standard of performance for student teachers; should do a good job of teaching. |
| <input type="checkbox"/> | A performance less than an acceptable standard for student teacher; help and supervision will be needed during initial teaching. |
| <input type="checkbox"/> | A wholly unacceptable performance as a student teacher. Not recommended for employment as a teacher. |
-

Summary Statement & Analytical Comment

University Supervisor: _____ Signature: _____ Date

Attachment 2.6
Professional Outcomes Portfolio Evaluation

Page 1 of 4

Brigham Young University - Hawaii
School of Education
Professional Outcomes Portfolio

Student Name: _____

Evaluator: _____

***Purpose:** The purpose of this portfolio is for you to demonstrate how your effectiveness as a teacher in the Hawaii Teacher Performance and Licensing Standards and your implementation of the Hawaii Content Performance Standards has had an impact on the learners in your classroom. This is a step beyond the formal observations that have been done during your classroom teaching and is a component of the evaluation process that demonstrates your knowledge, skills, and dispositions as a teacher candidate in the BYUH School of Education.*

***Directions:** Carefully select evidence that demonstrates your competence as a teacher and the effects you've had on your students' learning. (** Please remember that any artifact that is considered confidential should have all identifying information removed). Then write a personal statement for each standard explaining how you've met the standard based on the evidence provided. When preparing this statement, you will need to reflect on the performance criteria that is included under each standard. Your evidence should support these (some if not all) performance criteria and not just the broad standard.*

I. Focuses on the learner

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

Evidence to demonstrate this standard may include (but are not limited to) two or more of the following:

- Lesson plans
- Lesson plans showing connections to IEP's
- Student work with teacher feedback
- Student journals
- Reading Logs

Has met standard: Yes _____ No _____

Comments:

II. Creates and maintains a safe and positive learning environment

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

Evidence to demonstrate this standard may include (but are not limited to) two or more of the following:

- Lesson plans
- Tribes Lessons
- Cooperative Learning Lessons
- Photographs
- Videos
- Copies of posted rules and consequences
- Copies of behavioral intervention plans, contracts, Functional Behavioral Analysis, etc.

Has met standard: Yes _____ No _____

Comments:

Attachment 2.6 (cont'd)
Professional Outcomes Portfolio Evaluation
Page 2 of 4

III. Adapts to learner diversity

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

Evidence to demonstrate this standard may include (but are not limited to) two or more of the following:

- Lesson plans
- Tribes lessons
- Lessons utilizing multiple intelligences
- Computer searches
- Resource Bibliographies
- Pre-test/Post-test comparison data
- Student work with teacher feedback
- Photographs

Has met standard: Yes _____ No _____

Comments:

IV. Fosters effective communication in learning environment

The effective teacher consistently enriches communication in the learning environment.

Evidence to demonstrate this standard may include (but are not limited to) two or more of the following:

- Lesson plans
- Videos
- Student work
- Examples of teacher made visuals
- Photographs

Has met standard: Yes _____ No _____

Comments:

V. Demonstrates knowledge of content

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

Evidence to demonstrate this standard may include (but are not limited to) two or more of the following:

- Lesson plans
- Computer searches
- Student work
- Photographs
- Meeting/Conference handouts

Has met standard: Yes _____ No _____

Comments:

Attachment 2.6 (cont'd)
Professional Outcomes Portfolio Evaluation
Page 3 of 4

VI. Designs and provides meaningful learning experiences

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

Evidence to demonstrate this standard may include (but are not limited to) some of the following:

- Lesson plans/unit plans
- Graphic organizers
- Outcomes of projects
- Photographs
- Pre-test/Post-test data
- Examples of rubrics and graded student work

Has met standard: Yes _____ No _____

Comments:

VII. Uses active student learning strategies

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

Evidence to demonstrate this standard may include (but are not limited to) some of the following:

- Lesson plans
- Photographs
- Student work
- Student projects- plans & examples

Has met standard: Yes _____ No _____

Comments:

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.

Evidence to demonstrate this standard may include (but are not limited to) some of the following:

- Lesson plans
- Student portfolios
- Gradebook
- Pre-test/Post-test data
- Notes/Letters to parents etc.
- Student work with rubrics and written evaluation
- Student journals

Has met standard: Yes _____ No _____

Comments:

Attachment 2.6 (cont'd)
Professional Outcomes Portfolio Evaluation
Page 4 of 4

IX. Demonstrates professionalism

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

Evidence to demonstrate this standard may include (but are not limited to) some of the following:

- *Meeting/Conference handouts*
- *List of professional books and journals read*
- *Examples of team projects*
- *List of school activities you've participated in*
- *Formal evaluations demonstrating implementation of feedback*
- *Journal entries*
- *Curriculum alignment*
- *Grade level planning*
- *Professional memberships*

Has met standard: Yes _____ No _____

Comments:

X. Fosters parent & school community relationships

The effective teacher establishes and maintains strong working relationships with parents and members of the school community to support student learning.

Evidence to demonstrate this standard may include (but are not limited to) some of the following:

- *Record of IEP participation*
- *Notes/Letters written to parents etc.*
- *Notes/letters received from parents etc.*

Has met standard: Yes _____ No _____

Comments:

Attachment 2.7 Employment Portfolio Evaluation

Employment Portfolio Evaluation Form

____ Pass ____ Not Passed

Teacher Candidate's Name: _____

Evaluator's Name: _____

The Employment Portfolio is due at the end of Student Teaching. It is to your advantage to begin thinking about it at the beginning of O&P so that selected samples of student's work, photographs of bulletin boards and student activities can be collected throughout the year. The employment portfolio must include the following:

____ a one page resume using a professional looking font and printed on bond paper

____ a statement of your philosophy of education

____ a statement of your philosophy of discipline

____ letters of recommendation (no more than 3)

____ teaching evaluation(s)

____ lesson plan(s) corresponding to each evaluation

____ an IEP you've written (for special education and dual licensing majors only)

____ list of the education classes you've taken and any other relevant coursework

____ photographs of students working and/or bulletin boards

Additional items to be included in your portfolio (at least 3 of the following):

____ honors and awards you've received

____ previous certifications and diplomas

____ history/information of your school (O&P/Student Teaching)

____ other documentation attesting to your teaching abilities

____ examples of student work

____ examples of significant teaching materials you have produced

____ a video of your teaching

Presentation format guidelines: use sheet protectors and a new, professional-looking binder

Attachment 2.8

Praxis II: Academic Content Area Assessments:
Core Content Knowledge

Data Table

Dual – Elementary/Special Education

<i>Academic Year</i>	<i># of Candidates Taking the Test</i>	<i># of Candidates Passing the Test</i>
2004-2005	2	2
2003-2004	0	0
2002-2003	1	1

Attachment 2.9
Praxis Professional Knowledge Assessment:
Principles of Learning and Teaching, K-6

Data Table
Dual – Elementary/Special Education

<i>Academic Year</i>	<i># of Candidates Taking the Test</i>	<i># of Candidates Passing the Test</i>
2004-2005	2	2
2003-2004	0	0
2002-2003	1	1

III. Standards¹⁶ Assessment Chart

<i>HTSB Standard</i>	<i>Applicable Assessments from Section II:</i>							
	#1	#2	#3	#4	#5	#6	#7	#8
I. Focuses on the Learner: The effective teacher candidate consistently engages students in appropriate experiences that support their development as independent learners.			✓	✓	✓	✓		
II. Creates and Maintains a Safe and Positive Learning Environment. The effective teacher candidate consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation.				✓	✓	✓		
III. Adapts to Learner Diversity. The effective teacher candidate consistently provides opportunities that are inclusive and adapted to diverse learners.				✓	✓	✓		
IV. Fosters Effective Communication in the Learning Environment. The effective teacher candidate enriches communication in the learning environment.		✓		✓	✓	✓	✓	
V. Demonstrates Knowledge of Content. The effective teacher candidate consistently demonstrates competency in content area(s) to develop student knowledge and performance.								
•V.1: Keeps abreast of current developments in content area(s) by demonstrating that he/she knows his/her discipline and understands how knowledge in the discipline is created, organized, and linked to other disciplines.			✓	✓	✓	✓		✓
•V.2: Teaches mastery of language, complex processes, concepts and principles unique to content area(s) by demonstrating that he/she: (a) designs instruction that addresses the core skills, concepts, and ideas of the discipline to help students meet the goals of the Hawaii Content and Performance Standards System and General Learner Outcomes, (b) selects instructional materials and resources based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts and (c) represents and uses differing viewpoints, theories, and methods of inquiry when teaching concepts of the discipline.	✓		✓	✓	✓	✓		✓
•V.3: Possesses an understanding of technology appropriate to the content area, e.g. computer assisted instruction and utilizes the school's current technologies to facilitate learning in the content area(s) by demonstrating that he/she incorporates appropriate technological resources to support student exploration of the disciplines.				✓	✓	✓		✓
•V.4: Connects knowledge of content area(s) to students' prior experiences, personal interests and real-life situations by demonstrating that he/she: (a) uses a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations that help students develop conceptual understanding and (b) generates multiple paths to knowledge and encourages students to see, question, and interpret concepts from a variety of perspectives.			✓	✓	✓	✓		✓

¹⁶ Refers to the ten licensing and performance standards established by the Hawaii Teacher Standards Board (HTSB)

VI. Designs and Provides Meaningful Learning Experiences. The effective teacher candidate consistently plans and implements meaningful learning experiences for students.			✓	✓	✓	✓		✓
VII. Uses Active Student Learning Strategies. The effective teacher candidate consistently uses a variety of active learning strategies to develop students' thinking, problem-solving and learning skills.			✓	✓	✓	✓		✓
VIII. Uses Assessment Strategies. The effective teacher candidate consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.			✓	✓	✓	✓		✓
IX. Demonstrates Professionalism. The effective teacher candidate continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally.		✓	✓	✓	✓	✓	✓	
X. Fosters Parent and School Community Relationships. The effective teacher candidate establishes and maintains strong working relationships with parents and members of the school community to support student learning.				✓	✓	✓		

IV. Evidence for Meeting Standards

I. Focuses on the Learner: The effective teacher candidate consistently engages students in appropriate experiences that support their development as independent learners.

A. Assessment #3: Program Checklist. The Pre-Professional Area Courses taken by teacher education students includes EDU 212: Foundations of Education. Teacher education students are presented information related to how children learn and develop and how to utilize that knowledge in providing learning opportunities to support students' intellectual, social and personal development. The course also explains how students differ in their approaches to learning and how to create instructional activities that are adapted to diverse learners. In the SPED 200: Education of Exceptional Students course, teacher education students are presented information related to individual students who are identified in any of the exceptional categories. Students must successfully complete all courses in this area with a C- or higher grade and meet all professional dispositions in order to continue in the program.

Teacher education students who are formally admitted into the School of Education continue with the Academic Support Area Courses. In the EDU 300: Human Growth and Learning course, teacher education students take the principles learned in PSYC 111: General Psychology and expand them into an application of those principles in the teaching/learning setting in the classroom. The EDU 312: Effective Pedagogy course addresses the specific teacher pedagogy skills needed by effective teachers, including lesson planning and lesson delivery. The EDU 385: Education Assessment in the Classroom course targets assessment for individual students. The EDU 305: Computer Technology Assisted Instruction course focuses on creating lessons with appropriate technology that engage the K-6 students in the learning process. All other Academic Support Area courses are methods courses for specific content areas: Art (ART 336), Science (ELED 360), Music (ELED 378), Social Studies (ELED 380), Health (HLTH 361), and Physical Education (EXS 375). These methods courses emphasize an understanding of the content area, but their primary focus is on delivery of that content in the elementary classroom. The most current, research-based pedagogy is the goal of each of these courses. Students must successfully complete all courses in this area with a C- or higher grade and meet all professional dispositions in order to continue in the program.

The third phase of courses taken by teacher candidates is known as the Professional Year Courses. Courses in this phase include the remaining content area methods courses: Language Arts (ELED 320), Reading (ELED 321), and Mathematics (ELED 351). Students must successfully complete all courses in this area with a C- or higher grade and meet all professional dispositions in order to continue in the program.

The Program Checklist is utilized to track the progress of teacher candidates in the program. It contains a list of each of the required courses in the program and has a column to show the grade obtained in each course. Teacher candidates must earn a C- or higher in each and every course in order to advance from the Pre-Professional phase to the Academic Support Area phase to the culminating Professional Year phase.

B. Assessment #4: Professional Year Observation & Participation Final Evaluation. During the teacher candidate’s semester of O&P, every lesson taught is evaluated using the School of Education’s “O&P Lesson Observation Form.”¹⁷ Alignment of items on the observation form associated with this standard are shown in the following table. Parenthetical items (left column) reference where that item appears on the lesson observation form. The performance standard and corresponding indicators appear in the right column.

Lesson Observation Form	Performance Standard I: Focuses on the Learner
<ul style="list-style-type: none"> • Connects concepts to prior knowledge and experiences (B4) 	(1) Relates instruction to students’ interests, experiences and/or real-life situations
<ul style="list-style-type: none"> • Maintains a high level of student time on task (A3) • Matches lesson to maturity level of students and degree of difficulty is appropriate (B2) • Instructional transitions are efficient and smooth (B8) • Uses lesson plan to guide instruction (B11) 	(2) Uses appropriate activities to promote students’ successes
<ul style="list-style-type: none"> • Adjusts the lesson plan during the lesson as needed (B12) 	(3) Takes time to listen and respond to students’ concerns and interests
<ul style="list-style-type: none"> • Gets the class started quickly (A2) • Circulates during class work to check students performance (D1) 	(4) Nurtures students’ desire to learn and achieve
<ul style="list-style-type: none"> • Modifications made for learning needs of individual students are noted in lesson plan (B15) • Uses strategies to include the reticent learner (D2) 	(5) Uses a variety of strategies or activities which recognize the idea of multiple intelligences and learning styles

The formative data collected from the observations is used to complete the

¹⁷ See Attachment 4.1

“Observation and Participation Evaluation Form.”¹⁸ Teacher candidates must receive a “Pass” rating by their Cooperating Teacher and the university faculty in these standards, as well as the other standards, and meet the standard for all professional dispositions in order to advance to student teaching.

It should be noted that under our philosophy of pass/not pass, or stated another way, meets the standard/does not meet the standard, teacher candidates understand that they must be able to demonstrate all required competencies as measured on the assessment instruments in O&P and Student Teaching in order to continue in the program and eventually become a program completer. Following legal counsel, several years ago it was decided to shade the “1” rating on the lesson observation forms.¹⁹ The legal counsel was to make sure teacher candidates clearly understood that a “1” rating was unacceptable and had serious consequences. So, in addition to the shading, the wording for the “1” rating that appears on the bottom of the observation forms reads: “Does not meet Standard.”

This does not mean to imply that teacher candidates do not get any “1’s” during O&P or Student Teaching. They do. However, they understand that they must work towards removing those “1’s” as they continue in the program. They understand that the consequence is serious --- not being a program completer.

Teacher candidates must receive a “Met Standard” rating by their Cooperating Teacher and the university faculty in all ten of the standards and meet all School of Education professional dispositions²⁰ in order to continue in the program.

C. Assessment #5: Professional Year Student Teaching Final Evaluation.

During the teacher candidate’s semester of Student Teaching, like O&P, every evaluated lesson taught uses the School of Education’s “Student Teaching Lesson Observation Form.”²¹ Alignment of items on the observation form associated with this standard are shown in the following table. Parenthetical items (left column) reference where that item appears on the lesson observation form. The performance standard and corresponding indicators appear in the right column.

Lesson Observation Form	Performance Standard I: Focuses on the Learner
<ul style="list-style-type: none"> • Gets the class started quickly (A2) • Circulates during class work to check students performance (D1) 	(1) Provides opportunities for students to assume responsibility for their own learning

¹⁸ See Attachment 2.4

¹⁹ See Attachments 4.1 and 4.3

²⁰ See Attachment 4.2

²¹ See Attachment 4.3

<ul style="list-style-type: none"> • Maintains a high level of student time on task (A3) • Matches lesson to maturity level of students and degree of difficulty is appropriate (B2) • Instructional transitions are efficient and smooth (B8) • Uses lesson plan to guide instruction (B11) 	(2) Uses appropriate activities to promote students' interests by nurturing their desire to learn and achieve
<ul style="list-style-type: none"> • Adjusts the lesson plan during the lesson as needed (B12) 	(3) Demonstrates concern and interest in students by taking time to listen and respond to them
<ul style="list-style-type: none"> • Connects concepts to prior knowledge and experiences (B4) 	(4) Relates instruction to students' interests, experiences and/or real-life situations
<ul style="list-style-type: none"> • Modifications made for learning needs of individual students are noted in lesson plan (B15) • Uses strategies to include the reticent learner (D2) 	(5) Facilitates students' development of positive self esteem

The formative data collected from the observations is used to complete the "Observation and Participation Evaluation Form."²² Teacher candidates must receive a "Pass" rating by their Cooperating Teacher and the university faculty in these standards, as well as the other standards, and meet the standard for all professional dispositions in order to advance to student teaching.

It should be noted that under our philosophy of pass/not pass, or stated another way, meets the standard/does not meet the standard, teacher candidates understand that they must be able to demonstrate all required competencies as measured on the assessment instruments in O&P and Student Teaching in order to continue in the program and eventually become a program completer. Following legal counsel, several years ago it was decided to shade the "1" rating on the lesson observation forms.²³ The legal counsel was to make sure teacher candidates clearly understood that a "1" rating was unacceptable and had serious consequences. So, in addition to the shading, the wording for the "1" rating that appears on the bottom of the observation forms reads: "Does not meet Standard."

This does not mean to imply that teacher candidates do not get any "1's" during O&P or Student Teaching. They do. However, they understand that they

²² See Attachment 2.4

²³ See Attachments 4.1 and 4.3

must work towards removing those "1's" as they continue in the program. They understand that the consequence is serious --- not being a program completer.

Teacher candidates must receive a "Met Standard" rating by their Cooperating Teacher and the university faculty in all ten of the standards and meet all School of Education professional dispositions²⁴ in order to continue in the program.

D. Assessment #6: Performance Outcomes Portfolio. Although teacher candidates are introduced to the fact early in their program that they will conclude Student Teaching with a Performance Outcomes Portfolio, serious attention is given to it in the O&P and Student Teaching semesters. By the end of Student Teaching, teacher candidates submit their portfolio for evaluation by the faculty using the "Professional Outcomes Portfolio Evaluation Form."²⁵ Teacher candidates have received a copy of the form used to evaluate their portfolios to use as a guide in compiling their evidences under each of the ten performance and licensing standards. By becoming familiar with the suggested evidences on the form, teacher candidates also have the opportunity to internalize how each of the suggested evidences might be used to demonstrate successful performance for each of the ten standards.

For example, for Standard I: Focuses on the Learner, the following suggested evidences for demonstrating this standard include: lesson plans, lesson plans showing connections to IEP's, lesson observation comments by evaluators, student work with teacher feedback, student journals, reading logs, photographs, personal statement(s), and any other item(s) the teacher candidate might consider appropriate.

Samples of teacher candidate portfolios have been collected and retained for review. We believe these samples will clearly show that our teacher candidates have sufficient knowledge and skills in understanding the standards and providing appropriate evidences to demonstrate not only their understanding, but the success of implementing that knowledge and skills in their classroom with the students they have stewardship over.

Teacher candidates must receive a "Met Standard" on each of the ten standards for the portfolio. If any area is deemed below standard, the teacher candidate must continue working on the portfolio until the university faculty consider it at an acceptable standard for someone desiring to be a program completer.

²⁴ See Attachment 4.2

²⁵ See Attachment 2.7

II. Creates and Maintains a Safe and Positive Learning Environment. The effective teacher candidate consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation.

A. Assessment #4: Professional Year Observation & Participation Final Evaluation. During the teacher candidate’s semester of O&P, every lesson taught is evaluated using the School of Education’s “O&P Observation Form.”²⁶ Alignment of items on the observation form associated with this standard are shown in the following table. Parenthetical items (left column) reference where that item appears on the lesson observation form. The performance standard and corresponding indicators appear in the right column.

Lesson Observation Form	Performance Standard II: Creates and Maintains a Safe and Positive Learning Environment
<ul style="list-style-type: none"> • Varies the pace of the lesson to suit activity and pupil responses (B7) • Lesson engages and encourages student participation (B9) 	(1) Models a caring attitude and promotes mutual respect among students
<ul style="list-style-type: none"> • Varies the pace of the lesson to suit activity and pupil responses (B7) • Uses pro-active effective systems to consistently govern verbal participation (E2) 	(2) Classroom environment is conducive for learning
<ul style="list-style-type: none"> • Gets the class started quickly (A2) • Maintains a high level of student time on task (A3) • Adjusts the lesson plan during the lesson as needed (B12) • Handles routine matters in a pattern that is consistently successful (E1) • Has rules and procedures to consistently and effectively govern student classroom movement (E3) • Effectively manages behavior of all students during activities/transitions (E4) • Overall, uses management methods • Reinforces models of appropriate behavior (E5) • Overall, uses management methods 	(3) Uses appropriate behavior management practices

²⁶ See Attachment 4.1

which are appropriate and effective (E6)	
<ul style="list-style-type: none"> • Lesson engages and encourages student participation (B9) • Modifications made for learning needs of individual students are noted in lesson plan (B14) 	(4) Promotes developmentally appropriate learning experiences that enable student success

The formative data collected from the observations is used to complete the "Observation and Participation Evaluation Form."²⁷ Teacher candidates must receive a "Pass" rating by their Cooperating Teacher and the university faculty in these standards, as well as the other standards, and meet the standard for all professional dispositions in order to advance to student teaching.

It should be noted that under our philosophy of pass/not pass, or stated another way, meets the standard/does not meet the standard, teacher candidates understand that they must be able to demonstrate all required competencies as measured on the assessment instruments in O&P and Student Teaching in order to continue in the program and eventually become a program completer. Following legal counsel, several years ago it was decided to shade the "1" rating on the lesson observation forms.²⁸ The legal counsel was to make sure teacher candidates clearly understood that a "1" rating was unacceptable and had serious consequences. So, in addition to the shading, the wording for the "1" rating that appears on the bottom of the observation forms reads: "Does not meet Standard."

This does not mean to imply that teacher candidates do not get any "1's" during O&P or Student Teaching. They do. However, they understand that they must work towards removing those "1's" as they continue in the program. They understand that the consequence is serious --- not being a program completer.

Teacher candidates must receive a "Met Standard" rating by their Cooperating Teacher and the university faculty in all ten of the standards and meet all School of Education professional dispositions²⁹ in order to continue in the program.

B. Assessment #5: Professional Year Student Teaching Final Evaluation.

During the teacher candidate's semester of Student Teaching, like O&P, every lesson taught is evaluated using the School of Education's "Student Teaching Observation

²⁷ See Attachment 2.4

²⁸ See Attachments 4.1 and 4.3

²⁹ See Attachment 4.2

Form.”³⁰ Alignment of items on the observation form associated with this standard are shown in the following table. Parenthetical items (left column) reference where that item appears on the lesson observation form. The performance standard and corresponding indicators appear in the right column.

Lesson Observation Form	Performance Standard II: Creates and Maintains a Safe and Positive Learning Environment
<ul style="list-style-type: none"> • Uses pro-active effective systems to consistently govern verbal participation (E2) • Has rules and procedures to consistently and effectively govern student classroom movement (E3) • Effectively manages behavior of all students during activities & transitions (E4) • Reinforces models of appropriate behavior (E5) • Overall, uses management methods which are appropriate and effective (E6) 	(1) Promotes empathy and mutual respect among students
<ul style="list-style-type: none"> • Gets the class started quickly (A2) • Maintains a high level of student time on task (A3) • Matches lesson to maturity level of students and degree of difficulty is appropriate (B2) • Instructional transitions are efficient and smooth (B8) • Uses lesson plan to guide instruction (B11) 	(2) Knows and follows school/classroom routines and procedures that foster self-control, self-discipline and responsibilities to others
<ul style="list-style-type: none"> • Demonstrates professional behavior (F3) 	(4) Establishes a positive and appropriate teacher relationship with students
<ul style="list-style-type: none"> • Demonstrates an enjoyment of teaching and being with students (F4) 	(5) Demonstrates a joy of learning to students
<ul style="list-style-type: none"> • Adjusts the lesson plan during the lesson as needed (B12) 	(6) Demonstrates an ability for spontaneous decision-making

³⁰ See Attachment 4.3

<ul style="list-style-type: none"> • Lesson engages and encourages student participation (B9) • Modifications made for learning needs of individual students are noted in lesson plan (B15) • Uses strategies to include the reticent learner (D2) 	<p>(7) Provides learning experiences which engage students as individuals and as members of collaborative groups</p>
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The formative data collected from the observations is used to complete the “Student Teaching Evaluation Form.”³¹ Teacher candidates must receive a “Pass” rating by their Cooperating Teacher and the university faculty in these standards, as well as the other standards, and meet the standard for all professional dispositions in order to advance to student teaching.

It should be noted that under our philosophy of pass/not pass, or stated another way, meets the standard/does not meet the standard, teacher candidates understand that they must be able to demonstrate all required competencies as measured on the assessment instruments in O&P and Student Teaching in order to continue in the program and eventually become a program completer. Following legal counsel, several years ago it was decided to shade the “1” rating on the lesson observation forms.³² The legal counsel was to make sure teacher candidates clearly understood that a “1” rating was unacceptable and had serious consequences. So, in addition to the shading, the wording for the “1” rating that appears on the bottom of the observation forms reads: “Does not meet Standard.”

This does not mean to imply that teacher candidates do not get any “1’s” during O&P or Student Teaching. They do. However, they understand that they must work towards removing those “1’s” as they continue in the program. They understand that the consequence is serious --- not being a program completer.

Teacher candidates must receive a “Met Standard” rating by their Cooperating Teacher and the university faculty in all ten of the standards and meet all School of Education professional dispositions³³ in order to continue in the program.

C. Assessment #6: Performance Outcomes Portfolio. Although teacher candidates are introduced to the fact early in their program that they will conclude Student Teaching with a Performance Outcomes Portfolio, serious attention is given to it in the O&P and Student Teaching semesters. By the end of Student Teaching, teacher candidates submit their portfolio for evaluation by the faculty. Teacher candidates have received a copy of the form used to evaluate their portfolios to use

³¹ See Attachment 2.4

³² See Attachments 4.1 and 4.3

³³ See Attachment 4.2

as a guide in compiling their evidences under each of the ten performance and licensing standards. By becoming familiar with the suggested evidences on the form, teacher candidates also have the opportunity to internalize how each of the suggested evidences might be used to demonstrate successful performance for each of the ten standards.

For example, for Standard II: Creates and Maintains a Safe and Positive Learning Environment, the following suggested evidences for demonstrating this standard include: lesson plans; Tribes lesson plans; Cooperative Learning lesson plans; lesson observation comments by evaluators; photographs; videos; copies of posted rules and consequences; copies of behavioral intervention plans, contracts, functional behavioral analysis, etc.; personal statement(s), and any other item(s) the teacher candidate might consider appropriate. Samples of teacher candidate portfolios have been collected and retained for review. We believe these samples will clearly show that our teacher candidates have sufficient knowledge and skills in understanding the standards and providing appropriate evidences to demonstrate not only their understanding, but the success of implementing that knowledge and skills in their classroom with the students they have stewardship over.

III. Adapts to Learner Diversity. The effective teacher candidate consistently provides opportunities that are inclusive and adapted to diverse learners.

A. Assessment #4: Professional Year Observation & Participation Final Evaluation. During the teacher candidate’s semester of O&P, every lesson taught is evaluated using the School of Education’s “O&P Observation Form.”³⁴ Alignment of items on the observation form associated with this standard are shown in the following table. Parenthetical items (left column) reference where that item appears on the lesson observation form. The performance standard and corresponding indicators appear in the right column.

Lesson Observation Form	Performance Standard III: Adapts to Learner Diversity
<ul style="list-style-type: none"> • Uses lesson plan to guide instruction (B11) • Teaches to different learning styles as noted in lesson plan (B13) 	(1) Designs instruction to provide for learners’ differences in development, multiple intelligence and achievement levels
<ul style="list-style-type: none"> • Assignments are clear and developmentally appropriate (B10) • Adjusts the lesson plan during the lesson as needed (B12) 	(2) Modifies instruction to include learners with special, cultural and linguistic needs, as applicable

³⁴ See Attachment 4.1

• Modifications made for learning needs of individual students are noted in lesson plan (B14)	
• Uses strategies to include the reticent learner (D2)	(3) Develops rapport with all students
• Modifications made for learning needs of individual students are noted in lesson plan (B14)	(4) Fosters respect and empathy among diverse learners

The formative data collected from the observations is used to complete the "Observation and Participation Evaluation Form."³⁵ Teacher candidates must receive a "Pass" rating by their Cooperating Teacher and the university faculty in these standards, as well as the other standards, and meet the standard for all professional dispositions in order to advance to student teaching.

It should be noted that under our philosophy of pass/not pass, or stated another way, meets the standard/does not meet the standard, teacher candidates understand that they must be able to demonstrate all required competencies as measured on the assessment instruments in O&P and Student Teaching in order to continue in the program and eventually become a program completer. Following legal counsel, several years ago it was decided to shade the "1" rating on the lesson observation forms.³⁶ The legal counsel was to make sure teacher candidates clearly understood that a "1" rating was unacceptable and had serious consequences. So, in addition to the shading, the wording for the "1" rating that appears on the bottom of the observation forms reads: "Does not meet Standard."

This does not mean to imply that teacher candidates do not get any "1's" during O&P or Student Teaching. They do. However, they understand that they must work towards removing those "1's" as they continue in the program. They understand that the consequence is serious --- not being a program completer.

Teacher candidates must receive a "Met Standard" rating by their Cooperating Teacher and the university faculty in all ten of the standards and meet all School of Education professional dispositions³⁷ in order to continue in the program.

B. Assessment #5: Professional Year Student Teaching Final Evaluation.

During the teacher candidate's semester of Student Teaching, like O&P, every lesson taught is evaluated using the School of Education's "Student Teaching Observation Form."³⁸ Alignment of items on the observation form associated with this standard

³⁵ See Attachment 2.4

³⁶ See Attachments 4.1 and 4.3

³⁷ See Attachment 4.2

³⁸ See Attachment 4.3

are shown in the following table. Parenthetical items (left column) reference where that item appears on the lesson observation form. The performance standard and corresponding indicators appear in the right column.

Lesson Observation Form	Performance Standard III: Adapts to Learner Diversity
<ul style="list-style-type: none"> • Uses strategies to include the reticent learner (D2) 	(1) Develops a positive rapport with all students
<ul style="list-style-type: none"> • Assignments are clear and developmentally appropriate (B10) • Adjusts the lesson plan during the lesson as needed (B12) • Modifications made for learning needs of individual students are noted in lesson plan (B14) 	(2) Designs instruction in response to learners' cultural and linguistic differences
<ul style="list-style-type: none"> • Uses lesson plan to guide instruction (B11) • Teaches to different learning styles as noted in lesson plan (B13) 	(3) Designs instruction to provide for learners' differences in development, multiple intelligence and achievement levels
<ul style="list-style-type: none"> • Assignments are clear and developmentally appropriate (B10) • Adjusts the lesson plan during the lesson as needed (B12) • Modifications made for learning needs of individual students are noted in lesson plan (B14) 	(4) Modifies instruction to include learners with special needs, if applicable
<ul style="list-style-type: none"> • Circulates during class work to check students' performance (D1) • Provides feedback on student responses to encourage growth (D5) 	(5) Demonstrates commitment to helping every student experience success

The formative data collected from the observations is used to complete the "Student Teaching Final Evaluation Form."³⁹ Teacher candidates must receive a "Pass" rating by their Cooperating Teacher and the university faculty in these standards, as well as the other standards, and meet the standard for all professional dispositions in order to advance to student teaching.

It should be noted that under our philosophy of pass/not pass, or stated another way, meets the standard/does not meet the standard, teacher candidates understand that they must be able to demonstrate all required competencies as measured on the assessment instruments in O&P and Student Teaching in order to

³⁹ See Attachment 2.4

continue in the program and eventually become a program completer. Following legal counsel, several years ago it was decided to shade the "1" rating on the lesson observation forms.⁴⁰ The legal counsel was to make sure teacher candidates clearly understood that a "1" rating was unacceptable and had serious consequences. So, in addition to the shading, the wording for the "1" rating that appears on the bottom of the observation forms reads: "Does not meet Standard."

This does not mean to imply that teacher candidates do not get any "1's" during O&P or Student Teaching. They do. However, they understand that they must work towards removing those "1's" as they continue in the program. They understand that the consequence is serious --- not being a program completer.

Teacher candidates must receive a "Met Standard" rating by their Cooperating Teacher and the university faculty in all ten of the standards and meet all School of Education professional dispositions⁴¹ in order to continue in the program.

C. Assessment #6: Performance Outcomes Portfolio. Although teacher candidates are introduced to the fact early in their program that they will conclude Student Teaching with a Performance Outcomes Portfolio, serious attention is given to it in the O&P and Student Teaching semesters. By the end of Student Teaching, teacher candidates submit their portfolio for evaluation by the faculty. Teacher candidates have received a copy of the form used to evaluate their portfolios to use as a guide in compiling their evidences under each of the ten performance and licensing standards. By becoming familiar with the suggested evidences on the form, teacher candidates also have the opportunity to internalize how each of the suggested evidences might be used to demonstrate successful performance for each of the ten standards.

For example, for Standard III: Adapts to Learner Diversity, the following suggested evidences for demonstrating this standard include: lesson plans, Tribes lesson plans, lessons utilizing multiple intelligences, lesson observation comments by evaluators, computer searches, resource bibliographies, pre-test/post-test comparison data, student work with teacher feedback, photographs, personal statement(s), and any other item(s) the teacher candidate might consider appropriate.

Samples of teacher candidate portfolios have been collected and retained for review. We believe these samples will clearly show that our teacher candidates have sufficient knowledge and skills in understanding the standards and providing appropriate evidences to demonstrate not only their understanding, but the success of implementing that knowledge and skills in their classroom with the students they

⁴⁰ See Attachments 4.1 and 4.3

⁴¹ See Attachment 4.2

have stewardship over.

IV. Fosters Effective Communication in the Learning Environment. The effective teacher candidate enriches communication in the learning environment.

A. Assessment #4: Professional Year Observation & Participation Final Evaluation. During the teacher candidate’s semester of O&P, every lesson taught is evaluated using the School of Education’s “O&P Observation Form.”⁴² Alignment of items on the observation form associated with this standard are shown in the following table. Parenthetical items (left column) reference where that item appears on the lesson observation form. The performance standard and corresponding indicators appear in the right column.

Lesson Observation Form	Performance Standard IV: Fosters Communication in the Learning Environment
<ul style="list-style-type: none"> • Uses spelling, penmanship and grammar which are accurate, neat, and clear (C5) 	(1) Writes and spells in clear Standard English
<ul style="list-style-type: none"> • Speaks fluently and precisely, using standard English (C1) • Voice modulation and volume used appropriately (C2) 	(2) Communicates openly with all students and others working in the learning environment
<ul style="list-style-type: none"> • Matches lesson to maturity level of students and degree of difficulty is appropriate (B2) • Presents instruction clearly and understandably to students (B6) 	(3) Uses vocabulary that is appropriate for students’ ages and interests
<ul style="list-style-type: none"> • Includes focus and/or review in instructional presentation (B3) • Uses non-verbal communication (gestures, expressions, eye contact, etc.) effectively (C3) • Demonstrates congruence between verbal and non-verbal communication (C4) 	(4) Engages students in different modes of communication

The formative data collected from the observations is used to complete the “Observation and Participation Evaluation Form.”⁴³ Teacher candidates must

⁴² See Attachment 4.1

⁴³ See Attachment 2.4

receive a "Pass" rating by their Cooperating Teacher and the university faculty in these standards, as well as the other standards, and meet the standard for all professional dispositions in order to advance to student teaching.

It should be noted that under our philosophy of pass/not pass, or stated another way, meets the standard/does not meet the standard, teacher candidates understand that they must be able to demonstrate all required competencies as measured on the assessment instruments in O&P and Student Teaching in order to continue in the program and eventually become a program completer. Following legal counsel, several years ago it was decided to shade the "1" rating on the lesson observation forms.⁴⁴ The legal counsel was to make sure teacher candidates clearly understood that a "1" rating was unacceptable and had serious consequences. So, in addition to the shading, the wording for the "1" rating that appears on the bottom of the observation forms reads: "Does not meet Standard."

This does not mean to imply that teacher candidates do not get any "1's" during O&P or Student Teaching. They do. However, they understand that they must work towards removing those "1's" as they continue in the program. They understand that the consequence is serious --- not being a program completer.

Teacher candidates must receive a "Met Standard" rating by their Cooperating Teacher and the university faculty in all ten of the standards and meet all School of Education professional dispositions⁴⁵ in order to continue in the program.

B. Assessment #5: Professional Year Student Teaching Final Evaluation.

During the teacher candidate's semester of Student Teaching, like O&P, every lesson taught is evaluated using the School of Education's "Student Teaching Observation Form."⁴⁶ Alignment of items on the observation form associated with this standard are shown in the following table. Parenthetical items (left column) reference where that item appears on the lesson observation form. The performance standard and corresponding indicators appear in the right column.

Lesson Observation Form	Performance Standard IV: Fosters Communication in the Learning Environment
<ul style="list-style-type: none"> • Speaks fluently and precisely, using standard English (C1) • Voice modulation and volume used appropriately (C2) 	(1) Speaks clearly and appropriately when communicating with children and with other adults

⁴⁴ See Attachments 4.1 and 4.3

⁴⁵ See Attachment 4.2

⁴⁶ See Attachment 4.3

<ul style="list-style-type: none"> • Poses a range of appropriate questions, low to high, in the cognitive, affective, reflective domain (D3) • Poses questions one at a time with adequate wait time provided (D4) 	(2) Uses a variety of questioning strategies to lead stimulating discussions
<ul style="list-style-type: none"> • Matches lesson to maturity level of students and degree of difficulty is appropriate (B2) • Presents instruction clearly and understandably to students (B6) • Circulates during class work to check students' performance (D1) • Provides feedback on student responses to encourage growth (D5) 	(3) Encourages student self-expression, reflection and evaluation
<ul style="list-style-type: none"> • Uses spelling, penmanship and grammar which are accurate, neat, and clear (C5) 	(4) Writes and spells in clear Standard English
<ul style="list-style-type: none"> • Matches lesson to maturity level of students and degree of difficulty is appropriate (B2) • Presents instruction clearly and understandably to students (B6) 	(5) Uses vocabulary that is appropriate for students' ages and interests
<ul style="list-style-type: none"> • Uses spelling, penmanship and grammar which are accurate, neat, and clear (C5) 	(6) Writes legibly in manuscript or cursive for classroom purposes
<ul style="list-style-type: none"> • Uses non-verbal communication (gestures, expressions, eye contact, etc.) effectively (C3) • Demonstrates congruence between verbal and non-verbal communication (C4) 	(7) Demonstrates active listening and sensitivity to verbal and nonverbal communication

The formative data collected from the observations is used to complete the "Student Teaching Final Evaluation Form."⁴⁷ Teacher candidates must receive a "Pass" rating by their Cooperating Teacher and the university faculty in these standards, as well as the other standards, and meet the standard for all professional dispositions in order to advance to student teaching.

It should be noted that under our philosophy of pass/not pass, or stated another way, meets the standard/does not meet the standard, teacher candidates understand that they must be able to demonstrate all required competencies as

⁴⁷ See Attachment 2.4

measured on the assessment instruments in O&P and Student Teaching in order to continue in the program and eventually become a program completer. Following legal counsel, several years ago it was decided to shade the "1" rating on the lesson observation forms.⁴⁸ The legal counsel was to make sure teacher candidates clearly understood that a "1" rating was unacceptable and had serious consequences. So, in addition to the shading, the wording for the "1" rating that appears on the bottom of the observation forms reads: "Does not meet Standard."

This does not mean to imply that teacher candidates do not get any "1's" during O&P or Student Teaching. They do. However, they understand that they must work towards removing those "1's" as they continue in the program. They understand that the consequence is serious --- not being a program completer.

Teacher candidates must receive a "Met Standard" rating by their Cooperating Teacher and the university faculty in all ten of the standards and meet all School of Education professional dispositions⁴⁹ in order to continue in the program.

C. Assessment #6: Performance Outcomes Portfolio. Although teacher candidates are introduced to the fact early in their program that they will conclude Student Teaching with a Performance Outcomes Portfolio, serious attention is given to it in the O&P and Student Teaching semesters. By the end of Student Teaching, teacher candidates submit their portfolio for evaluation by the faculty. Teacher candidates have received a copy of the form used to evaluate their portfolios to use as a guide in compiling their evidences under each of the ten performance and licensing standards. By becoming familiar with the suggested evidences on the form, teacher candidates also have the opportunity to internalize how each of the suggested evidences might be used to demonstrate successful performance for each of the ten standards.

For example, for Standard IV: Fosters Effective Communication in the Learning Environment, the following suggested evidences for demonstrating this standard include: lesson plans, videos, student work, lesson observation comments by evaluators, examples of teacher made visuals, photographs, personal statement(s), and any other item(s) the teacher candidate might consider appropriate. Samples of teacher candidate portfolios have been collected and retained for review. We believe these samples will clearly show that our teacher candidates have sufficient knowledge and skills in understanding the standards and providing appropriate evidences to demonstrate not only their understanding, but the success of implementing that knowledge and skills in their classroom with the students they have stewardship over.

⁴⁸ See Attachments 4.1 and 4.3

⁴⁹ See Attachment 4.2

V. Demonstrates Knowledge of Content. The effective teacher candidate consistently demonstrates competency in content area(s) to develop student knowledge and performance.

V.1: Keeps abreast of current developments in content area(s) by demonstrating that he/she knows his/her discipline and understands how knowledge in the discipline is created, organized, and linked to other disciplines.

A. Assessment #3: Program Checklist. This “checklist” is an assessment of the progress teacher candidates make in completing the three phases of coursework in the program. In the first phase of courses, called Pre-Professional Area Courses, teacher candidates demonstrate in the EDU 212: Foundations of Education course, that they understand how children learn and develop and how to utilize that knowledge in providing learning opportunities to support students’ intellectual, social and personal development. This study includes the work of theorists such as Jean Piaget and Maria Montessori. The course also explains how students differ in their approaches to learning and how to create instructional activities that are adapted to diverse learners. Theorists such as Howard Gardner are considered, along with those advocates of behaviorism and constructivism. Competence in this area is measured through in-class activities as observed by the instructor, chapter tests and a ten to twenty hour field experience in a local elementary school where the teacher candidate tutors one or more students in a K-6 classroom. In addition, in the SPED 200: Education of Exceptional Students course, teacher education students are presented information related to individual students who are identified in any of the exceptional categories.

Students must successfully complete all courses in this area with a C- or higher grade, maintain a cumulative grade point average of 2.0 or higher and meet all professional dispositions in order to continue in the program. The “C-” grade has been designated by the university as an acceptable passing grade in an effort to minimize grade inflation. In the School of Education, in support of the university’s decision, we interpret the C- as an acceptable standard of performance. In theory, it would be equated to Charlotte Danielson’s rating of “basic” in the domain rubrics contained in her book [A Framework for Teaching](#). Following that train of thought, the B grades would equate to Danielson’s rubric rating of “proficient” and A grades would equate to “distinguished.” If teacher candidates make below a C- in a major course, they have one opportunity to repeat the course and remain in the teacher education program.

In addition to the grade requirement, teacher candidates must also receive a “met” in each of the eleven professional dispositions adopted by the School of

Education. This is determined by the “Professional Dispositions Assessment”⁵⁰ form developed by the School of Education and after discussing any concerns as a faculty about any teacher candidate.

The next phase of courses in this assessment process is called Academic Support Area Courses. In the EDU 300: Human Growth and Learning course, teacher candidates take the principles learned in PSYC 111: General Psychology and expand them into an application of those principles in the teaching/learning setting in the classroom. The EDU 312: Effective Pedagogy course addresses the specific teacher pedagogy skills needed by effective teachers, including lesson planning and lesson delivery. The EDU 385: Education Assessment in the Classroom course targets assessment for individual students. The EDU 305: Computer Technology Assisted Instruction course focuses on creating lessons with appropriate technology that engage the K-6 students in the learning process. All other Academic Support Area courses are methods courses for specific content areas: Art (ART 336), Science (ELED 360), Music (ELED 378), Social Studies (ELED 380), Health (HLTH 361), and Physical Education (EXS 375). These methods courses emphasize an understanding of the content area, but their primary focus is on delivery of that content in the elementary classroom. The most current, research-based pedagogy is the goal of each of these courses.

Students must successfully complete all courses in this area with a C- or higher grade, maintain a cumulative grade point average of 2.0 or higher and meet all professional dispositions in order to continue in the program.

The final phase of course work is called Professional Year Courses. Courses in this phase of the program include the remaining content area methods courses: Language Arts (ELED 320), Reading (ELED 321), and Mathematics (ELED 351). While the emphasis is on pedagogy in these core content areas, content is integral to each course to ensure the most current curriculum standards are taught.

As stated before, teacher candidates must successfully complete all courses in this area with a C- or higher grade, maintain a cumulative grade point average of 2.0 or higher and meet all professional dispositions in order to continue in the program.

B. Assessment #4: Professional Year Observation & Participation Final Evaluation. During the teacher candidate’s semester of O&P, every evaluated lesson taught uses the School of Education’s “O&P Observation Form.”⁵¹ Alignment of items on the observation form associated with this standard are shown in the following table. Parenthetical items (left column) reference where that item appears on the lesson observation form. The performance standard and corresponding

⁵⁰ See Attachment 4.2

⁵¹ See Attachment 4.1

indicators appear in the right column.

Lesson Observation Form	Performance Standard V.1: Keeps abreast of current developments in content area(s) . . .
<ul style="list-style-type: none"> • connects concepts to prior knowledge and experiences (B4) • presents instruction clearly and understandably to students (B6) 	<p>(5) Applies concepts that help students relate learning to everyday life</p> <p>(6) Lesson is engaging and encourages student participation</p>

The formative data collected from the observations is used to complete the “Observation and Participation Evaluation Form.”⁵² Teacher candidates must receive a “Pass” rating by their Cooperating Teacher and the university faculty in these standards, as well as the other standards, and meet the standard for all professional dispositions in order to advance to student teaching.

It should be noted that under our philosophy of pass/not pass, or stated another way, meets the standard/does not meet the standard, teacher candidates understand that they must be able to demonstrate all required competencies as measured on the assessment instruments in O&P and Student Teaching in order to continue in the program and eventually become a program completer. Following legal counsel, several years ago it was decided to shade the “1” rating on the lesson observation forms.⁵³ The legal counsel was to make sure teacher candidates clearly understood that a “1” rating was unacceptable and had serious consequences. So, in addition to the shading, the wording for the “1” rating that appears on the bottom of the observation forms reads: “Does not meet Standard.”

This does not mean to imply that teacher candidates do not get any “1’s” during O&P or Student Teaching. They do. However, they understand that they must work towards removing those “1’s” as they continue in the program. They understand that the consequence is serious --- not being a program completer.

C. Assessment #5: Professional Year Student Teaching Final Evaluation.

During Student Teaching, the “Student Teaching Observation Form”⁵⁴ is used. The only difference in it and the observation form used in O&P is the addition of a rating of “3” on the form. The “3” is coded as “Distinguished” and is intended to be used in cases where the teacher candidate has truly “distinguished” himself/herself in performing that teaching behavior/practice as a seasoned classroom teacher. Otherwise, the “2” rating is used to assess the teacher candidate as having “met” the standard, while the “1” rating is used to identify performance that “does not meet

⁵² See Attachment 2.4

⁵³ See Attachments 4.1 and 4.3

⁵⁴ See Attachment 4.3

the standard.”

The formative data collected from these observations is used to complete the “Year End Student Teaching Evaluation Form.”⁵⁵ Teacher candidates must receive a “Has met standard” rating by their Cooperating Teacher and the university faculty in this Standard.

D. Assessment #6: Performance Outcomes Portfolio. Although teacher candidates are introduced to the fact early in their program that they will conclude Student Teaching with a Performance Outcomes Portfolio, serious attention is given to it in the O&P and Student Teaching semesters. By the end of Student Teaching, teacher candidates submit their portfolio for evaluation by the faculty. Teacher candidates have received a copy of the form⁵⁶ used to evaluate their portfolios to use as a guide in compiling their evidences under each of the ten performance and licensing standards. By becoming familiar with the suggested evidences on the form, teacher candidates also have the opportunity to internalize how each of the suggested evidences might be used to demonstrate successful performance for each of the ten standards.

For example, for Standard V: Demonstrates Knowledge of Content, the following suggested evidences for demonstrating this standard include: lesson plans, computer searches, student work, lesson observation comments by evaluators, photographs, list of course work, meeting/conference handouts, personal statement(s), and any other item(s) the teacher candidate might consider appropriate.

Samples of teacher candidate portfolios have been collected and retained for review. We believe these samples will clearly show that our teacher candidates have sufficient knowledge and skills in understanding the standards and providing appropriate evidences to demonstrate not only their understanding, but the success of implementing that knowledge and skills in their classroom with the students they have stewardship over.

Teacher candidates must receive a “Met Standard” on each of the ten standards for the portfolio. If any area is deemed below standard, the teacher candidate must continue working on the portfolio until the university faculty consider it at an acceptable standard for someone desiring to be a program completer.

E. Assessment #8: Praxis II and PLT, K-6. One of the requirements to be a program completer includes having passed the Praxis II tests and the PLT, K-6.

⁵⁵ See Attachment 2.5

⁵⁶ See Attachment 2.7

These scores must be on file with the School of Education and the pass score used is that set by the state licensing agency, the Hawaii Teacher Standards Board.

The Educational Testing Service, publisher of the Praxis Series of tests gives the following explanation for each of the tests assessed in this category:

*Special Education Core Principles: Content Knowledge (0353):*⁵⁷

- the test is designed to measure the candidates understanding of exceptionalities and delivery of services to students with disabilities
- the candidates understanding of causation and the prevention of disabilities is measured
- questions require the candidate to understand the nature of behaviors, including frequency, duration, intensity and degrees of severity

*Principles of Learning and Teaching: Grades K-6 (0522):*⁵⁸

- test is designed to assess a beginning teacher's knowledge of a variety of job-related criteria
- questions may require the examinee to do any of the following: demonstrate understanding of the importance of an aspect of teaching, demonstrate understanding of the principles of learning and teaching underlying an aspect of teaching, or recognize when and how to apply the principles of learning and teaching underlying an aspect of teaching

V.2: Teaches mastery of language, complex processes, concepts and principles unique to content area(s) by demonstrating that he/she: (a) designs instruction that addresses the core skills, concepts, and ideas of the discipline to help students meet the goals of the Hawaii Content and Performance Standards System and General Learner Outcomes, (b) selects instructional materials and resources based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts and (c) represents and uses differing viewpoints, theories, and methods of inquiry when teaching concepts of the discipline.

A. Assessment #1: Praxis I Reading, Writing and Mathematics. Passing these three assessments is considered essential in measuring basic core skills in those three critical content areas. Although it is only one of several items contained in the complete admissions process into the teacher education program, without passing scores, the applicant may not proceed in the School of Education as a teacher candidate.

⁵⁷Educational Testing Service (ets.org). *The Praxis Series™ Tests at a Glance. About This Test* in “Special Education Core Principles: Content Knowledge (0353).”

⁵⁸Educational Testing Service (ets.org). *The Praxis Series™ Tests at a Glance. About This Test* in “Principles of Learning and Teaching: Grades K-6 (0522).”

B. Assessment #3: Program Checklist. This “checklist” is an assessment of the progress teacher candidates make in completing the three phases of coursework in the program. In the first phase of courses, called Pre-Professional Area Courses, teacher candidates demonstrate in the EDU 212: Foundations of Education course, that they understand how children learn and develop and how to utilize that knowledge in providing learning opportunities to support students’ intellectual, social and personal development. This study includes the work of theorists such as Jean Piaget and Maria Montessori. The course also explains how students differ in their approaches to learning and how to create instructional activities that are adapted to diverse learners. Theorists such as Howard Gardner are considered, along with those advocates of behaviorism and constructivism. Competence in this area is measured through in-class activities as observed by the instructor, chapter tests and a ten to twenty hour field experience in a local elementary school where the teacher candidate tutors one or more students in a K-6 classroom. In addition, in the SPED 200: Education of Exceptional Students course, teacher education students are presented information related to individual students who are identified in any of the exceptional categories.

Students must successfully complete all courses in this area with a C- or higher grade, maintain a cumulative grade point average of 2.0 or higher and meet all professional dispositions in order to continue in the program. The “C-” grade has been designated by the university as an acceptable passing grade in an effort to minimize grade inflation. In the School of Education, in support of the university’s decision, we interpret the C- as an acceptable standard of performance. In theory, it would be equated to Charlotte Danielson’s rating of “basic” in the domain rubrics contained in her book A Framework for Teaching. Following that train of thought, the B grades would equate to Danielson’s rubric rating of “proficient” and A grades would equate to “distinguished.” If teacher candidates make below a C- in a major course, they have one opportunity to repeat the course and remain in the teacher education program.

In addition to the grade requirement, teacher candidates must also receive a “met” in each of the eleven professional dispositions adopted by the School of Education. This is determined by the “Professional Dispositions Assessment”⁵⁹ form developed by the School of Education and after discussing any concerns as a faculty about any teacher candidate.

The next phase of courses in this assessment process is called Academic Support Area Courses. In the EDU 300: Human Growth and Learning course, teacher candidates take the principles learned in PSYC 111: General Psychology and

⁵⁹ See Attachment 4.2

expand them into an application of those principles in the teaching/learning setting in the classroom. The EDU 312: Effective Pedagogy course addresses the specific teacher pedagogy skills needed by effective teachers, including lesson planning and lesson delivery. The EDU 385: Education Assessment in the Classroom course targets assessment for individual students. The EDU 305: Computer Technology Assisted Instruction course focuses on creating lessons with appropriate technology that engage the K-6 students in the learning process. All other Academic Support Area courses are methods courses for specific content areas: Art (ART 336), Science (ELED 360), Music (ELED 378), Social Studies (ELED 380), Health (HLTH 361), and Physical Education (EXS 375). These methods courses emphasize an understanding of the content area, but their primary focus is on delivery of that content in the elementary classroom. The most current, research-based pedagogy is the goal of each of these courses.

Students must successfully complete all courses in this area with a C- or higher grade, maintain a cumulative grade point average of 2.0 or higher and meet all professional dispositions in order to continue in the program.

The final phase of course work is called Professional Year Courses. Courses in this phase of the program include the remaining content area methods courses: Language Arts (ELED 320), Reading (ELED 321), and Mathematics (ELED 351). While the emphasis is on pedagogy in these core content areas, content is integral to each course to ensure the most current curriculum standards are taught.

As stated before, teacher candidates must successfully complete all courses in this area with a C- or higher grade, maintain a cumulative grade point average of 2.0 or higher and meet all professional dispositions in order to continue in the program.

C. Assessment #4: Professional Year Observation & Participation Final Evaluation. During the teacher candidate’s semester of O&P, every evaluated lesson taught uses the School of Education’s “O&P Observation Form.”⁶⁰ Items on the observation form are aligned with the corresponding performance standard(s) in the following table. Parenthetical items (left column) reference where that item appears on the lesson observation form. The applicable performance standards and corresponding indicators appear in the right column.

Lesson Observation Form	Performance Standard V.2: Teaches mastery of language, complex processes, concepts and principles unique to content area(s) . . .
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⁶⁰ See Attachment 4.1

<ul style="list-style-type: none"> • Lesson plan is complete, clearly written, and follows Hawaii content standards with clear measurable outcomes (B1) 	<p>(a) designs instruction that addresses the core skills, concepts, and ideas of the discipline to help students meet the goals of the Hawaii Content and Performance Standards System and General Learner Outcomes</p>
<ul style="list-style-type: none"> • Uses examples/demonstrations which are relevant and developmentally and contextually appropriate (B5) • Assignments are clear and developmentally appropriate (B10) • Lesson in concert with IEP objectives as needed and shown in the lesson plan (B15) 	<p>(b) selects instructional materials and resources based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts</p>
<ul style="list-style-type: none"> • Teaches to different learning styles as noted in lesson plan (B13) • Modifications made for learning needs of individual students are noted in lesson plan (B14) • Uses strategies to include the reticent learner (D2) • Poses a range of appropriate questions, low to high, in the cognitive, affective, reflective domain (D3) 	<p>(c) represents and uses differing viewpoints, theories, and methods of inquiry when teaching concepts of the discipline</p>

The formative data collected from the observations is used to complete the sections indicated in the table on the "Observation and Participation Evaluation Form."⁶¹ Teacher candidates must receive a "Pass" rating by their Cooperating Teacher and the university faculty in this Standard, as well as the other standards, and meet the standard for all professional dispositions in order to advance to student teaching.

It should be noted that under our philosophy of pass/not pass, or stated another way, meets the standard/does not meet the standard, teacher candidates understand that they must be able to demonstrate all required competencies as measured on the assessment instruments in O&P and Student Teaching in order to continue in the program and eventually become a program completer. Following legal counsel, several years ago it was decided to shade the "1" rating on the lesson

⁶¹ See Attachment 2.4

observation forms.⁶² The legal counsel was to make sure teacher candidates clearly understood that a “1” rating was unacceptable and had serious consequences. So, in addition to the shading, the wording for the “1” rating that appears on the bottom of the observation forms reads: “Does not meet Standard.”

This does not mean to imply that teacher candidates do not get any “1’s” during O&P or Student Teaching. They do. However, they understand that they must work towards removing those “1’s” as they continue in the program. They understand that the consequence is serious --- not being a program completer.

D. Assessment #5: Professional Year Student Teaching Final Evaluation.

During Student Teaching, the “Student Teaching Observation Form”⁶³ is used. The only difference in it and the observation form used in O&P is the addition of a rating of “3” on the form. The “3” is coded as “Distinguished” and is intended to be used in cases where the teacher candidate has truly “distinguished” himself/herself in performing that teaching behavior/practice as a seasoned classroom teacher. Otherwise, the “2” rating is used to assess the teacher candidate as having “met” the standard, while the “1” rating is used to identify performance that “does not meet the standard.”

The formative data collected from these observations is used to complete Section V: Demonstrates Knowledge of Content on the “Year End Student Teaching Evaluation Form.”⁶⁴ Teacher candidates must receive a “Has met standard” rating by their Cooperating Teacher and the university faculty in this Standard.

E. Assessment #6: Performance Outcomes Portfolio. Although teacher candidates are introduced to the fact early in their program that they will conclude Student Teaching with a Performance Outcomes Portfolio, serious attention is given to it in the O&P and Student Teaching semesters. By the end of Student Teaching, teacher candidates submit their portfolio for evaluation by the faculty. Teacher candidates have received a copy of the form⁶⁵ used to evaluate their portfolios to use as a guide in compiling their evidences under each of the ten performance and licensing standards. By becoming familiar with the suggested evidences on the form, teacher candidates also have the opportunity to internalize how each of the suggested evidences might be used to demonstrate successful performance for each of the ten standards.

For example, for Standard V: Demonstrates Knowledge of Content, the following suggested evidences for demonstrating this standard include: lesson

⁶² See Attachments 4.1 and 4.3

⁶³ See Attachment 4.3

⁶⁴ See Attachment 2.5

⁶⁵ See Attachment 2.7

plans, computer searches, student work, lesson observation comments by evaluators, photographs, list of course work, meeting/conference handouts, personal statement(s), and any other item(s) the teacher candidate might consider appropriate.

Samples of teacher candidate portfolios have been collected and retained for review. We believe these samples will clearly show that our teacher candidates have sufficient knowledge and skills in understanding the standards and providing appropriate evidences to demonstrate not only their understanding, but the success of implementing that knowledge and skills in their classroom with the students they have stewardship over.

Teacher candidates must receive a “Met Standard” on each of the ten standards for the portfolio. If any area is deemed below standard, the teacher candidate must continue working on the portfolio until the university faculty consider it at an acceptable standard for someone desiring to be a program completer.

F. Assessment #8: Praxis II and PLT, K-6. One of the requirements to be a program completer includes having passed the Praxis II tests and the PLT, K-6. These scores must be on file with the School of Education and the pass score used is that set by the state licensing agency, the Hawaii Teacher Standards Board.

The Educational Testing Service, publisher of the Praxis Series of tests gives the following explanation for each of the tests assessed in this category:

*Special Education Core Principles: Content Knowledge (0353):*⁶⁶

- the test is designed to measure the candidates understanding of exceptionalities and delivery of services to students with disabilities
- the candidates understanding of causation and the prevention of disabilities is measured
- questions require the candidate to understand the nature of behaviors, including frequency, duration, intensity and degrees of severity

*Principles of Learning and Teaching: Grades K-6 (0522):*⁶⁷

- test is designed to assess a beginning teacher’s knowledge of a variety of job-related criteria
- questions may require the examinee to do any of the following: demonstrate understanding of the importance of an aspect of teaching,

⁶⁶Educational Testing Service (ets.org). *The Praxis Series™ Tests at a Glance. About This Test* in “Special Education Core Principles: Content Knowledge (0353).”

⁶⁷Educational Testing Service (ets.org). *The Praxis Series™ Tests at a Glance. About This Test* in “Principles of Learning and Teaching: Grades K-6 (0522).”

demonstrate understanding of the principles of learning and teaching underlying an aspect of teaching, or recognize when and how to apply the principles of learning and teaching underlying an aspect of teaching

V.3: Possesses an understanding of technology appropriate to the content area, e.g. computer assisted instruction and utilizes the school's current technologies to facilitate learning in the content area(s) by demonstrating that he/she incorporates appropriate technological resources to support student exploration of the disciplines.

A. Assessment #4: Professional Year Observation & Participation Final Evaluation. During the teacher candidate's semester of O&P, every evaluated lesson taught uses the School of Education's "O&P Observation Form."⁶⁸ Item(s) related to Standard V.3 are not specifically found on the lesson observation form. However, the Cooperating Teacher makes a "cumulative" assessment of the use of technology over the semester in order to complete Standard VII: Uses Active Student Learning Strategies, item #4, Uses school's current technologies as tools for teaching and learning on the O&P Final Evaluation Form.

B. Assessment #5: Professional Year Student Teaching Final Evaluation. As with the O&P Semester explained above, during Student Teaching, the lesson observation form does not specifically address the use of technology in lessons. However, the Cooperating Teacher makes a "cumulative" assessment of the use of technology over the semester in order to complete Standard VII: Uses Active Student Learning Strategies, item #7, Uses available technologies as tools for teaching and learning on the Student Teaching Final Evaluation Form.

C. Assessment #6: Performance Outcomes Portfolio. Although teacher candidates are introduced to the fact early in their program that they will conclude Student Teaching with a Performance Outcomes Portfolio, serious attention is given to it in the O&P and Student Teaching semesters. By the end of Student Teaching, teacher candidates submit their portfolio for evaluation by the faculty. Teacher candidates have received a copy of the form⁶⁹ used to evaluate their portfolios to use as a guide in compiling their evidences under each of the ten performance and licensing standards. By becoming familiar with the suggested evidences on the form, teacher candidates also have the opportunity to internalize how each of the suggested evidences might be used to demonstrate successful performance for each of the ten standards.

For example, for Standard VII: Uses Active Student Learning Strategies, the following suggested evidences for demonstrating the technology portion of this standard include: lesson plans/unit plans, outcomes of projects (samples), lesson

⁶⁸ See Attachment 4.1

⁶⁹ See Attachment 2.7

observation comments by evaluators, photographs, examples of rubrics and graded student work, personal statement(s), and any other item(s) the teacher candidate might consider appropriate.

Samples of teacher candidate portfolios have been collected and retained for review. We believe these samples will clearly show that our teacher candidates have sufficient knowledge and skills in understanding the standards and providing appropriate evidences to demonstrate not only their understanding, but the success of implementing that knowledge and skills in their classroom with the students they have stewardship over.

Teacher candidates must receive a “Met Standard” on each of the ten standards for the portfolio. If any area is deemed below standard, the teacher candidate must continue working on the portfolio until the university faculty consider it at an acceptable standard for someone desiring to be a program completer.

D. Assessment #8: Praxis II and PLT, K-6. One of the requirements to be a program completer includes having passed the Praxis II tests and the PLT, K-6. These scores must be on file with the School of Education and the pass score used is that set by the state licensing agency, the Hawaii Teacher Standards Board.

The Educational Testing Service, publisher of the Praxis Series of tests gives the following explanation for each of the tests assessed in this category:

*Special Education Core Principles: Content Knowledge (0353):*⁷⁰

- the test is designed to measure the candidates understanding of exceptionalities and delivery of services to students with disabilities
- the candidates understanding of causation and the prevention of disabilities is measured
- questions require the candidate to understand the nature of behaviors, including frequency, duration, intensity and degrees of severity

*Principles of Learning and Teaching: Grades K-6 (0522):*⁷¹

- test is designed to assess a beginning teacher’s knowledge of a variety of job-related criteria
- questions may require the examinee to do any of the following: demonstrate understanding of the importance of an aspect of teaching,

⁷⁰Educational Testing Service (ets.org). *The Praxis Series™ Tests at a Glance. About This Test* in “Special Education Core Principles: Content Knowledge (0353).”

⁷¹Educational Testing Service (ets.org). *The Praxis Series™ Tests at a Glance. About This Test* in “Principles of Learning and Teaching: Grades K-6 (0522).”

demonstrate understanding of the principles of learning and teaching underlying an aspect of teaching, or recognize when and how to apply the principles of learning and teaching underlying an aspect of teaching

V.4: Connects knowledge of content area(s) to students' prior experiences, personal interests and real-life situations by demonstrating that he/she: (a) uses a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations that help students develop conceptual understanding and (b) generates multiple paths to knowledge and encourages students to see, question, and interpret concepts from a variety of perspectives.

A. Assessment #3: Program Checklist. This "checklist" is an assessment of the progress teacher candidates make in completing the three phases of coursework in the program. In the first phase of courses, called Pre-Professional Area Courses, teacher candidates demonstrate in the EDU 212: Foundations of Education course, that they understand how children learn and develop and how to utilize that knowledge in providing learning opportunities to support students' intellectual, social and personal development. This study includes the work of theorists such as Jean Piaget and Maria Montessori. The course also explains how students differ in their approaches to learning and how to create instructional activities that are adapted to diverse learners. Theorists such as Howard Gardner are considered, along with those advocates of behaviorism and constructivism. Competence in this area is measured through in-class activities as observed by the instructor, chapter tests and a ten to twenty hour field experience in a local elementary school where the teacher candidate tutors one or more students in a K-6 classroom. In addition, in the SPED 200: Education of Exceptional Students course, teacher education students are presented information related to individual students who are identified in any of the exceptional categories.

Students must successfully complete all courses in this area with a C- or higher grade, maintain a cumulative grade point average of 2.0 or higher and meet all professional dispositions in order to continue in the program. The "C-" grade has been designated by the university as an acceptable passing grade in an effort to minimize grade inflation. In the School of Education, in support of the university's decision, we interpret the C- as an acceptable standard of performance. In theory, it would be equated to Charlotte Danielson's rating of "basic" in the domain rubrics contained in her book [A Framework for Teaching](#). Following that train of thought, the B grades would equate to Danielson's rubric rating of "proficient" and A grades would equate to "distinguished." If teacher candidates make below a C- in a major course, they have one opportunity to repeat the course and remain in the teacher education program.

In addition to the grade requirement, teacher candidates must also receive a

“met” in each of the eleven professional dispositions adopted by the School of Education. This is determined by the “Professional Dispositions Assessment”⁷² form developed by the School of Education and after discussing any concerns as a faculty about any teacher candidate.

The next phase of courses in this assessment process is called Academic Support Area Courses. In the EDU 300: Human Growth and Learning course, teacher candidates take the principles learned in PSYC 111: General Psychology and expand them into an application of those principles in the teaching/learning setting in the classroom. The EDU 312: Effective Pedagogy course addresses the specific teacher pedagogy skills needed by effective teachers, including lesson planning and lesson delivery. The EDU 385: Education Assessment in the Classroom course targets assessment for individual students. The EDU 305: Computer Technology Assisted Instruction course focuses on creating lessons with appropriate technology that engage the K-6 students in the learning process. All other Academic Support Area courses are methods courses for specific content areas: Art (ART 336), Science (ELED 360), Music (ELED 378), Social Studies (ELED 380), Health (HLTH 361), and Physical Education (EXS 375). These methods courses emphasize an understanding of the content area, but their primary focus is on delivery of that content in the elementary classroom. The most current, research-based pedagogy is the goal of each of these courses.

Students must successfully complete all courses in this area with a C- or higher grade, maintain a cumulative grade point average of 2.0 or higher and meet all professional dispositions in order to continue in the program.

The final phase of course work is called Professional Year Courses. Courses in this phase of the program include the remaining content area methods courses: Language Arts (ELED 320), Reading (ELED 321), and Mathematics (ELED 351). While the emphasis is on pedagogy in these core content areas, content is integral to each course to ensure the most current curriculum standards are taught.

As stated before, teacher candidates must successfully complete all courses in this area with a C- or higher grade, maintain a cumulative grade point average of 2.0 or higher and meet all professional dispositions in order to continue in the program.

B. Assessment #4: Professional Year Observation & Participation Final Evaluation. During the teacher candidate’s semester of O&P, every evaluated lesson taught uses the School of Education’s “O&P Observation Form.”⁷³ Items on the observation form are aligned with the corresponding performance standard(s) in the following table. Parenthetical items (left column) reference where that item appears

⁷² See Attachment 4.2

⁷³ See Attachment 4.1

on the lesson observation form. The applicable performance standards and corresponding indicators appear in the right column.

Lesson Observation Form	Performance Standard V.4: Connects knowledge of content area(s) to students' prior experiences, . . .
<ul style="list-style-type: none"> • Connects concepts to prior knowledge and experiences (B4) • Uses examples/demonstrations which are relevant and developmentally and contextually appropriate (B5) 	(a) uses a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations that help students develop conceptual understanding
<ul style="list-style-type: none"> • Teaches to different learning styles as noted in lesson plan (B13) • Modifications made for learning needs of individual students are noted in lesson plan (B14) • Poses a range of appropriate questions, low to high, in the cognitive, affective, reflective domain (D3) 	(b) generates multiple paths to knowledge and encourages students to see, question, and interpret concepts from a variety of perspectives

The formative data collected from the observations is used to complete the "Observation and Participation Evaluation Form."⁷⁴ Teacher candidates must receive a "Pass" rating by their Cooperating Teacher and the university faculty in this Standard, as well as the other standards, and meet the standard for all professional dispositions in order to advance to student teaching.

It should be noted that under our philosophy of pass/not pass, or stated another way, meets the standard/does not meet the standard, teacher candidates understand that they must be able to demonstrate all required competencies as measured on the assessment instruments in O&P and Student Teaching in order to continue in the program and eventually become a program completer. Following legal counsel, several years ago it was decided to shade the "1" rating on the lesson observation forms.⁷⁵ The legal counsel was to make sure teacher candidates clearly understood that a "1" rating was unacceptable and had serious consequences. So, in addition to the shading, the wording for the "1" rating that appears on the bottom of the observation forms reads: "Does not meet Standard."

⁷⁴ See Attachment 2.4

⁷⁵ See Attachments 4.1 and 4.3

This does not mean to imply that teacher candidates do not get any "1's" during O&P or Student Teaching. They do. However, they understand that they must work towards removing those "1's" as they continue in the program. They understand that the consequence is serious --- not being a program completer.

C. Assessment #5: Professional Year Student Teaching Final Evaluation.

During Student Teaching, the "Student Teaching Observation Form"⁷⁶ is used. The only difference in it and the observation form used in O&P is the addition of a rating of "3" on the form. The "3" is coded as "Distinguished" and is intended to be used in cases where the teacher candidate has truly "distinguished" himself/herself in performing that teaching behavior/practice as a seasoned classroom teacher. Otherwise, the "2" rating is used to assess the teacher candidate as having "met" the standard, while the "1" rating is used to identify performance that "does not meet the standard."

The formative data collected from these observations is used to complete Section V: Demonstrates Knowledge of Content on the "Year End Student Teaching Evaluation Form."⁷⁷ Teacher candidates must receive a "Has met standard" rating by their Cooperating Teacher and the university faculty in this Standard.

D. Assessment #6: Performance Outcomes Portfolio. Although teacher candidates are introduced to the fact early in their program that they will conclude Student Teaching with a Performance Outcomes Portfolio, serious attention is given to it in the O&P and Student Teaching semesters. By the end of Student Teaching, teacher candidates submit their portfolio for evaluation by the faculty. Teacher candidates have received a copy of the form⁷⁸ used to evaluate their portfolios to use as a guide in compiling their evidences under each of the ten performance and licensing standards. By becoming familiar with the suggested evidences on the form, teacher candidates also have the opportunity to internalize how each of the suggested evidences might be used to demonstrate successful performance for each of the ten standards.

For example, for Section V: Demonstrates Knowledge of Content, the following suggested evidences for demonstrating this standard include: lesson plans, computer searches, student work, lesson observation comments by evaluators, photographs, list of coursework, meeting/conference handouts, personal statement(s), and any other item(s) the teacher candidate might consider appropriate.

Samples of teacher candidate portfolios have been collected and retained for review. We believe these samples will clearly show that our teacher candidates have

⁷⁶ See Attachment 4.3

⁷⁷ See Attachment 2.5

⁷⁸ See Attachment 2.7

sufficient knowledge and skills in understanding the standards and providing appropriate evidences to demonstrate not only their understanding, but the success of implementing that knowledge and skills in their classroom with the students they have stewardship over.

Teacher candidates must receive a “Met Standard” on each of the ten standards for the portfolio. If any area is deemed below standard, the teacher candidate must continue working on the portfolio until the university faculty consider it at an acceptable standard for someone desiring to be a program completer.

E. Assessment #8: Praxis II and PLT, K-6. One of the requirements to be a program completer includes having passed the Praxis II tests and the PLT, K-6. These scores must be on file with the School of Education and the pass score used is that set by the state licensing agency, the Hawaii Teacher Standards Board.

The Educational Testing Service, publisher of the Praxis Series of tests gives the following explanation for each of the tests assessed in this category:

*Special Education Core Principles: Content Knowledge (0353):*⁷⁹

- the test is designed to measure the candidates understanding of exceptionalities and delivery of services to students with disabilities
- the candidates understanding of causation and the prevention of disabilities is measured
- questions require the candidate to understand the nature of behaviors, including frequency, duration, intensity and degrees of severity

*Principles of Learning and Teaching: Grades K-6 (0522):*⁸⁰

- test is designed to assess a beginning teacher’s knowledge of a variety of job-related criteria
- questions may require the examinee to do any of the following: demonstrate understanding of the importance of an aspect of teaching, demonstrate understanding of the principles of learning and teaching underlying an aspect of teaching, or recognize when and how to apply the principles of learning and teaching underlying an aspect of teaching

⁷⁹Educational Testing Service (ets.org). *The Praxis Series™ Tests at a Glance. About This Test* in “Special Education Core Principles: Content Knowledge (0353).”

⁸⁰Educational Testing Service (ets.org). *The Praxis Series™ Tests at a Glance. About This Test* in “Principles of Learning and Teaching: Grades K-6 (0522).”

VI. Designs and Provides Meaningful Learning Experiences. *The effective teacher candidate consistently plans and implements meaningful learning experiences for students.*

A. Assessment #5: Pre-Professional Year Field Experiences. Prior to the Professional Year field experiences in O&P and Student Teaching, teacher candidates have had a number of opportunities to experience the public school classroom. Beginning with EDU 212: Foundations of Education, teacher candidates are assigned to tutor one or more children for a total of ten to twenty hours, depending on their available schedules. In EDU 312: Effective Pedagogy, ELED 360: Science Methods, and EXS 375: Physical Education for Elementary Teachers, teacher candidates prepare and deliver lessons to students in local elementary schools. Teacher candidates spend approximately ten hours per course completing the field experience component of those courses.

B. Assessment #7: Professional Year Observation & Practicum Field Experience. During the teacher candidate’s semester of O&P, every evaluated lesson taught uses the School of Education’s “O&P Observation Form.”⁸¹ Items on the observation form are aligned with the corresponding performance standard(s) in the following table. Parenthetical items (left column) reference where that item appears on the lesson observation form. The applicable performance standard and corresponding indicators appear in the right column.

Lesson Observation Form	Performance Standard VI: Designs and Provides Meaningful Learning Experiences
<ul style="list-style-type: none"> • uses examples/demonstrations which are relevant and developmentally and contextually appropriate (B5) 	(2) Provides learning experiences and instructional materials that are developmentally appropriate and based on desired student outcomes, principles of effective instruction and curricular goals
<ul style="list-style-type: none"> • assessment demonstrates objectives were met (B16) 	(3) Incorporates a variety of appropriate assessment strategies as an integral part of instructional planning
<ul style="list-style-type: none"> • connects concepts to prior knowledge and experiences (B4) 	(4) Links concepts and key ideas to students’ prior experiences and understandings, using multiple representations, examples and explanations
<ul style="list-style-type: none"> • presents instruction clearly and understandably to students (B6) 	(5) Applies concepts that help students relate learning to everyday life
<ul style="list-style-type: none"> • poses a range of appropriate 	(6) Provides integrated or interdisciplinary

⁸¹ See Attachment 4.1

questions, low to high, in the cognitive, affective, reflective domain (D3)	learning experiences that engage students in generating knowledge, using varied methods of inquiry, discussing diverse issues, dealing with ambiguity and incorporating differing viewpoints
<ul style="list-style-type: none"> • lesson plan is complete, clearly written, and follows Hawaii content standards with clear measurable outcomes (B1) • varies the pace of the lesson to suit activity and pupil responses (B7) 	(7) Teaches for mastery of complex processes, concepts and principles contained in Hawaii's student content and performance standards
<ul style="list-style-type: none"> • assignments are clear and developmentally appropriate (B10) 	(8) Provides knowledge and experiences that help students make life and career decisions

C. Assessment #8: Professional Year Student Teaching Experience.

During Student Teaching, the "Student Teaching Observation Form"⁸² is used. The only difference in it and the observation form used in O&P is the addition of a rating of "3" on the form. The "3" is coded as "Distinguished" and is intended to be used in cases where the teacher candidate has truly "distinguished" himself/herself in performing that teaching behavior/practice as a seasoned classroom teacher. Otherwise, the "2" rating is used to assess the teacher candidate as having "met" the standard, while the "1" rating is used to identify performance that "does not meet the standard."

The formative data collected from these observations is used to complete Section VI: Designs and Provides Meaningful Learning Experiences on the "Year End Student Teaching Evaluation Form."⁸³ Teacher candidates must receive a "Has met standard" rating by their Cooperating Teacher and the university faculty in this Standard.

D. Assessment #9: Performance Outcomes Portfolio. Although teacher candidates are introduced to the fact early in their program that they will conclude Student Teaching with a Performance Outcomes Portfolio, serious attention is given to it in the O&P and Student Teaching semesters. By the end of Student Teaching, teacher candidates submit their portfolio for evaluation by the faculty. Teacher candidates have received a copy of the form used to evaluate their portfolios to use as a guide in compiling their evidences under each of the ten performance and licensing standards. By becoming familiar with the suggested evidences on the form, teacher candidates also have the opportunity to internalize how each of the

⁸² See Attachment 4.3

⁸³ See Attachment 2.5

suggested evidences might be used to demonstrate successful performance for each of the ten standards.

For example, for Standard VI: Designs and Provides Meaningful Learning Experiences, the following suggested evidences for demonstrating this standard include: lesson plans, graphic organizers, outcomes of projects (samples), lesson observation comments by evaluators, photographs, pre-test/post-test data, examples of rubrics and graded student work, personal statement(s), and any other item(s) the teacher candidate might consider appropriate. Samples of teacher candidate portfolios have been collected and retained for review. We believe these samples will clearly show that our teacher candidates have sufficient knowledge and skills in understanding the standards and providing appropriate evidences to demonstrate not only their understanding, but the success of implementing that knowledge and skills in their classroom with the students they have stewardship over.

VII. Uses Active Student Learning Strategies. The effective teacher candidate consistently uses a variety of active learning strategies to develop students' thinking, problem-solving and learning skills.

A. Assessment #5: Pre-Professional Year Field Experiences. Prior to the Professional Year field experiences in O&P and Student Teaching, teacher candidates have had a number of opportunities to experience the public school classroom and begin “practicing” the teaching strategies they are taught. Beginning with EDU 212: Foundations of Education, teacher candidates are assigned to tutor one or more children for a total of ten to twenty hours, depending on their available schedules. In EDU 312: Effective Pedagogy, ELED 360: Science Methods, and EXS 375: Physical Education for Elementary Teachers, teacher candidates prepare and deliver lessons to students in local elementary schools. Teacher candidates spend approximately ten hours per course completing the field experience component of those courses.

B. Assessment #7: Professional Year Observation & Practicum Field Experience. During the teacher candidate’s semester of O&P, every evaluated lesson taught uses the School of Education’s “Observation Form.”⁸⁴ Items on the observation form are aligned with the corresponding performance standard in the following table. Parenthetical items (left column) reference where that item appears on the lesson observation form. The applicable performance standard and corresponding indicators appear in the right column.

Lesson Observation Form	Performance Standard VII:
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⁸⁴ See Attachment 4.1

	Uses Active Student Learning Strategies
<ul style="list-style-type: none"> • provides feedback on student responses to encourage growth (D5) 	(2) Helps students to question, problem-solve, access resources, use information to reach meaningful conclusions and develop responsibility for their own learning
<ul style="list-style-type: none"> • poses a range of appropriate questions, low to high, in the cognitive, affective, reflective domain (D3) 	(3) Provides challenging learning experiences which develop higher order thinking skills
<ul style="list-style-type: none"> • manages allocated time effectively to ensure learning takes place (A4) 	(6) Provides opportunities for students to apply and practice what is learned

C. Assessment #8: Professional Year Student Teaching Experience.

During the teacher candidate's semester of Student Teaching, like O&P, every evaluated lesson taught uses the School of Education's "Observation Form."⁸⁵ The only difference in it and the observation form used in O&P is the addition of a rating of "3" on the form. The "3" is coded as "Distinguished" and is intended to be used in cases where the teacher candidate has truly "distinguished" himself/herself in performing that teaching behavior/practice as a seasoned classroom teacher. Otherwise, the "2" rating is used to assess the teacher candidate as having "met" the standard, while the "1" rating is used to identify performance that "does not meet the standard."

The formative data collected from these observations is used to complete Section VII: Uses Active Student Learning Strategies on the "Year End Student Teaching Evaluation Form."⁸⁶ Teacher candidates must receive a "Has met standard" rating by their Cooperating Teacher and the university faculty in this Standard.

D. Assessment #9: Performance Outcomes Portfolio. Although teacher candidates are introduced to the fact early in their program that they will conclude Student Teaching with a Performance Outcomes Portfolio, serious attention is given to it in the O&P and Student Teaching semesters. By the end of Student Teaching, teacher candidates submit their portfolio for evaluation by the faculty. Teacher candidates have received a copy of the form used to evaluate their portfolios to use as a guide in compiling their evidences under each of the ten performance and licensing standards. By becoming familiar with the suggested evidences on the form, teacher candidates also have the opportunity to internalize how each of the suggested evidences might be used to demonstrate successful performance for each

⁸⁵ See Attachment 4.3

⁸⁶ See Attachment 2.5

of the ten standards.

For example, for Standard VII: Uses Active Student Learning Strategies, the following suggested evidences for demonstrating this standard include: lesson plans, photographs, student work, lesson observation comments by evaluators, student projects (plans and examples), personal statement(s), and any other item(s) the teacher candidate might consider appropriate. Samples of teacher candidate portfolios have been collected and retained for review. We believe these samples will clearly show that our teacher candidates have sufficient knowledge and skills in understanding the standards and providing appropriate evidences to demonstrate not only their understanding, but the success of implementing that knowledge and skills in their classroom with the students they have stewardship over.

VIII. Uses Assessment Strategies. The effective teacher candidate consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.

A. Assessment #5: Pre-Professional Year Field Experiences. Prior to the Professional Year field experiences in O&P and Student Teaching, teacher candidates have had a number of opportunities to experience the public school classroom and begin “practicing” the teaching strategies they are taught. Beginning with EDU 212: Foundations of Education, teacher candidates are assigned to tutor one or more children for a total of ten to twenty hours, depending on their available schedules. In EDU 312: Effective Pedagogy, ELED 360: Science Methods, and EXS 375: Physical Education for Elementary Teachers, teacher candidates prepare and deliver lessons to students in local elementary schools. Teacher candidates spend approximately ten hours per course completing the field experience component of those courses.

B. Assessment #7: Professional Year Observation & Practicum Field Experience. During the teacher candidate’s semester of O&P, every evaluated lesson taught uses the School of Education’s “Lesson Observation Form.”⁸⁷ Items on the observation form are aligned with the corresponding performance standard in the following table. Parenthetical items (left column) reference where that item appears on the lesson observation form. The applicable performance standard and corresponding indicators appear in the right column.

Lesson Observation Form	Performance Standard VIII: Uses Assessment Strategies
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⁸⁷ See Attachment 4.1

<ul style="list-style-type: none"> • lesson in concert with IEP objectives as needed and shown in the lesson plan (B15) 	(5) Obtains and uses information about students' experiences, strengths, needs and progress from parents, colleagues and students themselves
<ul style="list-style-type: none"> • lesson plan is complete, clearly written, and follows Hawaii content standards with clear measurable outcomes (B1) 	(6) Uses assessment data to monitor and evaluate students' progress toward achieving Hawaii's student content and performance standards
<ul style="list-style-type: none"> • assessment demonstrates objectives were met (B16) 	(7) Maintains appropriate and accurate records of student achievement and communicates students' progress to students, parents and colleagues as needed

C. Assessment #8: Professional Year Student Teaching Experience.

During the teacher candidate's semester of Student Teaching, like O&P, every evaluated lesson taught uses the School of Education's "Observation Form."⁸⁸ The only difference in it and the observation form used in O&P is the addition of a rating of "3" on the form. The "3" is coded as "Distinguished" and is intended to be used in cases where the teacher candidate has truly "distinguished" himself/herself in performing that teaching behavior/practice as a seasoned classroom teacher. Otherwise, the "2" rating is used to assess the teacher candidate as having "met" the standard, while the "1" rating is used to identify performance that "does not meet the standard."

The formative data collected from these observations is used to complete Section VIII: Uses Assessment Strategies on the "Year End Student Teaching Evaluation Form."⁸⁹ Teacher candidates must receive a "Has met standard" rating by their Cooperating Teacher and the university faculty in this Standard.

D. Assessment #9: Performance Outcomes Portfolio. Although teacher candidates are introduced to the fact early in their program that they will conclude Student Teaching with a Performance Outcomes Portfolio, serious attention is given to it in the O&P and Student Teaching semesters. By the end of Student Teaching, teacher candidates submit their portfolio for evaluation by the faculty. Teacher candidates have received a copy of the form used to evaluate their portfolios to use as a guide in compiling their evidences under each of the ten performance and licensing standards. By becoming familiar with the suggested evidences on the form, teacher candidates also have the opportunity to internalize how each of the

⁸⁸ See Attachment 4.3

⁸⁹ See Attachment 2.5

suggested evidences might be used to demonstrate successful performance for each of the ten standards.

For example, for Standard VIII: Uses Assessment Strategies, the following suggested evidences for demonstrating this standard include: lesson plans, student portfolios, gradebook, pre-test/post-test data, lesson observation comments by evaluators, notes/letters to parents, student work with rubrics and written evaluations, student journals, personal statement(s), and any other item(s) the teacher candidate might consider appropriate. Samples of teacher candidate portfolios have been collected and retained for review. We believe these samples will clearly show that our teacher candidates have sufficient knowledge and skills in understanding the standards and providing appropriate evidences to demonstrate not only their understanding, but the success of implementing that knowledge and skills in their classroom with the students they have stewardship over.

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

A. Assessment #2: Admissions Interview. Students desiring to major in the dual elementary/special education must be formally admitted into the School of Education. The Admissions Interview actually contains quite a few pieces of information in order to assess the student's suitability for being admitted into a teacher education program. One, students must complete a "Declaration of Fitness" statement. This statement speaks to the "professionalism" of a teacher since it deals with areas of offense that would make it inappropriate for an individual to be in an elementary/special education classroom.

Another item requires the intended major to view and pass the test on bloodborne pathogens, an area of concern in the public schools. Students view a video made by the Hawaii Department of Education and then take a short test. Personnel in the School of Education check the test and if the student misses more than one on the test, they must correct their response(s). Otherwise, they are considered to have passed the test.

Students are required to have passing scores on the PPST Reading, Writing and Mathematics tests, a cumulative grade point average of 2.0 or higher, an academic map with intended graduation date on file with the Academic Advisor, and an accounting of the number of hours that will be completed by the time the student completes the program. These items are verified on a form in the packet by the Academic Advisor.

The admissions process also requires two letters of recommendation from persons outside the School of Education. The forms provide a checklist of items including oral and written communication skills, judgment, initiative, collaborative skills, and scholastic aptitude. The form also allows the writer to speak to the likelihood of the applicant to be a successful classroom teacher.

The completed packet also includes three questions the applicant must respond to in their own handwriting. There is also one open-ended form for the applicant to add anything they'd like to share with the faculty.

When the admissions packet is complete, the interview is scheduled. After reviewing the admissions packet information, faculty conducting the interview ask several questions of the applicant. Some of the questions are printed on the instructions sheet for the admissions packet so the applicant has a chance to prepare their responses ahead of time. In addition, the faculty interviewing ask a few questions in order to assess the applicant's ability to respond to questions extemporaneously.

At the conclusion of the interview, the two interviewing faculty compare their individual evaluation rating sheets⁹⁰ and make a determination as to the admissibility of the applicant. If there are any concerns by either or both of the interviewers, a second interview with different faculty is requested. All four faculty must concur in the decision regarding the applicant's admissibility.

B. Assessment #3: Program Checklist. This "checklist" is an assessment of the progress teacher candidates make in completing the three phases of coursework in the program. In the first phase of courses, called Pre-Professional Area Courses, teacher candidates demonstrate in the EDU 212: Foundations of Education course, that they understand how children learn and develop and how to utilize that knowledge in providing learning opportunities to support students' intellectual, social and personal development. This study includes the work of theorists such as Jean Piaget and Maria Montessori. The course also explains how students differ in their approaches to learning and how to create instructional activities that are adapted to diverse learners. Theorists such as Howard Gardner are considered, along with those advocates of behaviorism and constructivism. Competence in this area is measured through in-class activities as observed by the instructor, chapter tests and a ten to twenty hour field experience in a local elementary school where the teacher candidate tutors one or more students in a K-6 classroom. In addition, in the SPED 200: Education of Exceptional Students course, teacher education students are presented information related to individual students who are identified in any of the exceptional categories.

⁹⁰ See Attachment 2.2

Students must successfully complete all courses in this area with a C- or higher grade, maintain a cumulative grade point average of 2.0 or higher and meet all professional dispositions in order to continue in the program. The "C-" grade has been designated by the university as an acceptable passing grade in an effort to minimize grade inflation. In the School of Education, in support of the university's decision, we interpret the C- as an acceptable standard of performance. In theory, it would be equated to Charlotte Danielson's rating of "basic" in the domain rubrics contained in her book A Framework for Teaching. Following that train of thought, the B grades would equate to Danielson's rubric rating of "proficient" and A grades would equate to "distinguished." If teacher candidates make below a C- in a major course, they have one opportunity to repeat the course and remain in the teacher education program.

In addition to the grade requirement, teacher candidates must also receive a "met" in each of the eleven professional dispositions adopted by the School of Education. This is determined by the "Professional Dispositions Assessment"⁹¹ form developed by the School of Education and after discussing any concerns as a faculty about any teacher candidate.

The next phase of courses in this assessment process is called Academic Support Area Courses. In the EDU 300: Human Growth and Learning course, teacher candidates take the principles learned in PSYC 111: General Psychology and expand them into an application of those principles in the teaching/learning setting in the classroom. The EDU 312: Effective Pedagogy course addresses the specific teacher pedagogy skills needed by effective teachers, including lesson planning and lesson delivery. The EDU 385: Education Assessment in the Classroom course targets assessment for individual students. The EDU 305: Computer Technology Assisted Instruction course focuses on creating lessons with appropriate technology that engage the K-6 students in the learning process. All other Academic Support Area courses are methods courses for specific content areas: Art (ART 336), Science (ELED 360), Music (ELED 378), Social Studies (ELED 380), Health (HLTH 361), and Physical Education (EXS 375). These methods courses emphasize an understanding of the content area, but their primary focus is on delivery of that content in the elementary and/or special education classroom. The most current, research-based pedagogy is the goal of each of these courses.

Students must successfully complete all courses in this area with a C- or higher grade, maintain a cumulative grade point average of 2.0 or higher and meet all professional dispositions in order to continue in the program.

⁹¹ See Attachment 4.2

The final phase of course work is called Professional Year Courses. Courses in this phase of the program include the remaining content area methods courses: Language Arts (ELED 320), Reading (ELED 321), and Mathematics (ELED 351). While the emphasis is on pedagogy in these core content areas, content is integral to each course to ensure the most current curriculum standards are taught.

As stated before, teacher candidates must successfully complete all courses in this area with a C- or higher grade, maintain a cumulative grade point average of 2.0 or higher and meet all professional dispositions in order to continue in the program.

C. Assessment #4: Professional Year Observation & Practicum Field Experience. During the teacher candidate’s semester of O&P, every evaluated lesson taught uses the School of Education’s “Lesson Observation Form.”⁹² Items on the observation form are aligned with the corresponding performance standard in the following table. Parenthetical items (left column) reference where that item appears on the lesson observation form. The applicable performance standard and corresponding indicators appear in the right column.

Lesson Observation Form	Performance Standard IX: Demonstrates Professionalism
• demonstrates professional behavior (F3)	(4) Conducts self ethically in professional matters
• demonstrates professional behavior (F3)	(5) Models honesty, fairness and respect for individuals and for the laws of society

However, in addition to the Hawaii Teacher Standards Board’s standard on professionalism, the School of Education has adopted its list of professional dispositions⁹³ to complement the Board’s standard. The following table aligns the School of Education dispositions with HTSB’s performance standard on professionalism and its corresponding indicators.

Professional Dispositions	Performance Standard IX: Demonstrates Professionalism
• being a reflective learner	(1) Engages in relevant opportunities to grow professionally, e.g., taking university/college or in-service coursework, actively participating in a professional organization, serving on a cadre, council, or committee or serving as a cooperating teacher, mentor or advisee
• flexibility	(2) Reflects on practices and monitors own teaching activities and

⁹² See Attachment 4.1

⁹³ See Attachment 4.2

	strategies, making adjustments to meet learner needs
• respect for authority	(3) Provides and accepts evaluative feedback in a professional manner
• personal integrity	(5) Models honesty, fairness and respect for individuals and for the laws of society
• responsibility • attendance • punctuality	(6) Demonstrates good work habits including reliability, punctuality and follow through on commitments
• learning community	(8) Practices effective listening, conflict resolution and group-facilitation skills as a team member
• initiative	(9) Works collaboratively with other professionals
• commitment & loyalty	(10) Participates actively and responsibly in school activities

Teacher candidates must receive a “Met Standard” rating by their Cooperating Teacher and the university faculty in all ten of the standards and meet all professional dispositions in order to continue in the program.

D. Assessment #5: Professional Year Student Teaching Experience.

During the teacher candidate’s semester of Student Teaching, like O&P, every evaluated lesson taught uses the School of Education’s “Observation Form.”⁹⁴ The only difference in it and the observation form used in O&P is the addition of a rating of “3” on the form. The “3” is coded as “Distinguished” and is intended to be used in cases where the teacher candidate has truly “distinguished” himself/herself in performing that teaching behavior/practice as a seasoned classroom teacher. Otherwise, the “2” rating is used to assess the teacher candidate as having “met” the standard, while the “1” rating is used to identify performance that “does not meet the standard.”

The formative data collected from these observations is used to complete Section IX: Demonstrates Professionalism on the “Year End Student Teaching Evaluation Form.”⁹⁵ Teacher candidates must receive a “Has met standard” rating by their Cooperating Teacher and the university faculty in this Standard.

E. Assessment #9: Performance Outcomes Portfolio. Although teacher candidates are introduced to the fact early in their program that they will conclude Student Teaching with a Performance Outcomes Portfolio, serious attention is given to it in the O&P and Student Teaching semesters. By the end of Student Teaching,

⁹⁴ See Attachment 4.3

⁹⁵ See Attachment 2.5

teacher candidates submit their portfolio for evaluation by the faculty. Teacher candidates have received a copy of the form used to evaluate their portfolios to use as a guide in compiling their evidences under each of the ten performance and licensing standards. By becoming familiar with the suggested evidences on the form, teacher candidates also have the opportunity to internalize how each of the suggested evidences might be used to demonstrate successful performance for each of the ten standards.

For example, for Standard IX: Demonstrates Professionalism, the following suggested evidences for demonstrating this standard include: meeting/conference handouts, list of professional books and journals read, examples of team projects, list of school activities participated in, formal evaluations demonstrating implementation of feedback, lesson observation comments by evaluators, journal entries, curriculum alignment, grade level planning, professional memberships, certificates, attendance card, honor code agreement, personal statement(s), and any other item(s) the teacher candidate might consider appropriate. Samples of teacher candidate portfolios have been collected and retained for review. We believe these samples will clearly show that our teacher candidates have sufficient knowledge and skills in understanding the standards and providing appropriate evidences to demonstrate not only their understanding, but the success of implementing that knowledge and skills in their classroom with the students they have stewardship over.

Teacher candidates must receive a "Met Standard" on each of the ten standards for the portfolio. If any area is deemed below standard, the teacher candidate must continue working on the portfolio until the university faculty consider it at an acceptable standard for someone desiring to be a program completer.

X. Fosters Parent and School Community Relationships. The effective teacher candidate establishes and maintains strong working relationships with parents and members of the school community to support student learning.

A. Assessment #4: Professional Year Observation & Participation Final Evaluation. Unlike the other standards, Standard X has no specific observable behavior on the current School of Education's "Lesson Observation Form."⁹⁶ When lessons are observed that include community resources, the observer makes note of that in their comments. As for the "relationships" portion of this standard, evidences are collected by the teacher candidate and included in their performance portfolio. The Cooperating Teacher, who is in the position of knowing the day to day interactions with those in the school community and the parents, has the opportunity

⁹⁶ See Attachment 4.1

to assess the teacher candidate on the O&P mid-term and final evaluation form by marking “not pass” or “pass” in the following items pertaining to this standard:

1. utilizes school/community resources to enhance student learning
2. collaborates with parents and school personnel to support the learning needs of students

B. Assessment #5: Professional Year Student Teaching Final Evaluation.

Unlike the other standards, Standard X has no specific observable behavior on the current School of Education’s “Observation Form.”⁹⁷ When lessons are observed that include community resources, the observer makes note of that in their comments. As for the “relationships” portion of this standard, evidences are collected by the teacher candidate and included in their performance portfolio. The Cooperating Teacher, who is in the position of knowing the day to day interactions with those in the school community and the parents, has the opportunity to assess the teacher candidate on the Student Teaching mid-term and final evaluation form by marking “not pass” or “pass” for the standard as measured by the following items:

1. utilizes school/community resources to enhance student learning
2. collaborates with parents and school personnel to support the learning needs of students
3. supports school related activities and programs that encourage parents to actively participate
4. establishes open and active lines of communication with parents
5. utilizes school/community resources to enhance student learning

C. Assessment #6: Performance Outcomes Portfolio. Although teacher candidates are introduced to the fact early in their program that they will conclude Student Teaching with a Performance Outcomes Portfolio, serious attention is given to it in the O&P and Student Teaching semesters. By the end of Student Teaching, teacher candidates submit their portfolio for evaluation by the faculty. Teacher candidates have received a copy of the form used to evaluate their portfolios to use as a guide in compiling their evidences under each of the ten performance and licensing standards. By becoming familiar with the suggested evidences on the form, teacher candidates also have the opportunity to internalize how each of the suggested evidences might be used to demonstrate successful performance for each of the ten standards.

For example, for Standard X: Fosters Parent and School Community Relationships, the following suggested evidences for demonstrating this standard include: record of IEP participation, notes/letters written to parents, notes/letters

⁹⁷ See Attachment 4.3

received from parents, lesson observation comments by evaluators, newsletters, use of community resources, photographs, personal statement(s), and any other item(s) the teacher candidate might consider appropriate. Samples of teacher candidate portfolios have been collected and retained for review. We believe these samples will clearly show that our teacher candidates have sufficient knowledge and skills in understanding the standards and providing appropriate evidences to demonstrate not only their understanding, but the success of implementing that knowledge and skills in their classroom with the students they have stewardship over.

Attachment 4.1 O&P Observation Form

Page 1 of 3

- ELED
- SPED
- DUAL
- SECONDARY

Brigham Young University-Hawaii
School of Education
Observation & Participation Evaluation Form

SOE 03
MIDTERM
FINAL

Directions: The objectives of the practicum are closely related to those of the student teaching. Practicum students begin developing skills, knowledge, and attitudes that will be expanded, added to, and refined in student teaching. Therefore, the objectives and evaluation criteria for practicum are based upon the more extensive objectives of student teaching.

Within the limited time available, it is intended that the BYU-Hawaii student will develop the following traits:

I. Focuses on the Learner

- | | | |
|---|----|---|
| 1. Relates instruction to students' interests, experiences and/or real-life situations. | NP | P |
| 2. Uses appropriate activities to promote students' successes. | NP | P |
| 3. Takes time to listen and respond to students' concerns and interests. | NP | P |
| 4. Nurtures students' desire to learn and achieve. | NP | P |
| 5. Uses a variety of strategies or activities which recognize the idea of multiple intelligences and learning styles. | NP | P |

Comments:

II. Safe and Positive Learning Environment

- | | | |
|---|----|---|
| 1. Models a caring attitude and promotes mutual respect among students. | NP | P |
| 2. Classroom environment is conducive for learning. | NP | P |
| 3. Uses appropriate behavior management practices. | NP | P |
| 4. Promotes developmentally appropriate learning experiences that enable student success. | NP | P |

Comments:

III. Adapts to Learner Diversity

- | | | |
|--|----|---|
| 1. Adapts instruction to provide for learners' differences in development, multiple intelligence and achievement levels. | NP | P |
| 2. Adapts instruction to include learners with special, cultural and linguistic needs, as applicable. | NP | P |
| 3. Develops rapport with all students. | NP | P |
| 4. Fosters respect and empathy among diverse learners. | NP | P |

Comments:

(NP) Not Passed (P) Passed

Attachment 4.1 (cont'd)
O&P Observation Form
Page 2 of 3

SOE 03

IV. Fosters Communication in the Learning Environment

- | | | |
|--|----|---|
| 1. Writes and spells in clear standard English. | NP | P |
| 2. Communicates openly with all students and others working in the learning environment. | NP | P |
| 3. Uses vocabulary that is appropriate for students' ages and interests. | NP | P |
| 4. Engages students in different modes of communication. | NP | P |
| 5. Lesson is engaging and encourages student participation. | NP | P |

Comments:

V. Demonstrates Knowledge of Content

- | | | |
|---|----|---|
| 1. Demonstrates knowledge of major concepts and methods in content areas. | NP | P |
| 2. Connects knowledge of content areas to students' prior experiences, personal interests and real-life situations. | NP | P |
| 3. Utilizes school's current technologies to facilitate learning in the content areas. | NP | P |

Comments:

VI. Designs and Provides Meaningful Learning Experiences

- | | | |
|--|----|---|
| 1. Instructional plan is compatible with the school and system-wide curricular goals. | NP | P |
| 2. Lesson plan is complete, written and used to guide instruction. | NP | P |
| 3. Incorporates a variety of appropriate assessment strategies. | NP | P |
| 4. Lesson plans clearly state connections to the Hawaii Content and Performance Standards. | NP | P |
| 5. Applies concepts that help students relate learning to everyday life. | NP | P |
| 6. Lesson is engaging and encourages student participation. | NP | P |

Comments:

VII. Uses Active Student Learning Strategies

- | | | |
|---|----|---|
| 1. Helps students to question, problem-solve and access resources. | NP | P |
| 2. Engages students in active, hands-on, creative, open-ended and problem-based learning experiences. | NP | P |
| 3. Provides opportunities for students to apply and practice what is learned. | NP | P |
| 4. Uses school's current technologies as tools for teaching and learning. | NP | P |

Comments:

(NP) Not Passed (P) Passed

Attachment 4.1 (cont'd)
O&P Observation Form
Page 3 of 3

SOE 03

VIII. Uses Assessment Strategies

- | | | |
|---|----|---|
| 1. Uses a variety of appropriate assessment strategies. | NP | P |
| 2. Obtains and uses information about students' experiences, strengths and needs. | NP | P |
| 3. Engages students in self-assessment activities. | NP | P |
| 4. Helps keep accurate and updated student records. | NP | P |

Comments:

IX. Demonstrates Professionalism

- | | | |
|--|----|---|
| 1. Displays appropriate appearance and evidence of good health practices. | NP | P |
| 2. Uses initiative in becoming involved in classroom activities. | NP | P |
| 3. Accepts evaluative feedback professionally and adjusts performance accordingly. | NP | P |
| 4. Demonstrates good work habits including reliability, punctuality, etc. | NP | P |
| 5. Displays an appropriate sense of humor. | NP | P |
| 6. Works collaboratively with other professionals. | NP | P |
| 7. Student is dressed to a professional standard. | NP | P |

Comments:

X. Fosters Parent and School Community Relationships

- | | | |
|---|----|---|
| 1. Utilizes school/community resources to enhance student learning. | NP | P |
| 2. Works with parents and school personnel to support the learning needs of students. | NP | P |

Comments:

Evaluation Conference

Near the end of the practicum experience, the cooperating teacher should meet with the practicum student to discuss, in general terms at least, the strengths and weaknesses of his/her performance. The conference, as well as prior evaluation conferences, should be based upon the criteria presented in the evaluation form which will be completed by the cooperating teacher and returned to the teacher education program instructor at the end of the practicum.

_____	_____	
Student Teacher (Print)	Cooperating Teacher (Print)	
_____	_____	_____
Student Signature	Cooperating Teacher Signature	Date

White: BYU-HC Yellow: Cooperating Teacher Pink: Student

Attachment 4.2 Professional Dispositions Assessment

Page 1 of 2

BRIGHAM YOUNG UNIVERSITY HAWAII SCHOOL OF EDUCATION PROFESSIONAL DISPOSITIONS* ASSESSMENT

Teacher/Supervisor _____ Candidate _____ BYUH ID _____

Course _____ Date _____ Semester: Fall Winter Spring Summer

Personal Integrity:

Candidate was honest and forthright in all dealings with students, teachers and school personnel. There was no evidence of lying, cheating, plagiarizing, or any other type of deception.

- Meets Expectation Does not meet standard for the following reason(s):

Respect for Authority:

Candidate showed respect for the teacher/supervisor and others in authority with whom he/she interacts (e.g., courtesy, appropriate body language, recognition of experience/expertise of teacher/supervisor, acceptance of feedback, appropriate use of title). Candidate also showed respect for all he/she came in contact with by acknowledging the experience and expertise of teachers/supervisors and recognizing the opportunity to benefit from this additional experience and training.

- Meets Expectation Does not meet standard for the following reason(s):

Learning Community:

Candidate contributed positively in class by demonstrating an openness for learning, paying attention, supporting the teacher and classmates (regardless of any differences such as racial/ethnic, religious or cultural), contributing positively to the learning of classmates in whole or group activities, avoiding conflicts, and refraining from disruptive activities (e.g., talking on phone, eating, reading newspaper, carrying on a conversation).

- Meets Expectation Does not meet standard for the following reason(s):

Responsibility:

Candidate turned in assignments on time, and addressed all details and requirements adequately. In class, he/she had read assigned materials, often contributed meaningfully to class discussions, and carried a full share of the work in all cooperative activities. In class, candidate came fully prepared, having read assignments and completed all other activities assigned or suggested outside of class. Such preparation also allowed the candidate to make contributions in class.

- Meets Expectation Does not meet standard for the following reason(s):

Attendance:

Candidate attended class and/or other program activities, following the School of Education policy.

- Meets Expectation Does not meet standard for the following reason(s):

* All professional dispositions must be demonstrated in order to pass Standard IX: Professionalism as established by the Hawaii Teacher Standards Board.

Attachment 4.2 (cont'd)
Professional Dispositions Assessment
Page 2 of 2

Punctuality:

Candidate was on time to class and other program activities or obligations and stayed through the entire class period or activity; remained involved and participated throughout the entire time.

- Meets Expectation Does not meet standard for the following reason(s):

Flexibility:

Candidate accepted and adjusted to changes that affected assignments or class activities, fulfilled assignments and completed work despite problems or obstacles that arose. Showed ingenuity and creativity when faced with problems or obstacles in fulfilling assignments.

- Meets Expectation Does not meet standard for the following reason(s):

Initiative:

Candidate demonstrated a positive attitude toward class work and interaction with classmates, and worked on his/her own to solve problems, improve circumstances and complete tasks. He/She was observant of needs or opportunities for service and took action without being asked.

- Meets Expectation Does not meet standard for the following reason(s):

Commitment/Loyalty:

Candidate demonstrated commitment to the program/profession by consistently making choices to honor his/her commitment and the responsibilities associated with classes, etc. over other activities (e.g., family reunions, concerts, vacations).

- Meets Expectation Does not meet standard for the following reason(s):

Dress and Grooming:

Candidate meets the expectations of the Honor code and shows his/her commitment to professionalism by dressing in conservative clothing that clearly sets him/her apart from the students he/she teaches.

- Meets Expectation Does not meet standard for the following reason(s):

Being a Reflective Learner:

Candidate demonstrates the ability to reflect and improve performance by actively seeking ways to assess his/her abilities and deepen knowledge of classroom practice and student learning.

- Meets Expectation Does not meet standard for the following reason(s):

The teacher education faculty recommend do not recommend this individual to continue in the teacher education program.

Student Signature

Date

Faculty Signature

Attachment 4.3 Student Teaching Observation Form

Page 1 of 3

<input type="checkbox"/> ELED <input type="checkbox"/> SPED <input type="checkbox"/> DUAL <input type="checkbox"/> SCED	Brigham Young University Hawaii School of Education Student Teaching Observation Form	<input type="checkbox"/> LP Book <input type="checkbox"/> ST Binder <input type="checkbox"/> Sign In <input type="checkbox"/> LP Approved
Student Teacher _____ Cooperating Teacher _____		
School _____ Subject _____ Observed By _____		
Number of Students _____ Grade _____ Ages _____ Date _____ Time _____		
Student reaction to observer presence _____		

Note: The Roman numeral(s) indicate alignment to Hawaii Teacher Performance and Licensing Standard(s) (HTPS)

A. Management of Instructional Time

1. Has materials, supplies and equipment ready at the start of the lesson (VI)	1	2	3	N/A	8. Instructional transitions are efficient and smooth (I,VI)	1	2	3	N/A
2. Gets the class started quickly (I,II)	1	2	3	N/A	9. Lesson engages and encourages student participation (II,VIII)	1	2	3	N/A
3. Maintains a high level of student time on task (I,II)	1	2	3	N/A	10. Assignments are clear and developmentally appropriate (III,VI)	1	2	3	N/A
4. Manages allocated time effectively to ensure learning takes place (VII)	1	2	3	N/A	11. Uses lesson plan to guide instruction (I,III,IV,VI)	1	2	3	N/A

B. Instructional Presentation

1. Lesson plan is complete, clearly written, and follows Hawaii content standards with clear measurable outcomes (VI)	1	2	3	N/A	13. Teaches to different learning styles as noted in lesson plan (III)	1	2	3	N/A
2. Matches lesson to maturity level of students and degree of difficulty is appropriate (I,IV)	1	2	3	N/A	14. Modifications made for learning needs of individual students are noted in lesson plan	1	2	3	N/A
3. Includes focus and/or review in instructional presentation (IV,VI)	1	2	3	N/A	15. Lesson in concert with IEP objectives as needed and shown in the lesson plan (VIII)	1	2	3	N/A
4. Connects concepts to prior knowledge & experiences (I,V,VI)	1	2	3	N/A	16. Assessment demonstrates objectives were met (VI)	1	2	3	N/A
5. Uses examples/demonstrations which are relevant & developmentally & contextually appropriate (VI)	1	2	3	N/A	17. Includes appropriate closure in instructional presentation (VI)	1	2	3	N/A
6. Presents instruction clearly and understandably to students (IV,V,VI)	1	2	3	N/A					
7. Varies the pace of the lesson to suit activity and pupil responses (II,VI)	1	2	3	N/A					

1= Does not meet Standard 2= Meets Standard 3= Distinguished NA= Not Applicable

White- Supervisor Yellow- Cooperating Teacher Pink- Student

Attachment 4.3 (cont'd)
Student Teaching Observation Form
Page 2 of 3

C. Communication Skills

- | | | | | |
|---|---|---|---|-----|
| 1. Speaks fluently and precisely, using standard English (IV) | 1 | 2 | 3 | N/A |
| 2. Voice modulation and volume used appropriately (IV) | 1 | 2 | 3 | N/A |
| 3. Uses non-verbal communication (gestures, expressions, eye contact etc.) effectively (IV) | 1 | 2 | 3 | N/A |
| 4. Demonstrates congruence between verbal and non-verbal communication (IV) | 1 | 2 | 3 | N/A |
| 5. Uses spelling, penmanship and grammar which are accurate, neat, and clear (IV) | 1 | 2 | 3 | N/A |

D. Instructional Monitoring of Student Performance

- | | | | | |
|--|---|---|---|-----|
| 1. Circulates during class work to check students' performance (I,IV) | 1 | 2 | 3 | N/A |
| 2. Uses strategies to include the reticent learner | 1 | 2 | 3 | N/A |
| 3. Poses a range of appropriate questions, low to high, in the cognitive, affective, reflective domain (IV,VI) | 1 | 2 | 3 | N/A |
| 4. Poses questions one at a time with adequate wait time provided (IV) | 1 | 2 | 3 | N/A |
| 5. Provides feedback on student responses to encourage growth (IV,VII) | 1 | 2 | 3 | N/A |

E. Management of Student Behavior

- | | | | | |
|---|---|---|---|-----|
| 1. Handles routine matters in a pattern that is consistently successful (II,VI,VII) | 1 | 2 | 3 | N/A |
| 2. Uses pro-active effective systems to consistently govern verbal participation (II,VI,VII) | 1 | 2 | 3 | N/A |
| 3. Has rules and procedures to consistently and effectively govern student classroom movement (II,VI,VII) | 1 | 2 | 3 | N/A |
| 4. Effectively manages behavior of all students during activities/transitions (II,VI,VII) | 1 | 2 | 3 | N/A |
| 5. Reinforces models of appropriate behavior | 1 | 2 | 3 | N/A |
| 6. Overall, uses management methods which are appropriate and effective (II) | 1 | 2 | 3 | N/A |

F. Professional Dispositions

- | | | | | |
|---|---|---|---|-----|
| 1. Demonstrates professionalism in manner of dress (BYUH standards) (IX) | 1 | 2 | 3 | N/A |
| 2. Demonstrates professionalism in manner of speech (BYUH standards) (IX) | 1 | 2 | 3 | N/A |
| 3. Demonstrates professional behavior (IX) | 1 | 2 | 3 | N/A |
| 4. Demonstrates an enjoyment of teaching and being with students | 1 | 2 | 3 | N/A |

1= Does not meet Standard

2= Meets Standard

3= Distinguished

NA= Not Applicable

White- Supervisor

Yellow- Cooperating Teacher

Pink- Student

Attachment 4.3 (cont'd)
Student Teaching Observation Form
Page 3 of 3

Comments:

Post Conference Held (Date): _____ Observer Initials: _____ Student Initials: _____

Distribution: White – Supervisor; Yellow – Cooperating Teacher; Pink – Student

V. Use of Assessment Results to Improve Candidate and Program Performance

The following table shows program changes based on each of the ten assessments for the dual elementary /special education program:

<i>Assessment #</i>	<i>Change(s) in Program since last SATE Review Based on Assessment</i>
1. Praxis I Reading, Writing, Mathematics	The Praxis I Reading, Writing and Mathematics tests are required of all students entering a teacher education program in the School of Education. To assist students, the SOE makes available on a voluntary basis and for a small fee the Plato company's computer-based tutorial for the PPST, Learning Plus. In addition, students are advised to utilize the web-based test study materials made available by the producer of the tests, Educational Testing Service (ETS). The Academic Advisor for the SOE also has available in her office copies of study guides on a week-long checkout basis.
2. Admissions Interview	Working together with the mindset of being teacher educators rather than segregated as elementary, secondary, or special education, all three programs have worked together to develop a common admissions packet and process. As a result, a set of common questions are asked all elementary, secondary and special education applicants. A common rating sheet is used by each interviewer to determine if the applicant has "Met" or "Not Met" the criteria for each area contained in the packet, including the interview. This has proven helpful in several ways, including the ability of faculty from different "programs" to assist in the process, as two faculty are required for conducting each interview and evaluating the admissions packet.

3. Program Checklist

Pre-Professional Area Courses: Two introductory courses each had field experience components attached to them. One was a 100-level course and the other a 200-level course. Feedback from faculty teaching those courses indicated there was too much redundancy between the two courses. They also felt the sheer logistics of scheduling students at the local schools was overwhelming and complicated for several reasons. One, only one elementary school is within walking distance of campus and most students do not have their own transportation. Two, having to provide transportation to the next closest school(s) was not always possible since motor pool vans were often booked far in advance, oftentimes not being available for the education courses' field experience needs. Third, available teachers at the local school(s), who were recommended by their principal and also willing to participate in the program, were limited. This almost always resulted in several students having to be assigned to one teacher in the school. The larger numbers often made teachers even less willing to be involved with the program. Therefore, all feedback considered, the decision was made to reduce the two courses to one course with a lab attached to it. Recently, again after much feedback from students and faculty teaching the course and lab, the decision was made to merge the lab with the course. This was done to give the faculty control over the students in the lab experience. Rather than two different faculty, one for the course and one for the lab, one faculty now is responsible for both the classroom portion of the course and the field experience. This is providing a "tighter" alignment between course and field experience.

In the spirit of thinking more like teacher educators rather than departments of elementary, secondary, or special education faculty, a School of Education review of all courses included a recommendation to consolidate the secondary, elementary, and special education "Introduction to Education" courses. This consolidation of sections has allowed more flexibility with faculty schedules and created class sizes that are still small, yet, more in line with university reviews of campus productivity. Another benefit of this shift has been an overall acceptance by students of faculty in the School of Education as teacher educators, rather than having a program of two faculty. Now, instead of students completing their program in the School of Education having only had two or three of the faculty, students now complete their program

	<p>having classes from almost every faculty in the School of Education. This shift has also allowed a more tightly knit relationship among faculty and a more supportive network as faculty are constantly reviewing the status and progress of programs based on assessment data.</p> <p><u>Academic Support Area Courses:</u> Several courses have been consolidated into single sections for all teacher education students, regardless of their major being elementary, secondary or special education. In addition to the "Introduction to Education" course cited previously, two courses in this assessment area have been affected by this change: EDU 312, Effective Pedagogy, and EDU 385, Classroom Assessment.</p> <p><u>Professional Year Courses:</u> Several courses have been consolidated into single sections for all teacher education students, regardless of their major being elementary, secondary or special education. In addition to the courses cited previously, one course in this assessment area has been affected by this change: EDU 330, Classroom Management. Also, based on student feedback and recommendation of the reading faculty in elementary, the two courses that taught Language Arts Methods and Reading Methods as separate courses have been re-configured as Emergent Readers and Fluent Readers. This change is being implemented for the 2006-2007 school year.</p>
4. Professional Year Observation & Participation Final Evaluation	<p>Per implementation of the performance and licensing standards by the Hawaii Teacher Standards Board, the School of Education aligned its evaluation forms to clearly show each of the standards and whether the teacher candidate had "Met" or "Not Met" each standard. These changes affected the Mid-Term and Final Evaluation Forms for both semesters of field experience in the Professional Year: Observation & Participation and Student Teaching. In addition, the individual lesson observation form was reviewed by faculty in order to determine where each item on the lesson observation form aligned with the HTSB Standards.</p>
5. Professional Year Student Teaching Final Evaluation	
6. Performance Outcomes Portfolio	<p>In keeping with the shift to demonstrate how the K-6 students' learning had been impacted for good by the teacher candidate, the School of Education implemented a performance outcomes portfolio requirement for the program. The portfolio must clearly show evidences for each and every one of the ten HTSB</p>

	Standards by the end of the Student Teaching Field Experience. The portfolio is evaluated by one or more of the faculty using a checklist of items to ensure teacher candidates have “Met” the Standard to be considered acceptable. Students who do not “meet” this assessment are given additional time to correct deficiencies to an acceptable level before they are allowed to complete the program.
8. Praxis II and PLT, K-6	Until school year 2004-2005, teacher candidates were not required to take the Praxis II and PLT to be graduated and recommended as program completers. Prior to the 2004-2005 school year, the School of Education faculty discussed in depth and then determined it was time to align program requirements under the three headings required by the new accreditation standards: content knowledge, pedagogical skills and professional dispositions. As a result of those discussions, the decision was made to require all teacher candidates to take the Praxis II and PLT as part of the assessment package to become a program completer. The tests, from Praxis I through PLT are a part of the complete list of requirements for being a program completer that each Professional Year student has in their handbook. The requirements are also discussed throughout the program in various courses and the Academic Advisor includes these testing requirements in her orientation with each student as their academic map is planned. The use of the tests as a part of the program completion requirements is just that, a “part” of the complete requirements. The decision was deliberately made not to use another test to measure competence of teacher candidates for the following reasons. One, teacher candidates already have to take the Praxis II and PLT for licensing in the State of Hawaii, so another set of tests to measure teacher competence seemed redundant. Two, the costs of having teacher candidates take another set of tests seemed financially unwise and unnecessary.

In addition to the changes noted in the above table, all teacher candidates complete a School of Education “Exit Interview” prior to leaving the university. This form asks specific questions about various aspects of the teacher education preparation and allows students to make additional comments, suggestions, etc. about each of those areas. In addition, on the last page, the open response question allows teacher candidates to comment on anything not addressed in the previous questions.

Oftentimes, students will take the opportunity to make additional positive comments about their experiences. Others also take the opportunity to make suggestions on how to improve the experience.

Based on these suggestions over the years, some significant course changes have been made in the program:

- EDU 385, Assessment was actually created as a separate course based largely on students' feedback on these "Exit Interviews."
- EDU 330, Classroom Management was another course created as a separate course based largely on students' feedback.
- EDU 385, Assessment was increased in semester hour credits about a year ago as a result of a faculty recommendation and supported by students' feedback.
- EDU 360, Science Methods was increased in semester hour credits about a year ago as a result of a faculty recommendation and supported by students' feedback.

A very significant change in the School of Education since the last SATE Review has been the addition of nearly two dozen adjunct faculty to help supervise teacher candidates during the O&P and Student Teaching Field Experiences. In *all* cases, these adjunct faculty are licensed classroom teachers. In almost all cases, these adjunct faculty are retired teachers of the Hawaii Department of Education. The two exceptions are two university faculty spouses who are licensed teachers from the State of Utah. The School of Education has had the benefit of over five decades of classroom experience with the combined expertise of these adjunct faculty. Their service cannot be measured. They have been an absolute blessing to our program. They have provided invaluable feedback at our coordination meetings held at the start and end of each semester. Their feedback has led to changes in program procedures, policies, etc. almost at every coordinating meeting.

Our adjunct faculty also provide a public relations network between the university and the individual schools' teachers and principals. Because of the standing within the community these adjunct have, they know many of the Department of Education teachers and administrators. As a result of these "connections," our adjunct faculty have made it possible to recruit and retain many of the Cooperating Teachers we have and to even have placements in some of the schools we partner with.

In addition, the adjunct faculty are able to conference with the teacher candidates and make suggestions on how to improve and point out where there are strengths. Often, the teacher candidates seem to take more seriously the adjunct's suggestions than they do the university faculty's! But, to have the expertise of this "expanded faculty," if you will, is nothing but a plus for our teacher candidates.

Secondarily, this “expanded faculty” is certainly a value to the School of Education faculty in providing the extra “eyes” to mentor and supervise the teacher candidates. With a relatively small faculty, the extra help is sorely needed and very much appreciated! Needless to say, many of the “highlights” of our program are a direct result of the contributions our adjunct faculty have made.