

**CHAMINADE UNIVERSITY  
EDUCATION DIVISION  
STRATEGIC PLAN (2009 – 2011)**

**STANDARD 2**

**SATE UNIT REVIEW CONDITIONS:**

- The Unit must develop a clearly articulated and unified assessment system that regularly and systematically collects, analyzes, and interprets data for the purpose of program improvement across all licensure programs

**ELEMENTARY PROGRAM REVIEW CONDITIONS:**

- Submit disaggregated data that illustrates teacher candidate performance in each of the three programs: 4-year baccalaureate; post-baccalaureate; Masters. **(August 31, 2011)**
- A revision of the LiveText tables in the PSSR, Attachment 2, pp. 63-65 and 79-81, that more clearly describe the source of signature assignment data. A compilation of data with regard to signature assignments for all teacher candidates is required. **(August 31, 2011)**

**SECONDARY PROGRAM REVIEW CONDITIONS:**

- Disaggregated data that illustrates candidate performance in each of the three levels: baccalaureate, post-baccalaureate, Masters in each of the content areas. **(August 31, 2011)**
- Plans for a systemized approach describing how data will be gathered. **(August 31, 2010)**
- Data which has been summarized and interpreted for the purposes of program improvement. **(August 31, 2011)**

**SPECIAL EDUCATION PROGRAM REVIEW CONDITIONS:**

- Plans for a systemized approach describing how data will be gathered. **(August 31, 2010)**
- Data which has been summarized and interpreted for the purposes of program improvement. **(August 31, 2011)**

**DUAL LICENSURE PROGRAM REVIEW CONDITIONS:**

- Plans for a systemized approach describing how data will be gathered. **(August 31, 2010)**
- Data which has been summarized and interpreted for the purposes of program improvement. **(August 31, 2011)**



**EDUCATION DIVISION  
RESPONSE TO SATE UNIT and PSSR REVIEW CONDITIONS  
August 30, 2011**

The August 30, 2010 HTSB Report provided a Strategic Plan to overtly address the PSSR Conditions, however, the SATE Unit Conditions were not overtly addressed. As explained at the HTSB Board Meeting, the preliminary work on the PSSR Conditions was done first to involve faculty and staff immediately in applying the NCATE standards to their course revisions. By so doing, faculty and staff would have an opportunity to develop a clearer understanding of what and how the changes – across all of the programs – would influence the unit assessment system.

Provided below is the status report of Chaminade Education Division’s progress to develop a clearly articulated and unified assessment system that regularly and systematically collects, analyses, and interprets data for the purpose of program improvement across all licensure programs. The status report is comprised of our responses to the NCATE Standard 2 Guide Questions.

Category	Questions	Response	Attachments	Future Steps
<b>A Assessment System</b>	1. How was the unit assessment system developed? Who participated in the development of the system?	1a. The Curriculum and Assessment Committee in the Education Division was created in 2009 in direct response to the HTSB Accreditation to oversee the development of an integrated assessment system for the unit.  1b. A Standard 2 Sub-Committee was created in early 2010 to develop and monitor a plan of action, and to facilitate improvement initiatives.  1c. Outcomes of the Education Division’s self-study and improvement plans are regularly shared with the Education Division Advisory Council and input solicited. The Advisory Council is composed of principals from public and private schools, HDOE Special Education representative, University of Hawaii faculty, Chaminade Education Division’s current under-		

	<p>2. In what ways does the assessment system reflect the candidate proficiencies outlined in the unit's conceptual framework, state standards, and professional standards?</p>	<p>graduate and graduate student representatives, Ed. Division alumni, Chaminade Graduate Services Dean, and Ed. Division faculty.</p> <p>2a. To further inform the development of the Ed. Division's assessment system, the division has actively pursued national training to insure that our assessment methods are consistent with current national SPA requirements. National trainings/conferences attended for this purpose during the 2010-2011 academic year include: NCATE, CEC, NCTM, IRA, ACEI, NAEYC, and LiveText.</p> <p>2b. During the 2010-2011 academic year, plans were developed and finalized to clearly delineate initial licensure programs from advanced degree programs. A MAT program with revised courses and course expectations were developed to meet the rigorous requirements of ACEI and the SPAs. This resulted in the sunsetting of the post-baccalaureate program.</p> <p>2c. The MAT Program received Interim Approval from WASC.</p> <p>2d. New Program Learning Outcomes (PLOs) were developed and approved by the Ed. Division's Curriculum and Assessment Committee and presented to Chaminade's Academic Council for review.</p> <p>2e. Two new advanced degree programs were developed and launched: M.Ed. in Educational Leadership and M.Ed. in Instructional Leadership. The PLOs for these programs are</p>	<p>Conversion of Post-Bac Program to MAT:  A.2b.1 Elementary  A.2b.2 Secondary  A.2b.3 SPED  A.2b.4 PK-3</p> <p>A.2c.1  WASC  Substantive  Change Action  Report  A.2c.2 MAT  Student Handbook</p> <p>A.2e.1  M.Ed.  Ed.Leadership</p>	<p>2a. Attend TEAC training sessions to understand the accreditation requirements and procedures for this accrediting agency. Continue attendance at national SPA conferences to ensure the rigor embedded in the SPA standards are addressed in the courses within the programs.</p>
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	<p>3. What are the key assessments/ measures used to monitor candidate Performance? At what points are they administered in the program?</p>	<p>aligned to their respective SPAs.</p> <p>2f. Revision of course syllabi to reflect the expectations of the SPAs began in early 2010 and is ongoing due in part to the need to revise existing courses and develop new courses for the new MAT Program and the two new M.Ed. programs.</p> <p>2g. The Special Education Program courses has undergone a thorough review and new Course Learning Outcomes (CLOs), Essential Questions, and assignments aligned to the PLOs and CEC standards have been developed for the following courses: ED 660: Intro. to Exceptional Children; ED 665: Mild and Moderate Disabilities; ED 605: Sped: Math Methods; ED 607: Sped: Language Arts Methods; ED 662: Sped: Assessment, Instruction and Computer Technologies; and ED 686: Student Teaching Special Education Seminar.</p> <p>3a. Decisions about candidate performance are based on multiple assessments made at multiple points before program completion.</p> <p>(1) Grades after completion of each course [in place].</p> <p>(2) PRAXIS test scores are collected [in place].</p> <p>(3) Dispositional issues are addressed by faculty/adjunct/ staff during and after course completion. Cases are brought to the Curriculum and Assessment Committee for discussion, and consensus is reached on actions to be taken.[in place]</p> <p>(4) Dispositions are overtly addressed in the ED 100/ED 600 courses that all Ed. Division students need to take.</p> <p>(5) Observation and Participation (O&amp;P) evaluations are in place, however, plans are to update the evaluation form. It is important to note that O&amp;P evaluation data are tracked and reviewed twice a year by the Curriculum and Assessment</p>	<p>Handbook – Saved on CD A.2e.2 M.Ed. Instructional Leadership Handbook – Saved on CD</p> <p>A.2f. Course Syllabi Saved on CD</p> <p>A.2g SPED Program Revisions</p> <p>A.3a.3 Disposition Policy</p>	<p>2f. Ongoing</p> <p>2g. Ongoing</p> <p>3a.5 Update O&amp;P evaluation Form</p>
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	<p>4. To what extent are the assessment measures used to determine admission, continuation in, completion of programs? What other entry and exit criteria exists within the unit? What happens when candidates do not meet expectations?</p>	<p>Committee.  (6) O&amp;P Survey for Cooperating Teachers and Teacher Candidates to evaluate the O&amp;P experience need to be developed.  (7) Weekly meetings are conducted by Cooperating Teachers and Teacher Candidates during student teaching and the meeting report is signed by the University Supervisor and submitted to the Director Field Services. [in place]  (8) Mid-Term and Final Student Teaching Evaluations of teacher candidates are completed by the University Supervisor during the student teaching period and submitted to the Director of Field Services. Plans are to revise this evaluation form.  (9) A database needs to be created and maintained to track program completers after they leave Chaminade.</p> <p>(10)Disaggregated data that illustrate teacher candidate performance is being systematically collected.</p> <p>4a. The entry requirements for licensure programs and provisional admission for graduate admission are clearly stated in the Ed. Division catalog.</p> <p>4b. Cases of teacher candidates experiencing academic or dispositional issues are brought regularly throughout the academic year to the Curriculum and Assessment Committee</p>	<p>A.3a.10.1  Disaggregated Data  A.3a.10.2  LiveText Data and Signature Assign.</p> <p>A.4a.  Entry Requirements for Full Classified Admission to Licensure Programs  A.4a.  Provisional Admission for Graduate Admission</p> <p>A.4b  Academic Probation Letter</p>	<p>3a.6. Develop O&amp;P Survey Form</p> <p>3a.8 Revise Mid-Term and Final Student Teaching Evaluation forms</p> <p>3a.9 System to track program completers need to be developed and maintained.</p> <p>3a.10 Ongoing</p>
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	<p>6. To what extent has the unit determined that the key assessments are predictors of candidate success?</p> <p>7. What assessments and evaluations are used to manage and improve the operations and programs at the unit?</p>	<p>faculty member to serve as a supervisor for each program and the need for the development of a training program that is systematically implemented on a consistent basis.</p> <p>5f. The adherence to the course syllabi (developed by faculty), consistent and quality use of LiveText, and inter-rater reliability with faculty on the evaluation of signature assignments are being considered as conditions of continued employment of adjunct faculty.</p> <p>6a. Currently, the items listed in 3a above have served as predictors of the teacher candidate's success. After having attended the NCATE training and other SPA meetings, the faculty has determined that the key assessment items may not need to change – however, the rigor and the quality of the tools and assignments to gather the data will need to be improved. In addition, there is a need to track our teacher candidates into their first year of teaching to determine the validity of our key assessments as predictors of teacher candidate success.</p> <p>7a. The Dean conducts semi-annual reviews of teacher candidates' progress with the Curriculum and Assessment Committee.</p> <p>7b. The Dean reviews the course evaluations and brings to the Curriculum and Assessment Committee any issues which need to be discussed. These discussions inform program improvement initiatives which need to be undertaken.</p> <p>7c. The Division holds two staff retreats annually with a focus on improving operations and programs. Priorities are set for program improvement during the subsequent period of operation.</p>		<p>Personnel need to be assigned to develop and deliver the adjunct training on an ongoing basis.</p> <p>5f. Establish policy on conditions for continued adjunct faculty employment.</p> <p>6a. The rigor and quality of the assessment tools and assignments, and how the data are collected will need to be improved. In addition, a system to track teacher candidates into their first year of teaching will need to be developed. Chaminade is working with the TECC to gain access to this to this data from the DOE.</p> <p>7. There is a need for the Education Division to develop a standard of practice with clear metrics related to the systematic review of all of the assessments and evaluations, and the identification of critical data to inform the improvement of both the unit's operations and programs.</p> <p>7d. The membership of the</p>
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<p><b>B Data Collection, Analysis, &amp; Evaluation</b></p>	<p>1. Describe the unit's timeline for collecting data on each component of the assessment system.</p>	<p>1a. Teacher candidates' progress on achieving all key milestones is reviewed each semester.</p> <p>1b. Dispositions of teacher candidates are evaluated each semester.</p> <p>1c. Course evaluations are administered each term and the is report sent to Dean.</p> <p>1d. Graduation survey administered at end of Fall Term and end of Spring Term to teacher candidates completing the licensure portion of their program.</p> <p>1e. PRAXIS data collection is ongoing and will be enhanced by the newly launched ETS Data Manager tool to facilitate the analysis of Chaminade's teacher candidates PRAXIS results. The comprehensive analysis of PRAXIS data to inform program improvement will be conducted annually.</p>		<p>1d. Strategies need to be explored to increase teacher candidates' response to the survey.</p> <p>1e. Establish a schedule and identify the person who will: 1) regularly "slice and dice" the PRAXIS data, and 2) present the data to the Curriculum and Assessment Committee. The organization of the data will facilitate focused problem solving by the Curriculum and Assessment Committee and which will result in the identification of specific</p>

	<p>2. Describe how the collected data are summarized and analyzed by the unit.</p>	<p>1f. Program Review – ongoing.</p> <p>2a. The PRAXIS data, along with disaggregated data of teacher candidates' performances are organized into tables annually by the Director of Field Services. The additional "slicing and dicing" of data offered by the ETS Data Manager tool will enhance the analysis process.</p> <p>2b. Comprehensive and systematic review of the PRAXIS data involving all of the faculty and staff has not been conducted. It has been primarily the Director of Field Services bringing specific issues to the Dean's attention – which is then discussed at the Curriculum and Assessment Committee meeting.</p> <p>2c. Currently, LiveText is being used to maintain the unit's</p>	<p>Refer to A3a.10.1 Disaggregated Data and A3a.10.2 LiveText Data and Signature Assignments</p>	<p>and targeted improvement initiatives.</p> <p>2a. Establish a schedule (more than once a year) and identify the person or persons who will: 1) regularly "slice and dice" the PRAXIS and other teacher candidate data, and 2) present the data to the Curriculum and Assessment Committee. The organization of the data will facilitate focused and timely problem solving by the Curriculum and Assessment Committee and will result in the identification of specific and targeted improvement initiatives.</p> <p>2b. Regularly scheduled, comprehensive, and systematic review of the PRAXIS data involving all of the faculty and staff to inform program improvement need to be conducted. In addition, there is a definite need to triangulate the data (PRAXIS, course data, program wide data) to identify the program's strengths and weaknesses.</p> <p>2c. There is a critical need</p>
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	<p>3. How does the unit maintain records of formal candidate complaints and their resolutions?</p>	<p>assessment system.</p> <p>3a. Assessment data is shared through a variety of venues with the teacher candidates (LiveText, instructors' feedback, Cooperating Teachers, University Supervisors, Director of Advising, Director of Field Services).</p> <p>3b. A Knowledge/Skills/Dispositions Remediation Plan form has been developed to document and ensure the provision of requisite support services to teacher candidates and to overtly address retention of teacher candidates throughout the program.</p> <p>3c. Assessment data is shared with faculty and staff at the Curriculum and Assessment Committee meetings if there is an issue or concern.</p> <p>3d. Assessment data is shared with stakeholders to provide evidence for program improvements.</p>	<p>Refer to A.4c Knowledge/Skills/Dispositions Remediation Plan</p>	<p>for a staff member to be dedicated to the collection, analysis and display of data to facilitate faculty and staff problem-finding and problem-solving related to program improvements.</p> <p>3b. Implement the use of the newly developed Knowledge/Skills/Dispositions Remediation Plan with faculty and adjuncts.</p>
<p><b>C</b> <b>Use of Data for Program Improvement</b></p>	<p>1. How are data used by candidates and faculty to improve their performance?</p>	<p>1a. The Dean reviews at the end of each term the teacher candidates' evaluations for each course. If the Dean identifies an area of concern or need for improvement, he meets with the faculty member to discuss the concern, and provides coaching if necessary.</p> <p>1b. The data from the teacher candidate evaluations are used to inform subsequent areas for improvement in the faculty's GDP.</p> <p>1c. Teacher candidates are provided regular feedback from their course instructors and have multiple opportunities to improve the quality of their assignments.</p> <p>1d. Teacher candidates are involved in weekly meetings with</p>		<p>1d. A revision of the Student</p>

	<p>2. How are data used to discuss or initiate program or unit changes on a regular basis?</p> <p>3. How are assessment data shared with candidates, faculty, and other stakeholders?</p>	<p>their Cooperating Teacher and University Supervisor during the student teaching period. These meetings are designed to identify strengths and areas where additional focus/work need to be invested by the teacher candidate.</p> <p>2a. Based on the TFA teacher candidates' consistent evaluation comments expressing the need for the Classroom Management course to be offered early in the licensure program, this change was implemented and the course was specially redesigned into an intensive course to meet their needs.</p> <p>2b. Based on teacher candidates' performances, the faculty repeatedly expressed the need for a course to overtly address program expectations with respect to writing, course requirements, citing references, use of technological tools, and how to navigate the online programs for course delivery and archiving of teacher candidates' products. This need resulted in the development of ED 100[UG] and ED 600 [Grad.]</p> <p>2c. The feedback from the University Supervisors for the Teach for America teacher candidates revealed a critical need to provide focused mentoring from the beginning of the school year. A Mentoring Program was developed which focused on HTSB Standard 2 (Creates and maintains a safe and positive learning environment, and HTSB Standard 9 (Demonstrates professionalism). The Observation Reporting Form developed for this program was based on work done by the National Comprehensive Center for Teacher Quality. In addition, a training program for mentors was developed and implemented. This Mentoring Program was first implemented in July 2010.</p> <p>3a. Assessment data is shared through a variety of venues with the teacher candidates (LiveText, instructors' feedback, Cooperating Teachers, University Supervisors, Director of Advising, Director of Field Services).</p> <p>3b. Assessment data is shared with faculty and staff at the</p>	<p>Refer to A.2g Course Syllabi saved on CD</p>	<p>Teaching Evaluation Form and other observation forms are needed.</p>
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		<p>Curriculum and Assessment Committee meetings if there is an issue or concern.</p> <p>3c. Assessment data is shared with stakeholders to provide evidence for program improvements.</p>		<p>3c. The membership of the Education Advisory Council will be expanded to include a community member.</p>
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**CHAMINADE UNIVERSITY  
EDUCATION DIVISION  
Response to HTSB Conditions – Standard 4**

**STANDARD 4**

**SATE UNIT REVIEW CONDITIONS:**

The Chaminade Education Division Professional Education Unit must provide evidence

- A. that clearly identifies the specific proficiencies candidates should develop related to needs of students from culturally diverse populations;
- B. that the curriculum is designed to prepare teachers to work effectively with students from culturally diverse populations; and
- C. of candidate proficiencies related to their ability to help students from culturally diverse populations learn.

**CHAMINADE UNIVERSITY  
EDUCATION DIVISION**

**STRATEGIC PLAN TO ADDRESS HTSB STANDARD 4 CONDITIONS and STATUS UPDATE**

<b>OBJECTIVES</b>	<b>ACTION(S) TAKEN BY AUGUST 2011</b>	<b>EVIDENCE/ATTACHMENTS</b>	<b>FUTURE STEPS</b>
4.1 Highlight proficiencies candidates need to achieve/ demonstrate related to cultural diversity across all programs (Condition A)	~ Revised PLOs adopted by the Faculty Curriculum and Assessment Committee. PLO 6 addresses diversity.	Attachment 4.1: Revised Program Learning Outcomes for all Initial Licensure Programs	~ Introduce new PLOs in all introductory ED courses: ED 100 (Undergraduate) ED 600 (Graduate)
4.2 Enhance coursework related to cultural and other dimensions of diversity (Condition A)	<ul style="list-style-type: none"> <li>~ Complete review of all initial licensure programs for attention to diversity</li> <li>~ Identify gaps and inconsistencies in coursework in all programs</li> <li>~ Add, amend course requirements for all programs with attention to diversity</li> <li>~ Effective April 2010, revise post-graduate licensure programs to require specific coursework related to Hawaiian culture and language (ED 643) and Multicultural Education and Diversity (ED 652)</li> <li>~ Propose revised GEN ED requirements for undergraduate licensure programs to assure coverage of diversity dimensions</li> </ul>	<p>Syllabi for all new Required Coursework for all graduate initial teaching licensure programs</p> <ul style="list-style-type: none"> <li>(a) <b>On CD:</b> Multicultural Education &amp; Diversity (EDUC 652)</li> <li>(b) <b>On CD:</b> Hawaiian Culture &amp; Language (EDUC 643)</li> <li>(c) <b>On CD:</b> Introduction to Exceptional Children (EDUC 660)</li> </ul> <p>Attachment 4.2: List of Required GEN ED requirements for Undergraduate elementary teacher licensure program</p>	~ Continue to review syllabi for inclusion of diversity related topics in assignments and assessments

OBJECTIVES	ACTION(S) TAKEN BY AUGUST 2011	EVIDENCE/ATTACHMENTS	FUTURE STEPS
4.3 Amend the Education Division's Professional Dispositions Assessment to include more specific attention to the diversity dimension (Condition A)	~ Review and analysis by the Standard 4 Committee of Chaminade's existing Professional Disposition Assessment form that teacher candidates use to self-assess and instructors use to assess teacher candidates	Attachment 4.3a: Revised form for Professional Dispositions: <i>Teacher Candidate Self-Assessment and Improvement Procedures</i> Attachment 4.3b: (New) Knowledge/Skills/Dispositions Remediation Plan	~ Revised Professional Dispositions <i>Teacher Candidate Self-Assessment and Improvement Procedures</i> 1) Pilot revised version 2) Adopt revised version ~ Knowledge/Skills/Dispositions Remediation Plan 1) Implement use of newly developed remediation plan with faculty and adjuncts.
4.4 Engage core faculty in a professional development program to enhance their capacity to prepare teachers to work effectively with students from culturally diverse populations (Condition B)	~ Complete review of syllabi for evidence of teacher candidate learning outcomes related to diversity ~ Continue Professional Development Activities with attention to best practices for developing teachers to work effectively with diverse student populations	Attachment 4.4: Hawaiian Culture & Language Seminar Program	~ Continue to offer professional development activities in areas related to diversity, including on-site seminars and attendance at professional conferences
4.5 Review course learning outcomes (CLOs) and align where appropriate with the program learning outcome that includes a diversity dimension (Condition B)	~ Review all CLOs in initial teacher licensure coursework ~ Identify existing CLOs that address diversity ~ Revise course CLOs that address diversity in appropriate course syllabi	Attachment 4.5: Sample of PLO/CLO matrixes from three courses highlighting diversity dimension in our licensure programs with assignments (a) Multicultural Education & Diversity (EDUC 652) (b) Hawaiian Culture & Language (EDUC 643) (c) Introduction to Exceptional Children (EDUC 660)	~ Continue review of syllabi in Curriculum & Assessment Committee ~ Create a database of the CLO's within and across programs
4.6 Enhance diversity dimension of existing courses and assignments (Condition B)	~ Engage Faculty Curriculum and Assessment Committee in a review of existing coursework assignments for attention to diversity ~ Identify assignments that include learning objectives and assignments related to diversity and link them to course and program learning outcomes ~ Add or enhance assignments related to diversity where appropriate.	Attachment 4.6: Sample of assignments that illustrate enhanced attention to diversity in existing courses (a) Managing School Environments (EDUC 650) (b) Psychological Foundations of Education (EDUC 602) (c) Student Teaching Elementary Seminar (EDUC 686)	~ Continue review of syllabi in Curriculum & Assessment Committee ~ Create a database of key diversity-related assessments

OBJECTIVES	ACTION(S) TAKEN BY AUGUST 2011	EVIDENCE/ATTACHMENTS	FUTURE STEPS
4.7 Monitor teacher candidate proficiencies related to diversity through identified assessments (Condition C)	~ Review of curriculum to identify assessments related to teacher candidate proficiencies related to diversity	Attachment 4.7: Teacher candidate data from student teaching exit portfolio on HTSB standard 3 – diversity from 2009-2010 by program.	~ Systematic monitoring of teacher candidates by Curriculum & Assessment Committee
4.8 Review student teaching seminar to identify ways to enhance attention to diversity (Condition C)	~ Revised student teaching seminar syllabus to enhance diversity topics.	Revised Student Teaching Seminar syllabi. <b>On CD</b> Student Teaching Elementary Seminar (EDUC 686)	~ Collect and review data from student teaching seminar
4.9 Review placement of teacher candidates in student teaching and O&P (Condition C)	~ Review of placement procedures in student teaching and O&P to develop a system to ensure teacher candidates have a wide range of experiences in O&P and student teaching and add diversity experiences if needed	Attachment 4.9: Revised Field Services Placement Procedures (Criteria for O& P Placement and Criteria for Student Teaching Placement)	~ Collect data on and monitor new procedures