New Business Item 12-11
Introduced 11/09/2012
App. 11/9/12

TITLE: Approval of Leeward Community College Career and Technical Education State Approved Teacher Education Program

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The Hawaii Teacher Standards Board approves the following recommendations of its State Approved Teacher Education (SATE) Unit and Program Review Team for Leeward Community College:

- The Leeward Community College's Career and Technical Education (CTE) Program is granted Provisional Approval with the following conditions, effective December 1, 2012 through November 30, 2015. The unit may recommend candidates for licensure in.

CTE Arts and Communications 7-12, CTE Business 7-12, CTE Industrial and Engineering Technology 7-12, CTE Natural Resources 7-12, and CTE Public and Human Services 7-12

By August 1, 2013, the Leeward Community College CTE program must submit to the HTSB:

1. A single list that clearly identifies the professional dispositions that are expected of candidates and the instrument and accompanying scoring guide/rubric that systematically assesses these dispositions.

2. Copies of the key assessments and their rubrics/scoring guides. The rubrics/scoring guides must be clearly organized by standard.

3. A rubric for the Alternative Certification Candidate Evaluation (Formal Observations) that clearly describes the differences between the levels of performance. Include a detailed description of how the evaluators are to determine the summary ratings.

4. Course syllabi and assignments that show evidence that the program is preparing candidates to incorporate Native Hawaiian culture, history and language into their instruction in the classroom.

5. A detailed description of how P-12 student understanding of Native Hawaiian culture, history and language will be enhanced by teacher candidates.

6. A clear and detailed description on how the program's school partners participate in the design, delivery, and evaluation of field and clinical experiences.

7. A detailed explanation of the role of the candidates, school faculty, and

professional education faculty in the assessment of candidate performance during clinical practice. Provide the roles and responsibilities of school faculty and the professional education faculty in terms of assessment of candidate performance during clinical practice for both those candidates who are the teacher of record and for those who are not teacher of record.

8. A detailed explanation of how school based clinical LCC faculty members are systematically and regularly evaluated. Submit the evaluation tool and accompanying scoring guide that will be used to formally evaluate the faculty. Explain when and how they will be evaluated.

9. A detailed description of how the professional community is involved in the development and evaluation of its assessment system.

10. A description of the follow up studies of graduates and employers and how they are aligned with the assessment of content knowledge, pedagogical content knowledge and skills, and dispositions. Submit copies of the Exit Survey, the Follow-Up Survey, and the Employer Survey.

Should the program fail to submit any report or verification required above their provisional approval will lapse on the date following the missed deadline.

Leeward Community College CTE program must prepare and submit an application to a national teacher education accrediting body approved by the U. S. Department of Education and by HTSB by April1, 2013.

Leeward Community College will submit documentation to HTSB by July 1, 2013, January 1, 2014, and July 1, 2014, January 1, 2015 on their progress towards national accreditation.

The Unit must explain any changes to this program in the Unit's Annual Report due each year to HTSB.

A letter shall be sent to Leeward Community College on behalf of the Board to communicate this decision.

Submitted by: Terry Lynn Holck

Referred to: Teacher Education Committee

SUMMARY FOR LEEWARD COMMUNITY COLLEGE SATEP REVIEW
LEEWARD COMMUNITY COLLEGE RESPONSE 1

1. A single list that clearly identifies the professional dispositions that are expected of candidates and the instrument and accompanying scoring guide/rubric that systematically assesses these dispositions.

The expected dispositions that candidates in the Alternative Certification for CTE Licensure program will demonstrate are informed by the ten HTSB/InTASC teacher dispositions. The scoring guide that is used by the faculty evaluator organizes these dispositions in the following categories:
Professional and Ethical Conduct, Effective Work Habits, Effective Communication, Self- Reflection and Collaboration.

Professional and Ethical Conduct

1. The candidate responds to feedback in a solution-oriented manner.
2. The candidate shows concern for student's well-being and safety.
3. The candidate contributes to a safe physical, social, and emotional environment in the Alternative certification program and in the field experience.
4. The candidate believes that all students can learn and treats students and others fairly.

Effective Work Habits

1. The candidate demonstrates professionalism by wearing appropriate attire for the school setting, being punctual, organized and meets deadlines.
2. The candidate meets Alternative Certification program requirements.
3. The candidate coordinates assignments among cooperating teachers, instructors, and Alternative Certification field evaluators.

Effective Communication

1. The candidate communicates clearly, openly, and respectfully with all members of the Alternative Certification program and partner school communities.
2. The candidate asks questions and takes the initiative to communicate with campus faculty and the faculty evaluator.
3. The candidate speaks and writes in a clear and grammatically correct manner.

Self-reflection

1. The candidate is aware and insightful about his/her own psychological, emotional, and professional characteristics.
2. The candidate monitors how he/she affects others and adjusts behavior.

Collaboration

1. The candidate initiates and maintains balanced collaboration by filling the roles of both leader and supporter as needed.

Two assessments are used to measure the candidate's disposition as a teaching professional:

(1) Five formal classroom visits to observe the candidate's dispositions as determined by scores on the disposition's rubric

(2) Practicum Course Portfolio: Twenty written rationales that require the candidate to self-evaluate and defend how a particular teaching artifact provides evidence that he or she demonstrates a particular disposition as determined by scores on the written rationale rubric. The Unit believes that multiple measures are needed for the assessment of candidate's dispositions as a teaching professional and these measures should not only be derived from direct observations in the field but also from the Candidate's own reflection and self-evaluation.

(3) Candidates will complete a self-reflection on Knowledge, Skills and Dispositions within the Practicum semesters.

Response 1

LEEWARD COMMUNITY COLLEGE
Social Sciences Division
Course Syllabus – Fall 2013
ED 295A/B – Supervised Practicum/Student Teaching

Instructor:	Kale'a Silva
Office Hours:	M, T, W, Th 10:30am – 11:30am
Office Location:	DA - 205A
Contact Information:	(808) 487-0397, jaydene@hawaii.edu
Course Location:	Online and 5 meetings/observations

Catalog Course Description:
The Alternative Certification for Career and Technical Education (CTE) teacher licensure program will prepare candidates who have content knowledge with the pedagogy necessary to become effective practitioners in CTE classrooms at the secondary level. A critical component of the program is the supervised practicum where knowledge of content and strategies for best teaching practice will be integrated and refined. Through mentoring and performance evaluations completed by program faculty, CTE teacher candidates will be well prepared to meet the standards for licensure and practice. Practicum II, the second semester of the practicum experience will provide formal supervision for the CTE candidate as they intern in their own CTE secondary school classroom. A program faculty evaluator will complete five formal observations.

Co-requisites:
N/A

Prerequisites:
ED295A - Passing scores for Praxis I tests in reading, writing and math (candidates entering with a bachelor's degree are exempt from this requirement)
ED295B – Completion of required courses for Alternative Certification prior to or in conjunction with enrollment in ED295B. Passing score on the Praxis II exam (if applicable) or documentation of content knowledge following the HTSB requirements.

Recommended Preparations:
Please read this document in its entirety as well as the student teacher and cooperating teacher handbook. You are responsible for all the information contained in the syllabus and handbook.

Course Learning Outcomes:

1. Recognize and apply culturally relevant pedagogy
2. Demonstrate and model the ethics and work habits of a teaching professional
3. Demonstrate and model the knowledge, skills and dispositions of a teaching professional
4. Collaborate with school community members to support student learning

ED295A – Course Assessments

Hawai'i Teacher Standards Board	**Course Learning Outcomes** At the end of this course, You will be able to...	**Course Assessments to Measure CLOs**	**Points**
Standard 2 & 3 Learner Diversity and Learning Environment (20%)	1. Recognize and apply culturally relevant pedagogy	• 3 Practicum Analysis Reflections (100 Points each)	300
Standard 9 Professionalism and Ethical Practice (60 %)	2. Demonstrate and model the ethics and work habits of a teaching professional	Preparing for the Praxis and/or Demonstrating Content Knowledge **Professional Plan Part I**	50
		Work Habits: Preparation, Punctuality and Participation	50
	3. Demonstrate and model the knowledge, skills and dispositions of a teaching professional	**5 Observations/Meetings** and Professional Conferencing with Faculty Evaluator & **5 Candidate Disposition Reflections**	500
Standard 10 Leadership and Collaboration (20%)	4. Collaborate with school community members to support student learning	5 meetings/evaluations with faculty evaluator At least **3 observations/meetings with Cooperating Teacher** – completed **Growth Report Pre/Post**	200
Total Points in Course			**100**

ED295B – Course Assessments

Hawai'i Teacher Standards Board	**Course Learning Outcomes** At the end of this course, You will be able to...	**Course Assessments to Measure CLOs**	**Points**
Standard 2 & 3 Learner Diversity and Learning Environment (20%)	5. Recognize and apply culturally relevant pedagogy	• **2 Dispositions Reflections** (100 Points each)	200
Standard 9 Professionalism and Ethical Practice (60 %)	6. Demonstrate and model the ethics and work habits of a teaching professional	Steps Toward Licensure **Professional Plan Part II**	50
		Work Habits: Preparation, Punctuality and Participation	50
	7. Demonstrate and model the knowledge, skills and dispositions of a teaching professional	**Practicum Portfolio** Refer to checklist	500
Standard 10 Leadership and Collaboration (20%)	8. Collaborate with school community members to support student learning	One semester of student teaching and 5 formal evaluations w/ faculty evaluator At least **3 observations/meetings with Cooperating Teacher – Completed Dispositions Assessment Form Pre/Post**	200
Total Points in Course			**1000**

Suggested Reading:
Campbell, D. M., Cignetti, P. B., Melenyzer, B. J., Nettles, D. H., & Wayman Jr., R. M. (2007). *How to develop a professional portfolio* (4th ed.) Boston, MA: Pearson Education, Inc. ISBN: 0-205-49100-6

Grading: Your final grade for the course will be based on your total number of points.

A = excellent achievement	**(900 – 1000 pts)**
B = above average achievement	**(800 – 899 pts)**
C = average pass (acceptable)	**(700 – 799 pts)**
D = minimal pass (poor)	**(600 – 699 pts)**
F = failure	**(0 – 599 pts)**
I – incomplete (upon approval)	

Professionalism and Participation:

The AAT Program is the beginning of your career path to becoming a teacher. As CTE educators we must be sure that we proof read all work that will be submitted for review. Therefore, please re-read your work and check for grammatical errors and typos.

Cheating and Plagiarism: There is no (zero) tolerance for either cheating or plagiarism at this campus. Both acts equate to academic dishonesty. The academic standing of a college or university is underscored by the academic honesty of its faculty and students. Think: As a classroom teacher, how would you feel if a student cheated or plagiarized material for another?

ED 295 A/B – Practicum
The Alternative Certification for CTE Licensure Program

Practicum Portfolio

Assignment Description:

Portfolio development is a culmination of the knowledge, skills and dispositions demonstrated throughout the duration of the practicum. The Practicum portfolio will be compiled using examples of student work that demonstrate the HTSB teaching standards. Candidate will gather artifacts throughout both the supervised practicum and student teaching semesters.

Instructions for developing a Practicum Portfolio:

Expectation	Brief Description
2 artifacts for each of the 10 HTSB Standards	For each of the 10 Standards you will select two artifacts from your classroom assignments and student work samples. Each of these artifacts will demonstrate that you have met the HTSB teaching standards.
What is an artifact? 20 artifacts (2 per standard)	An artifact may be an exemplar of work that students have produced, assignments, or examples of procedures and routines in place, throughout the practicum term that demonstrates meeting of each of the HTSB standards and Alternative Certification Teaching Disposition Standards.
Rationale Written for each standard 10 Rationales	The CTE Alternative Certification Candidate will write a rationale for each of the standards. The Rationales will describe each artifact and how they meet the standards.
What is a rationale?	A rationale clearly describes the artifact selected as well as the objectives and outcomes. In addition a rationale justifies how the artifact demonstrates meeting the HTSB standard.

The CTE Alternative Certification Candidate will write a rationale relating to each of the selected artifacts. These rationales will describe the artifacts and justify how they exemplify Alternative Certification Teaching Dispositions and meet each of the 10 HTSB Teaching Standards. The professional portfolio will reflect the candidate's knowledge, skills and dispostions through artifacts including student work and professional procedures, as well as written rationales for each selected exemplar.

Written Rationale Rubric

Criteria	**Meets with Excellence (ME) * Demonstrates excellent achievement of the targeted SLOs (Benchmarks)**	**Meets with Proficiency (MP) * Demonstrates acceptable achievement of the targeted SLOs (Benchmarks)**	**Developing Proficiency (DP) * Is approaching acceptable achievement of the targeted SLOs (Benchmarks)**	**Well Below Proficiency (WB) * Does not demonstrate acceptable achievement of the targeted SLOs (Benchmarks)**	**Score**
1. Description of Artifact **(20 points)**	Description of the artifact is always clearly written and always describes the objectives and outcomes of the assignment (20-18 points)	Description of the artifact is mostly clearly written and describes the objectives and outcomes of the assignment most of the time (17-16 points)	Description of the artifact is somewhat clearly written and describes the objectives and outcomes of the assignment some of the time (15-14 points)	Description of the artifact is rarely clear and vaguely describes the objectives and outcomes of the assignment (13-0 points)	
2. Justification **(20 points)**	The rationale accurately justifies how the artifact meets the standards and always provide clear evidence of outcomes (20-18 points)	The rationale accurately justifies how the artifact meets the standards and mostly provide clear evidence of outcomes (17-16 points)	The rationale somewhat justifies how the artifact meets the standards and provides some evidence of outcomes (15-14 points)	The rationale rarely justifies how the artifact meets the standards and provides few or no evidence of outcomes (13-0 points)	
Total (40 points)					

Practicum Portfolio Checklist

Below is a checklist of items that must be included in the teaching portfolio.

	Pts
ORGANIZATION OF PORTFOLIO	
• Clean 3 ring binder	
• Dividing tabs	
• Table of Contents	
PERSONAL DATA (30 points)	
• Professional Plan (ED295A)	10
• Educational Philosophy (ED290)	10
• Resume (ED290)	10
• Letters of Recommendation (optional but recommended)	
• Transcripts (optional but recommended)	
TEACHING EXPERIENCE (70 points)	
• Progress and Growth Reports (ED295A)	10
• Mıd term and Final Evaluation (ED295B)	15
• Practicum Analysis and Reflection 1 (beginning of semester -ED295A)	15
• Practicum Analysis and Reflection II (middle of semester – ED295A)	15
• Practicum Analysis and Reflection III (end of semester – ED295A)	15
TEACHING ARTIFACTS AND RATIONALES (400 points) ***2 artifacts per standard* **Rationale for each standard describing the artifacts and how it meets the HTSB Standard*	
• HTSB Standard 1 – Learner Development	40
• HTSB Standard 2 – Learning Differences	40
• HTSB Standard 3 – Learning Environments	40
• HTSB Standard 4– Content Knowledge	40
• HTSB Standard 5 – Application of Content	40
• HTSB Standard 6– Assessment	40
• HTSB Standard 7– Planning for Instruction	40
• HTSB Standard 8– Instructional Strategies	40
• HTSB Standard 9– Professional Learning and Ethical Practice	40
• HTSB Standard 10– Leadership and Collaboration	40
TOTAL	**500**

Response 2

HTSB Standard 2: Learner Differences

The Case Study Informational Guide assessment will provide a communicative means (through creating a web page, a video, blog, brochure or presentation) to demonstrate awareness of, and the ability to plan instruction for, students with disabilities or differences (i.e. spectrum autism, developmental delay, emotional differences, students living in poverty). This case study assessment will include three parts:

1. A review of services and resources for individuals with special needs (knowledge)
2. A review of contemporary research on individuals with special needs (research)
3. A practical guide for students and professionals working with individuals with special needs (skills and dispositions)

Note: This Signature assignment also meets HTSB standards 3 and 10

KEY ASSESSMENT: CASE STUDY INFORMATIONAL GUIDE
Foundations of Inclusion

Objective

You will create an informational guide using a communicative means of choice (i.e. web page, video, blog, presentation, brochure) that pertains to awareness for students disability or difference (i.e. spectrum autism, developmental delay, emotional differences, students living in poverty).

Introduction

You will have a range of diversity in your CTE classroom. Choose one student group who may be present in your classroom. As a professional teacher you must provide support for these students. Where will you find support for these students? Who will be able to give you some wisdom? Who has the experience they can share? What does the research say about the topic of your choice? What are some recommended strategies? How will we ensure that our work is shared with other professionals?

The following scenario is based on our students and their challenges in the state of Hawaii. Currently, 54 percent of 178,649 public school children in the state require services for ESL, high poverty, special-education, or some combination of those, according to the Department of Education's Superintendent's Report that covers the 2009-2010 school year.

The Problem

You are a CTE teacher in the inclusion classroom setting with 25 students. You are having difficulty providing inclusive, comprehensive instruction for one of your students and require more

information on effective strategies and resources to support the instruction for this student. You will need to do the following three professional tasks:
1. Contact some professionals in the field for further information.
2. Conduct research of a particular student population.
3. Collect some baseline strategies for working with these students.

Please choose one of the following student populations in your average Hawai`i DOE classroom:

33% of your students are living in poverty
13% of your students have special needs including: Dyslexia, SLD, Autism, Asperger's, visual impairments, auditory impairments, ED/BD, MR, DD, and speech and language impairments
27% of your students are Hawaiian/Part-Hawaiian
25% of your students are Filipino
3% of your students are ESL learners (Including Marshallese, Samoan, Chuukese, Chinese, Japanese, Cambodian, Filipino, etc.)

Tasks

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10 Steps to helping a struggling student

Preparing stage:

Step 1. Generate a list of challenges students face.
Step 2. Define the characteristics of a struggling student.
Step 3. Create a scenario about a student who exists in this classroom and needs help.

Beginning stage:

Step 4. Identify places to acquire knowledge and information about this student scenario.
Step 5. Design a well researched action plan for your scenario.
Step 6. Present your action plan to the Special Education Coordinator.

Actioning stage:
Step 7. Contact some professionals in the field to gather information.
Step 8. Synthesize current research of a particular student population.
Step 9. Collect and construct some baseline strategies for working with these students.
Step 10. Create some way to present/communicate the information you have found.

Attachment 3.2

Informational Guide Rubric

Criteria	Meets with Excellence (ME) * Demonstrates excellent achievement of the targeted SLOs (Benchmarks)	Meets with Proficiency (MP) * Demonstrates acceptable achievement of the targeted SLOs (Benchmarks)	Developing Proficiency (DP) * Is approaching acceptable achievement of the targeted SLOs (Benchmarks)	Well Below Proficiency (WB) * Does not demonstrate acceptable achievement of the targeted SLOs (Benchmarks)	Score
1. Target Population Challenges Scenario **(20 points)**	All challenges of target population and individual student's scenario are plausible, relative to the specific special population, placed into context, and are clearly stated. (20-18 points)	All challenges of target population and individual student's scenario are plausible, relative to specific special population, and most placed into context, and are mostly clearly stated. (17-15 points)	Some challenges of target population and individual student's scenario are mostly plausible, mostly relative to specific special population, and mostly placed into context, and are clearly stated. (14-12 points)	Few or none of the challenges of target population and individual student's scenario are plausible, relative to special population, placed into context, or clearly stated. (11-0 points)	
2. Action Plan and coordination **(20 points)**	All actions are clearly detailed, yields appropriate and accurate knowledge and information for target population, are accessible to the researcher, and approved by the "special education coordinator" (20-18 points)	All actions are mostly detailed, focused on appropriate and accurate knowledge and information for target population, are mostly accessible to the researcher, and approved by the "special education coordinator" (17-15 points)	Some actions are mostly detailed, focused on appropriate and accurate knowledge and information for target population, are mostly accessible to the researcher, and approved by the "special education coordinator" (14-12 points)	Few or no actions are detailed, focused on appropriate and accurate knowledge and information for target population, are mostly inaccessible to the researcher, and not approved by the "special education coordinator" (11-0 points)	
3. Review of professional organization or professional in the field	Special populations services/service providers review includes complete and accurate information for the following areas: professionals involved, organization or professional mission, services available, display of relevant terminology, origin	Special populations services/service providers review includes mostly complete and accurate information for the following areas: professionals involved, organization or professional mission, services available, display of relevant terminology, origin of diagnosis,	Special populations services/service providers review includes some complete and accurate information for the following areas: professionals involved, organization or professional mission, services available, display of	Special populations services/service providers review includes little to no complete and accurate information for the following areas: professionals involved, organization or professional mission, services available, display of	

(100 points)	of diagnosis, options for referral, target population demographics (100-90 points)	options for referral, target population demographics (89-80 points)	relevant terminology, origin of diagnosis, options for referral, target population demographics (79-60 points)	relevant terminology, origin of diagnosis, options for referral, target population demographics (59-0 points)	
4. Synthesis of current research **(100 points)**	Summary of contemporary research synthesis includes the accurate and appropriate information for the following areas: context or setting of the study, findings of the study, conclusion of the research, relevance of research to student population, and analysis in the comparison of the two articles. (100-90 points)	Summary of contemporary research synthesis mostly includes the accurate and appropriate information for the following areas: context or setting of the study, findings of the study, conclusion of the research, relevance of research to student population, and analysis in the comparison of the two articles. (89-80 points)	Summary of contemporary research synthesis includes some accurate and appropriate information for the following areas: context or setting of the study, findings of the study, conclusion of the research, relevance of research to student population, and analysis in the comparison of the two articles. (79-60 points)	Summary of contemporary research synthesis does not include accurate and appropriate information for the following areas: context or setting of the study, findings of the study, conclusion of the research, relevance of research to student population, and analysis in the comparison of the two articles. (59-0 points)	
5. Baseline strategies for working with specific population **(100 points)**	Instructional strategies for working with specific special population are diverse, appropriate, research based, and effective. (100-90 points)	Instructional strategies for working with specific special population are mostly diverse, appropriate, research based, and effective. (89-80 points)	Some instructional strategies for working with specific special population are diverse, appropriate, research based, and effective. (79-60 points)	Few to no instructional strategies for working with specific special population are diverse, appropriate, research based, and effective. (59-0 points)	
6. Presentation, Communication and Formatting **(100 points)**	Follows required formatting or presentation instructions. Information is clearly communicated to target audience. (100-90 points)	Mostly follows required formatting or presentation instructions. Information is mostly communicated to target audience. (89-80 points)	Somewhat follows required formatting or presentation instructions. Some information is communicated to target audience. (79-60 points)	Does not follow required formatting or presentation instructions. No information is communicated to target audience. (59-0 points)	
Total (440 points)					

HTSB Standard 3: Learning Environments

KEY ASSESSMENT: OBSERVATIONS IN THE FIELD

Observation & Participation ED 295A (3 reports)

The purpose of pre-student teaching field experiences (Observation & Participation) is to provide candidates pursuing the Alternative Certification for CTE Licensure, a systematic, planned sequence of experiences in the Career and Technical high school classroom. These experiences are designed to familiarize candidates with principles of classroom management and the teaching-learning process. Through in class observation and participation candidates will be able to blend theory and practice as it is applied in real school environments.

Candidates will select a logical segment for each of the observation reports (this might be 3 different 50-minute lessons). Three reports will be completed during the first semester practicum, ED 295A.

Content of Reports – Three Parts:

Part One - Describe the context without using names of students or teachers (give grade level and type of school, general description of students). Help your readers visualize the class.

Part Two - Select one of the following questions. Let the reader know which question you have chosen and why. Use a different question for each of your 3 reports. Notice that these questions work for any content area. Include in your narrative whether you are an intern in your own classroom or are assigned to observe in a CTE secondary classroom.

1. Motivation is a major factor in learning. Describe the levels of motivation you observed or implemented, and what the teacher/ or yourself, did to direct student motivation toward the outcome of the lesson.

2. Summarize what you saw or experienced happening during each phase of a lesson. Evaluate the lesson focusing on what worked and what might the teacher or yourself have done differently?

3. If you were given an opportunity to teach all or part of a lesson, please describe and evaluate your work. What ideas/strategies did you use?

4. If the class you observe or your classroom includes students with special needs, what differentiation or accommodations do you see or do you use regarding the instruction?

5. If the class includes English Language Learners, in what ways are their needs addressed? What else could be done for the ELL students observed?

6. Describe the ways in which technology was used or could have been used effectively in the class you observed or in your own classroom.

7. To what extent do you see evidence of Cambourne's Conditions of Learning? These are summarized below in Additional Notes.

Part Three

-Evaluate the lesson by making connections to the content of this course. Give your specific ideas on what could have been done differently to enhance learning for the whole class and/or particular students. Include at least one textbook reference with page number. If it seems perfect as is, what do you suggest for the following lessons? The goal of this part of the assignment is to make connections with course content, and to reflect on what you have observed.

Cambourne's Conditions for Learning (adapted for the Alternative Certification candidate) Brian Cambourne is an Australian educator/theorist whose work is based on many years of classroom observations. This may be useful in your reflections on classroom observations.

Immersion – Learners need to be immersed in a wide range of activities

Demonstration – Learners benefit from demonstrations—that is, from explanations and models which enable them to see how content is conceived, constructed, used.

Expectation – Learners are influenced—either stimulated or inhibited—by the expectations of those around them, mainly by adults or peers they respect.

Responsibility – Learners grow in self reliance if allowed to make their own decisions about the when-how-what of their learning tasks.

Employment – Learners must have time and opportunities, in realistic situations, to practice or employ their developing control over what they are learning.

Approximation – Learners work confidently when assured that learning is not copied "correctness" but "approximation", trial-and-error improvement.

Response – Learners are upheld in their efforts – acknowledged and supported when those around them respond with interest to their words and work.

HTSB Standard 4: Content Knowledge

KEY ASSESSMENT: Content Knowledge

The Alternative route to licensure will prepare candidates who have content knowledge with the pedagogy necessary to become effective practitioners in CTE classrooms at the secondary level. In preparation for licensure, candidates will demonstrate content knowledge in the following ways:

- A passing grade on Praxis II in the content area if one exists
  or
- Current National Industry Certification in the content
  or
- Current valid industry license in the content area
  or
- 30 hours of coursework in the licensed field
  or
- 5 years of industry experience (candidates entering with a baccalaureate degree)

Candidates entering the course of study with an Associate degree are required to have a minimum of 3 years of industry experience documented with the current National Industry Certification in the content or a current valid industry license.

HTSB Standards 5 and 6: Application of Content & Assessment

KEY ASSESSMENT: Multiple Intelligences Unit plan and Standards Based Lesson plans

This assessment provides evidence of the candidate's preparedness to effectively plan and teach in the CTE content classroom. Candidates' knowledge of pedagogy and professionalism aligned with HTSB standards will be evaluated through the design and delivery of a CTE content based unit plan and standards based lesson plans. Candidates will clearly present academic content in differentiated ways to support students' comprehension of content and multiple learning styles.

The first objective of this assessment is for candidates to design a content specific unit plan for a minimum of 10 days of instruction that uses and analyzes pedagogical knowledge and application of Gardner's Multiple Intelligences and Bloom's Taxonomy to create a dynamic and engaging learning

experience and learning environment. Within the unit plan candidates will design and deliver 5-10 standards-based lesson plans

The second objective of this assessment is for candidates to demonstrate professionalism through the structure of the unit plan using clear and sequential organization, the gathering of resources, and the professional presentation.

Directions for candidates

The unit plan including five standards - based lesson plans will demonstrate your ability to design instruction to support student's multiple learning styles. This assessment will provide evidence of your preparedness to effectively plan and teach in your CTE content area.

1st Objective: Design a unit plan for a minimum of 10 days of instruction that uses and analyzes pedagogical knowledge and application of Gardner's Multiple Intelligences and Bloom's taxonomy to create a dynamic and engaging learning environment.

2nd Objective: Demonstrate professionalism through the structure of the unit plan using clear and sequential organization, the gathering of resources, and professional presentation.

Steps for developing a unit plan

You will use the following questions to guide you through the unit plan development process. You will use these steps along with the planning chart to organize your thoughts.

1. Choose a Unit theme
   a. What grade level, subject, and content area are you teaching? (e.g. 11th grade Automotive, brake systems)

2. State an overall learning outcome for the entire unit plan
   a. What would you like the student to be able to do by the end of the unit? (e.g., repair automotive brake system)

3. State one learning outcome for each Multiple Intelligence.
   a. What are the standards for the CTE content that you want students to learn that support the overall learning outcome?

   For example:
   B5.0 *Students perform and document repair procedures in accordance with manufacturer recommendations and industry standards:*
   B5.1 Understand the recommended procedures and practices of various manufacturers.
   B5.2 Document repair procedures accurately, as required by the Bureau of Automotive Repair and other regulatory agencies.
   B5.3 Use reference books and materials, technical service bulletins and other related documents to determine repairs and rate of pay.

   b. Bold the action verb in each standard chosen.
   c. Is the action word for low order thinking or high order thinking?

1. Describe 1 activity for each Multiple Intelligence.

    a. Do the activities support the action verb in the standards?
    b. Do the activities support the particular intelligences (i.e. intrapersonal, interpersonal, technological, etc.)?
    c. Are the activities engaging and productive
    d. Is your activity related to student's lives?
    e. Are you using local knowledge/ local values?

2. Identify 1 assessment for each activity.

    a. Does the assessment measure the action verb in the standards?
    b. Have you asked the student to engage his/her life?
    c. Are you using local knowledge/ local values?

3. Resources

    a. What resources will you use to contextualize and support learning?
    b. Ensure that your materials are relevant.

4. Rationale

    a. How do your activities and resources support students achieving the learning outcome?
    b. Did you establish a strong sense of purpose and connection for what you are teaching?
    c. Does the purpose relate to the student and their environment?
    d. Is the purpose in student language that they can understand?

Attachment 2.2

Guide for Elemental Lesson Planning

A) Framework
Purpose: Why are you teaching this lesson?
Student Learning Objectives: What would you like the students to be able to do?
Standards: How are your objectives supported by Common Core/HCPS and CTE Career Pathways?
Agenda and Timeframe: What is the general flow of events in the lesson?
B) Context
Connection: How does this relate to your students prior knowledge and experiences?
Motivation: How will you motivate your students to be engaged in learning this content?
Application: How will students apply this knowledge in the real world?
C) Modeling
Expectations: How do you want students to behave during the lesson?

Procedures: What instructional steps are necessary to carry out the lesson?
Examples: What examples will you provide to demonstrate/model desired outcomes?
Enthusiastic statement: How will you demonstrate your excitement in what you are teaching?
D) Guided Practice
Student tasks: What tasks will you do with the students so that you know they are prepared?
Questions for students: What questions will you ask students to challenge their thinking?
E) Independent Practice
Activity: What activity will you have students do to demonstrate learning objectives?
Assessment: How will you assess the learning?
F) Closure
Wrap-up: How will you end the lesson and connect to future learning objectives?
Reflection: What questions will drive my thinking on the effectiveness of this lesson?
G) Materials
Preparation: Now that you have a lesson plan, what actual materials do you need to carry it out?

Written Instructional Plan Rubric

Criteria	**Meets with Excellence (ME)** * **Demonstrates excellent achievement of the targeted SLOs (Benchmarks)**	**Meets with Proficiency (MP)** * **Demonstrates acceptable achievement of the targeted SLOs (Benchmarks)**	**Developing Proficiency (DP)** * **Is approaching acceptable achievement of the targeted SLOs (Benchmarks)**	**Well Below Proficiency (WB)** * **Does not demonstrate acceptable achievement of the targeted SLOs (Benchmarks)**	**Score**
1. Instructional Objectives **(20 points)**	All instructional objectives are drawn from HCPS III or Common Core Standards, are observable and measurable, and are clearly stated in student-friendly language. (20-18 points)	All instructional objectives are drawn from HCPS III or Common Core Standards, are observable and measurable, and are mostly stated in student-friendly language (17-16 points)	Most instructional objectives are drawn from HCPS III or Common Core Standards, most are observable and measurable, and are mostly stated in student-friendly language (15-14 points)	Few or none of the instructional objectives are drawn from HCPS III or Common Core Standards, few or none are observable and measurable, and are not stated in student-friendly language (13-0 points)	

2. Assessment **(30 points)**	All assessments accurately measure the instructional objectives and provide clear evidence of students' achievement (30-27 points)	All assessments accurately measure the instructional objectives and most provide clear evidence of students' achievement (26-24 points)	Some assessments accurately measure the instructional objectives and some provide clear evidence of students' achievement (23-21 points)	Few or no assessments accurately measure the instructional objectives and few or no provide clear evidence of students' achievement (21-0 points)	
3. Instructional Activity **Framework**	Instructional activity(s) clearly includes where, when, and time-frame for the activity. All instructional materials and resources are included and if necessary, cited.	Instructional activity(s) clearly includes where, when, and time-frame for the activity. All instructional materials and resources are included and if necessary, cited.	Instructional activity(s) includes some aspects of where, when, and time-frame for the activity. Most instructional materials and resources are included and some are cited.	Instructional activity(s) does not include where, when, and time-frame for the activity. Some instructional materials and resources are included but not cited.	
Contextualize	The purpose of the instructional activity(s) is clearly stated, relevant, and connects to students' prior knowledge.	The purpose of the instructional activity(s) is mostly clearly stated, relevant, and connects to students' prior knowledge.	The purpose of the instructional activity(s) is somewhat stated, mostly relevant, and there is some connection to students' prior knowledge.	The purpose of the instructional activity(s) is not clearly stated, is not relevant, and does not connect to students' prior knowledge.	
Procedures	Instructional activity(s) steps are clearly explained in a sequential manner.	Instructional activity(s) steps are mostly clearly explained in a sequential manner.	Instructional activity(s) steps are somewhat clearly explained in a sequential manner.	Instructional activity(s) steps are not clearly explained in a sequential manner.	
Type of Instruction	Instructional activity(s) is student centered and multisensory, and provides opportunities for higher-level thinking	Instructional activity(s) is mostly student centered and multisensory, and provides some opportunities for higher-level thinking	Instructional activity(s) is somewhat student centered and multisensory, and provides few opportunities for higher-level thinking	Instructional activity(s) is not student centered and multisensory, and provides no opportunities for higher-level thinking	
Closure	The purpose of instructional activity(s) is revisited and extended.	The purpose of instructional activity(s) is mostly revisited and extended.	The purpose of instructional activity(s) is partly revisited and is not extended.	The purpose of instructional activity(s) is not revisited and extended.	

(40 points)	(40-36 points)	(35-32 points)	(31-28 points)	(28-0 points)	
5. Formatting or Presentation **(10 points)**	Follows required formatting or presentation instructions (10-9 points)	Mostly follows required formatting or presentation instructions (8 points)	Somewhat follows required formatting or presentation instructions (7 points)	Does not follow required formatting or presentation instructions (6-0 points)	
Total (100 points)					

Written Multiple Intelligences (MI) UNIT Plan Rubric

Criteria	**Meets with Excellence (ME)** ***** **Demonstrates excellent achievement of the targeted SLOs (Benchmarks)**	**Meets with Proficiency (MP)** ***** **Demonstrates acceptable achievement of the targeted SLOs (Benchmarks)**	**Developing Proficiency (DP)** ***** **Is approaching acceptable achievement of the targeted SLOs (Benchmarks)**	**Well Below Proficiency (WB)** ***** **Does not demonstrate acceptable achievement of the targeted SLOs (Benchmarks)**	**Score**
1. Instructional Objectives **(30 points)**	All instructional objectives are drawn from CTE Standards, are observable and measurable, and are clearly stated in student-friendly language. (20-18 points)	All instructional objectives are drawn from CTE Standards, are observable and measurable, and are mostly stated in student-friendly language (17-16 points)	Most instructional objectives are drawn from CTE Standards, most are observable and measurable, and are mostly stated in student-friendly language (15-14 points)	Few or none of the instructional objectives are drawn from CTE Standards, few or none are observable and measurable, and are not stated in student-friendly language (13-0 points)	
2. Assessment **(40 points)**	All assessments accurately measure the instructional objectives and provide clear evidence of students' achievement (30-27 points)	All assessments accurately measure the instructional objectives and most provide clear evidence of students' achievement (26-24 points)	Some assessments accurately measure the instructional objectives and some provide clear evidence of students' achievement (23-21 points)	Few or no assessments accurately measure the instructional objectives and few or no provide clear evidence of students' achievement (21-0 points)	

3. Instructional Activity supports MI **(40 points)**	The purpose of the instructional activity(s) is clearly stated, relevant, and supports each MI. (40-36 points)	The purpose of the instructional activity(s) is mostly clearly stated, relevant, and mostly supports each MI. (35-32 points)	The purpose of the instructional activity(s) is somewhat stated, mostly relevant, and there is some support for each MI. (31-28 points)	The purpose of the instructional activity(s) is not clearly stated, is not relevant, and does not support each MI. (28-0 points)	
4. Resources support student learning **(20 points)**	All instructional materials and resources are included and if necessary, cited. . (40-36 points)	All instructional materials and resources are included and if necessary, cited. (35-32 points)	Most instructional materials and resources are included and some are cited. (31-28 points)	Some instructional materials and resources are included but not cited. (28-0 points)	
5. Rationale **(40 points)**	Appropriate rationale provided that supports student learning of objective in a relevant and meaningful way . (40-36 points)	Mostly appropriate rationale provided that supports student learning of objective in a relevant and meaningful way (35-32 points)	Somewhat appropriate rationale provided that supports student learning of objective in a relevant and meaningful way (31-28 points)	Inappropriate rationale provided that does not support student learning of objective in a relevant and meaningful way (28-0 points)	
5. Formatting or Presentation **(30 points)**	Follows professional formatting or presentation instructions (10-9 points)	Mostly follows professional formatting or presentation instructions (8 points)	Somewhat follows professional formatting or presentation instructions (7 points)	Does not follow professional formatting or presentation instructions (6-0 points)	
Total (200 points)					

SUMMARY FOR LEEWARD COMMUNITY COLLEGE SATEP REVIEW
LEEWARD COMMUNITY COLLEGE RESPONSE

2. Copies of the key assessments and their rubrics/scoring guides. The rubrics/scoring guides must be clearly organized by standard.

HTSB Standard 1: Learner Development

KEY ASSESSMENT: CASE STUDY OF A LEARNER

Assessment of Candidate Effect on Student Learning

Your effect on student learning is assessed using a semester-long case study known as, "Case Study of a Learner" that focuses on developing, implementing, and analyzing a developmentally appropriate standards-based lesson based on fundamental learning theories that support diverse student populations. The case study consists of five sections:

1. You will select a student (to represent a case study) that you wish to positively impact their learning, and then **complete an analysis of that case study's development.** Specifically, you will research and analyze the student's general background, brain, language, cognitive, physical, self/social, and moral development, and then describe general teaching strategies to support that development.

2. Using the case study's development as a guide and context, **you will develop a standards-based lesson plan** using a Backwards Design approach that focuses on creating a clear, measurable, and meaningful learning outcome(s) that align with reliable and valid assessment(s) and a developmentally appropriate instructional plan.

3. **You will analyze the instructional plan for four fundamental learning theories:** (a) behaviorism; (b) constructivism; (c) information-processing theory; and (d) social-cognitive theory. You are then asked to revise the instructional plan by adding additional instruction that will represent any missing aspects of the four learning theories.

4. **You will analyze the instructional plan for accommodations for diverse learners** that address motivation and individual differences and make final revisions to the instructional plan. You will reflect upon changes and hopefully find that instruction that incorporates fundamental learning theories already accommodate diverse learners and no major adjustments are needed.

5. **You will teach the lesson plan to the case study**, assess student learning, reflect upon the effectiveness of the lesson plan upon the case study's learning, and suggest improvements to the instructional plan. You are highly encouraged to reteach the lesson plan if you have the opportunity to do so.

Instructional Outline for "Case Study of a Learner"
Section 1: Describe Overall Development of Case Study:

- Explain why you chose this student for your case study.

- Present an in-depth description of the student. Include SES, demographics, family history, and any general classroom experiences with student.
- Use text and web resources to research and describe your case study's brain, language, cognitive, physical, self/social, and moral development.
- Use text and web resources to describe appropriate general teaching strategies to support each aspect of your case study's development and defend why that teaching strategy works.

Section 2: Develop a Standards-Based Lesson Plan:

- Identify a standard and benchmark based on either HCPS III, Common Core Standards and CTE Career Pathways that you think is important for the case study to learn.
- Provide an in-depth rationale on why that standard and benchmark is important to learn.
- Choose an assessment(s) that is designed to capture the best evidence of the action verb in the benchmark and provide the actual assessment.
- Answer the following 5 questions regarding the assessment:
- Briefly explain why you chose the assessment(s) to measure your case study's learning in a standards-based lesson.
- Distinguish between the type of assessment you chose and provide a brief explanation for each: Formative or Summative? Norm-Referenced or Criterion-Referenced? Reliable or Not Reliable? Valid or Invalid?
- Will your case study be allowed to be part of the assessment process? This means that the case study has a say in what is assessed, how it is assessed, and opportunities to self-assess.
Why or why not? If so, describe how the assessment created above will involve your case study?
- After the case study has taken the assessment, describe how you will communicate the score that your case study receives on the assessment? In other words, how will your case study or his/her parents know what score or grade they received?
- Based on whether your assessment is norm-referenced or criterion-referenced, describe the possible effect of your score or grade on your case study.
- Write an instructional plan that allows opportunities for the case study to demonstrate the benchmark action verb. Include author, date, materials, resources, time-frame, and specific instructional steps.

Section 3: Analyze Instructional Plan for Fundamental Learning Theories

- Identify steps or add steps in instructional plan that represent the following learning theories: (a) behaviorism – classical and operant; (b) constructivism – Piaget and Vygotsky; (c) information-processing theory; and (d) social-cognitive theory.
- Defend why steps represent the learning theories.
- Identify and defend an additional teaching strategy for each learning theory and add to existing instructional plan's steps.
- Identify and defend a teaching strategy from each learning theory that you think is ineffective.

Section 4: Analyze Instructional Plan for Accommodations for Diverse Learners

- Identify, describe, and defend motivational characteristics of your case study.
- Defend or revise steps in instructional plan that supports case study motivation.
- Identify, describe, and defend individual differences (IQ, learning challenges, multicultural, gender, etc) of case study.

- Defend or revise steps in instructional plan that supports case study's individual differences.
- Reflect upon how the new revisions to the lesson plan by describing whether accommodations of the lesson plan were addressed by the fundamental learning theories.

Section 5: Teaching Lesson Plan to Case Study

Note: The lesson plan can be delivered to your entire class.

Teach completed lesson plan to case study and using the lesson plan assessment tool, assess how well the case study reached the learning outcome.

- Based on the assessment results, make suggestions to improve your case study's learning.
- If appropriate and feasible, re-teach the lesson to your case study and assess new results.

Case Study of a Learner Assignment Rubric

Section 1: Describe Overall Development of Case Study

Criteria	Meets with Excellence (ME) * Demonstrates excellent achievement of the targeted SLOs (Benchmarks)	Meets with Proficiency (MP) * Demonstrates acceptable achievement of the targeted SLOs (Benchmarks)	Developing Proficiency (DP) * Is approaching acceptable achievement of the targeted SLOs (Benchmarks)	Well Below Proficiency (WB) * Does not demonstrate acceptable achievement of the targeted SLOs (Benchmarks)	Score
1. Explanation for choosing case study	Explanation is clear and in-depth for why case study was chosen	Explanation is mostly clear and mostly in-depth for why case study was chosen	Explanation is somewhat clear and somewhat in-depth for why case study was chosen	Explanation is not clear and not in-depth for why case study was chosen	
2. Description of Case Study (General)	Description of case study is in-depth and includes SES, demographics, family history, and classroom experiences	Description of case study is mostly in-depth and includes most SES, demographics, family history, and classroom experiences	Description of case study is somewhat in-depth and includes some SES, demographics, family history, and classroom experiences	Description of case study is not in-depth and includes few or no SES, demographics, family history, and classroom experiences	
3. Description of Case Study (Development)	Description of case study development is in-depth, based on appropriate resources, and includes brain, language, cognitive, physical, self/social, and moral development sections	Description of case study development is mostly in-depth, based on appropriate resources, and includes brain, language, cognitive, physical, self/social, and moral development sections	Description of case study development is somewhat in-depth, based on appropriate resources, and includes most brain, language, cognitive, physical, self/social, and moral development sections	Description of case study development is not in-depth, based on few appropriate resources, and includes some brain, language, cognitive, physical, self/social, and moral development sections	
4. Description and Defense of Appropriate Teaching Strategies to Support Case Study's Development	Description and defense of teaching strategies is in-depth, based on appropriate resources, and includes appropriate teaching strategies for brain, language, cognitive, physical, self/social, and moral development	Description and defense of teaching strategies is mostly in-depth, based on appropriate resources, and includes appropriate teaching strategies for brain, language, cognitive, physical, self/social, and moral development	Description and defense of teaching strategies is somewhat in-depth, based on appropriate resources, and includes appropriate teaching strategies for most brain, language, cognitive, physical, self/social, and moral development	Description and defense of teaching strategies is not in-depth, based on few appropriate resources, and includes appropriate teaching strategies for some brain, language, cognitive, physical, self/social, and moral development	

4. Style, Syntax and Spelling	Answer is clearly communicated and contains few syntax or spelling errors	Answer is mostly clearly communicated and contains few syntax or spelling errors	Answer is somewhat clearly communicated and contains several syntax or spelling errors	Answer is not clearly communicated and contains many syntax or spelling errors	
5. Tone	Answer is positive in tone and contains no inappropriate conversational language	Answer is mostly positive in tone and may contain inappropriate conversational language	Answer is somewhat positive in tone and contains inappropriate conversational language	Answer is not positive in tone and contains inappropriate conversational language	
6. Formatting or Presentation	Answer follows formatting or presentation instructions	Answer mostly follows formatting or presentation instructions	Answer somewhat follows formatting or presentation instructions	Answer does not follow formatting or presentation instructions	
Total					

Case Study of a Learner Assignment Rubric

Section 2: Develop a Standards-Based Lesson Plan

Criteria	**Meets with Excellence (ME)** * **Demonstrates excellent achievement of the targeted SLOs (Benchmarks)**	**Meets with Proficiency (MP)** * **Demonstrates acceptable achievement of the targeted SLOs (Benchmarks)**	**Developing Proficiency (DP)** * **Is approaching acceptable achievement of the targeted SLOs (Benchmarks)**	**Well Below Proficiency (WB)** * **Does not demonstrate acceptable achievement of the targeted SLOs (Benchmarks)**	**Score**
1. Identification of Standard and Benchmark	Standard and benchmark are clearly identified, appropriate, and written in kid-friendly language	Standard and benchmark are clearly identified, appropriate, and mostly written in kid-friendly language	Standard and benchmark are somewhat clearly identified, appropriate, and somewhat written in kid-friendly language	Standard and benchmark are not clearly identified, not appropriate, and not written in kid-friendly language	
2. Rationale for Standard and Benchmark	Rationale for standard and benchmark is in-depth and contains a clear explanation for why the benchmark is important to reach.	Rationale for standard and benchmark is mostly in-depth and contains mostly clear explanation for why the benchmark is important to reach.	Rationale for standard and benchmark is somewhat in-depth and contains a somewhat clear explanation for why the benchmark is important to reach.	Rationale for standard and benchmark is not in-depth and does not contain a clear explanation for why the benchmark is important to reach.	
3. Assessment Artifact	Assessment artifact is included in its entirety and is appropriate for measuring the benchmark's action verb(s)	Assessment artifact is included in most of its entirety and is appropriate for measuring the benchmark's action verb(s)	Assessment artifact is included in some of its entirety and is somewhat appropriate for measuring the benchmark's action verb(s)	Assessment artifact is not included or is not appropriate for measuring the benchmark's action verb(s)	
4. Response to 5 Assessment questions	Response to 5 assessment questions are appropriate, in-depth, and addresses all questions.	Response to 5 assessment questions are appropriate, mostly in-depth, and addresses all questions.	Response to 5 assessment questions are somewhat appropriate, somewhat in-depth, and addresses most of the questions.	Response to 5 assessment questions are not appropriate, not in-depth, and addresses few or no questions.	

5. Instructional Plan	Instructional Plan provides opportunities for case study to demonstrate action verb and includes author, date, materials, resources, time-frame, and specific instructional steps	Instructional Plan provides opportunities for case study to demonstrate action verb and mostly includes author, date, materials, resources, time-frame, and specific instructional steps	Instructional Plan mostly provides opportunities for case study to demonstrate action verb and somewhat includes author, date, materials, resources, time-frame, and general instructional steps	Instructional Plan provides few opportunities for case study to demonstrate action verb and somewhat includes author, date, materials, resources, time-frame, and vague instructional steps	
6. Style, Syntax and Spelling	Answer is clearly communicated and contains few syntax or spelling errors	Answer is mostly clearly communicated and contains few syntax or spelling errors	Answer is somewhat clearly communicated and contains several syntax or spelling errors	Answer is not clearly communicated and contains many syntax or spelling errors	
7. Tone	Answer is positive in tone and contains no inappropriate conversational language	Answer is mostly positive in tone and may contain inappropriate conversational language	Answer is somewhat positive in tone and contains inappropriate conversational language	Answer is not positive in tone and contains inappropriate conversational language	
8. Formatting or Presentation	Answer follows formatting or presentation instructions	Answer mostly follows formatting or presentation instructions	Answer somewhat follows formatting or presentation instructions	Answer does not follow formatting or presentation instructions	
Total					

Case Study of a Learner Assignment Rubric

Section 3: Analyze Instructional Plan for Fundamental Learning Theories

Criteria	**Meets with Excellence (ME)** * **Demonstrates excellent achievement of the targeted SLOs (Benchmarks)**	**Meets with Proficiency (MP)** * **Demonstrates acceptable achievement of the targeted SLOs (Benchmarks)**	**Developing Proficiency (DP)** * **Is approaching acceptable achievement of the targeted SLOs (Benchmarks)**	**Well Below Proficiency (WB)** * **Does not demonstrate acceptable achievement of the targeted SLOs (Benchmarks)**	**Score**
1. Identification of Instructional Steps that represent learning theories	Instructional steps are clearly identified and are appropriate for each learning theory	Instructional steps are mostly clearly identified and are appropriate for each learning theory	Instructional steps are somewhat clearly identified and are appropriate for each learning theory	Instructional steps are not clearly identified and are not appropriate for each learning theory	
2. Defense of instructional steps that represent learning theories	Defense for instructional steps to represent learning theories is in-depth and contains a clear explanation for why the steps represent learning theories for each type	Defense for instructional steps to represent learning theories is mostly in-depth and contains mostly a clear explanation for why the steps represent learning theories for each type	Defense for instructional steps to represent learning theories is somewhat in-depth and contains somewhat a clear explanation for why the steps represent learning theories for each type	Defense for instructional steps to represent learning theories is not in-depth and does not contain a clear explanation for why the steps represent learning theories for each type	

3. Identification and defense of additional teaching strategies for each learning theory	Additional teaching strategies are identified for each learning theory and defense for additional instructional steps is appropriate and in-depth for each learning theory	Additional teaching strategies are identified for each learning theory and defense for additional instructional steps is mostly appropriate and in-depth for each learning theory	Additional teaching strategies are mostly identified for each learning theory and defense for additional instructional steps is somewhat appropriate and in-depth for each learning theory	Additional teaching strategies are somewhat identified for each learning theory and defense for additional instructional steps is not appropriate and in-depth for each learning theory	
4. Identification and defense of ineffective teaching strategies for each learning theory	Ineffective teaching strategy is clearly identified for each learning theory and defense for strategy being ineffective is appropriate and in-depth.	Ineffective teaching strategy is clearly identified for each learning theory and defense for strategy being ineffective is mostly appropriate and mostly in-depth.	Ineffective teaching strategy is mostly clearly identified for each learning theory and defense for strategy being ineffective is somewhat appropriate and somewhat in-depth.	Ineffective teaching strategy is not clearly identified for each learning theory and defense for strategy being ineffective is not appropriate and not in-depth.	
5. Style, Syntax and Spelling	Answer is clearly communicated and contains few syntax or spelling errors	Answer is mostly clearly communicated and contains few syntax or spelling errors	Answer is somewhat clearly communicated and contains several syntax or spelling errors	Answer is not clearly communicated and contains many syntax or spelling errors	
6. Tone	Answer is positive in tone and contains no inappropriate conversational language	Answer is mostly positive in tone and may contain inappropriate conversational language	Answer is somewhat positive in tone and contains inappropriate conversational language	Answer is not positive in tone and contains inappropriate conversational language	
7. Formatting or Presentation	Answer follows formatting or presentation instructions	Answer mostly follows formatting or presentation instructions	Answer somewhat follows formatting or presentation instructions	Answer does not follow formatting or presentation instructions	
Total					

Case Study of a Learner Assignment Rubric

Section 4: Analyze Instructional Plan for Accomodations for Diverse Learners

Criteria	**Meets with Excellence (ME)** * **Demonstrates excellent achievement of the targeted SLOs (Benchmarks)**	**Meets with Proficiency (MP)** * **Demonstrates acceptable achievement of the targeted SLOs (Benchmarks)**	**Developing Proficiency (DP)** * **Is approaching acceptable achievement of the targeted SLOs (Benchmarks)**	**Well Below Proficiency (WB)** * **Does not demonstrate acceptable achievement of the targeted SLOs (Benchmarks)**	**Score**
1. Motivational Characteristics of Case Study	Motivational characteristics of case study are clearly identified and described in-depth. Defense of motivational characteristics are based upon appropriate resources.	Motivational characteristics of case study are mostly clearly identified and described in-depth. Defense of motivational characteristics are based upon mostly appropriate resources.	Motivational characteristics of case study are somewhat clearly identified and described in-depth. Defense of motivational characteristics are based upon somewhat appropriate resources.	Motivational characteristics of case study are not clearly identified or described in-depth. Defense of motivational characteristics are not based upon appropriate resources.	
2. Defense or revision of instructional steps to support case study's motivation.	Existing instructional plan steps are defended in-depth using appropriate resources, or instructional steps are	Existing instructional plan steps are defended mostly in-depth using appropriate resources, or instructional steps are mostly revised	Existing instructional plan steps are defended somewhat in-depth using appropriate resources, or instructional steps are	Existing instructional plan steps are not defended in-depth using no appropriate resources, or instructional steps are not	

	revised to support case study's motivation.	to support case study's motivation.	somewhat revised to support case study's motivation.	revised to support case study's motivation.	
3. Individual Differences of Case Study	Identification, description and defense of case study individual differences is in-depth, based on appropriate resources, and includes several types of individual differences (IQ, learning needs, multicultural, gender, etc.)	Identification, description and defense of case study individual differences is mostly in-depth, based on appropriate resources, and includes several types of individual differences (IQ, learning needs, multicultural, gender, etc.)	Identification, description and defense of case study individual differences is somewhat in-depth, based on mostly appropriate resources, and includes one type of individual differences (IQ, learning needs, multicultural, gender, etc.)	Identification, description and defense of case study individual differences is not in-depth, based on few or no appropriate resources, and includes one type of individual differences (IQ, learning needs, multicultural, gender, etc.)	
2. Defense or revision of instructional steps to support case study's individual differences	Existing instructional plan steps are defended in-depth using appropriate resources, or instructional steps are revised to support case study's individual differences.	Existing instructional plan steps are defended mostly in-depth using appropriate resources, or instructional steps are mostly revised to support case study's individual differences.	Existing instructional plan steps are defended somewhat in-depth using appropriate resources, or instructional steps are somewhat revised to support case study's individual differences.	Existing instructional plan steps are not defended in-depth using no appropriate resources, or instructional steps are not revised to support case study's individual differences.	
2. Reflection of Accomomdations and Learning Theories	Description of whether learning theories accommodate case study's individual differences is in-depth and appropriate.	Description of whether learning theories accommodate case study's individual differences is mostly in-depth and appropriate.	Description of whether learning theories accommodate case study's individual differences is somewhat in-depth and appropriate.	Description of whether learning theories accommodate case study's individual differences is not in-depth or appropriate.	
5. Style, Syntax and Spelling	Answer is clearly communicated and contains few syntax or spelling errors	Answer is mostly clearly communicated and contains few syntax or spelling errors	Answer is somewhat clearly communicated and contains several syntax or spelling errors	Answer is not clearly communicated and contains many syntax or spelling errors	
6. Tone	Answer is positive in tone and contains no inappropriate conversational language	Answer is mostly positive in tone and may contain inappropriate conversational language	Answer is somewhat positive in tone and contains inappropriate conversational language	Answer is not positive in tone and contains inappropriate conversational language	
7. Formatting or Presentation	Answer follows formatting or presentation instructions	Answer mostly follows formatting or presentation instructions	Answer somewhat follows formatting or presentation instructions	Answer does not follow formatting or presentation instructions	
Total					

Case Study of a Learner Assignment Rubric

Section 5: Teaching Lesson Plan to Case Study

Criteria	**Meets with Excellence (ME)** * **Demonstrates excellent achievement of the targeted SLOs (Benchmarks)**	**Meets with Proficiency (MP)** * **Demonstrates acceptable achievement of the targeted SLOs (Benchmarks)**	**Developing Proficiency (DP)** * **Is approaching acceptable achievement of the targeted SLOs (Benchmarks)**	**Well Below Proficiency (WB)** * **Does not demonstrate acceptable achievement of the targeted SLOs (Benchmarks)**	**Score**
1. Teaching and Assessing Lesson Plan	Lesson plan is taught and learning outcome(s) is assessed.	Lesson plan is taught and learning outcome(s) is mostly assessed. .	Lesson plan is taught and learning outcome(s) is somewhat assessed.	Lesson plan is taught and learning outcome (s) is not assessed.	
2. Lesson Improvements	Using assessment results, clear and specific improvements	Using assessment results, clear and specific improvements are mostly	Using assessment results, clear and specific improvements are	Using assessment results, clear and specific improvements are not	

	are made to the lesson plan to help the case study reach the learning outcome(s)	made to the lesson plan to help the case study reach the learning outcome(s)	somewhat made to the lesson plan to help the case study reach the learning outcome(s)	made to the lesson plan to help the case study reach the learning outcome(s)	
3. Reteaching or revisiting the lesson (if possible)	Improved lesson plan is retaught or revisited and learning outcome(s) is re-ssessed.	Improved lesson plan is retaught or revisited and learning outcome(s) is mostly re-ssessed.	Improved lesson plan is retaught or revisited and learning outcome(s) is somewhat re-ssessed.	Improved lesson plan is retaught or revisited and learning outcome(s) is not re-ssessed.	
Total					

Response 3
SUMMARY FOR LEEWARD COMMUNITY COLLEGE SATEP REVIEW
LEEWARD COMMUNITY COLLEGE RESPONSE

3. A rubric for the Alternative Certification Candidate Evaluation (Formal Observations) that clearly describes the differences between the levels of performance. Include a detailed description of how the evaluators are to determine the summary ratings.

The following evaluation form is being used in the Alternative Certification for CTE Licensure program to document a candidate's progress as observed in the five formal observations during student teaching. The faculty evaluator follows the scoring rubric (see below), placing a number in the box to correspond with the observations. Each section will be summarized with an average of the scores which must meet proficiency (3) or meets with excellence (4). If proficiency is not met, an action plan will be developed to address the areas needing more development.

Directions: Please evaluate the candidate's performance *in each box* using the following key:

1 – Well below proficiency (Candidate is not meeting the specified performance proficiency or did not provide evidence**)**
2 – Approaching Proficiency (Candidate demonstrates with quality or provides evidence of performance proficiency less than 74% of the time**)**
3 – Meets Proficiency (Candidate demonstrates with quality or provides evidence of performance proficiency 75-94% of the time**)**
4 – Meets with Excellence (Candidate demonstrates with quality or provides evidence of performance proficiency 95% or more of the time**)**
NA – No opportunity to judge

***Candidates must demonstrate proficiency by scoring a summary rating of 3; Meets Proficiency, Or 4; Meets with Excellence, in areas I – X.**

An example of a completed section follows:
I. Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences

[4] Assesses individual and group performance in order to design and modify instruction to meet learners' needs
[4] Creates developmentally appropriate instruction that takes into account individual learners' strengths, interests and needs
[4] Collaborates with families, communities, colleagues and other professionals to promote learner growth and development

Summary Rating (Please circle appropriate #) 1 2 3 4 NA

Alternative Certification Candidate Evaluation

Alternative Cert. Candidate: _____

Teaching Focus: _____ Semester/Year: ____/_____

School: _____ Grade Level: _____

Address: _____

_____ Phone No: _____

Directions: Please evaluate the candidate's performance *in each box* using the following key:

1 – Well below proficiency (Candidate is not meeting the specified performance proficiency or did not provide evidence**)**
2 – Approaching Proficiency (Candidate demonstrates with quality or provides evidence of performance proficiency less than 74% of the time**)**
3 – Meets Proficiency (Candidate demonstrates with quality or provides evidence of performance proficiency 75-94% of the time**)**
4 – Meets with Excellence (Candidate demonstrates with quality or provides evidence of performance proficiency 95% or more of the time**)**
NA – No opportunity to judge

***Candidates must demonstrate proficiency by scoring a summary rating of 3; Meets Proficiency, Or 4; Meets with Excellence, in areas I – X.**

***If no opportunity to judge is marked then that will be addressed prior to the next observation.**

I. Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences

[ ] Assesses individual and group performance in order to design and modify instruction to meet learners' needs
[ ] Creates developmentally appropriate instruction that takes into account individual learners' strengths, interests and needs
[ ] Collaborates with families, communities, colleagues and other professionals to promote learner growth and development

Summary Rating (Please circle appropriate #) 1 2 3 4 NA

II. Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards

[ ] Designs, adapts and delivers instruction to address each student's diverse backgrounds
[ ] Makes appropriate and timely provisions for individual students with particular learning differences or needs
[ ] Designs instruction to build on learners' prior knowledge and experiences
[ ] Brings multiple perspectives to the discussion of content, including attention to learners' personal, family and community experiences and cultural norms including Native Hawaiian history and culture
[ ] Incorporates tools of language development into planning and instruction including strategies for English Language Learners
[ ] Accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs

Summary Rating (Please circle appropriate #) 1 2 3 4 NA

III. Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning and self motivation

[ ] Collaborates with learners, families and colleagues to build a safe, positive learning climate of openness, mutual respect, support and inquiry

[ ] Develops learning experiences that engage learners in collaborative and self-directed learning that extend learning with ideas and people locally and globally
[ ] Collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work
[ ] Manages learning environment to actively and equitably engage learners
[ ] Uses a variety of methods in evaluating the learning environment and collaborates with learners to make appropriate adjustments
[ ] Communicates verbally and non-verbally in ways that demonstrate respect for cultural backgrounds and differing perspectives learners bring to the learning environment
[ ] Promotes responsible learner use of technology

Summary Rating (Please circle appropriate #) 1 2 3 4 NA

IV. Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content

[ ] Effectively uses multiple representations and explanations that capture key ideas
[ ] Engages students in learning experiences that encourage understanding, questioning and analyzing ideas for content mastery
[ ] Stimulates learner reflection on prior content knowledge and makes connections to learners' experiences
[ ] Recognizes learner misconceptions and creates experiences to build accurate conceptual understanding
[ ] Evaluates and modifies instructional resources and curriculum for comprehensiveness, accuracy and appropriateness for learners'
[ ] Uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners
[ ] Creates opportunities for students to learn, practice and master academic language in the content

Summary Rating (Please circle appropriate #) 1 2 3 4 NA

V. Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving relating to authentic local and global issues

[ ] Provides for interdisciplinary experiences and inquiry approaches
[ ] Links concepts and key ideas to students' prior experiences and real world problems
[ ] Engages learners in question and challenging assumptions to foster problem solving in local and global contexts
[ ] Develops learners' communication skills by providing meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes
[ ] Develops and implements supports for learner literacy development in content area

Summary Rating (Please circle appropriate #) 1 2 3 4 NA

VI. Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making

[ ] Balances use of formative and summative assessment to support learning
[ ] Designs assessments that match learning objectives
[ ] Uses performance data to understand learners' progress and guide planning
[ ] Provides learners with multiple ways of demonstrating knowledge and skills
[ ] Models and structures processes that guide learners in examining their own thinking and learning
[ ] Develops differentiated learning experiences to meet all learners' needs
[ ] Makes appropriate accommodations in assessments for learners with disabilities and language learning needs
[ ] Employs technology to support assessment practice to engage learners and address learner needs

Summary Rating (Please circle appropriate #) 1 2 3 4 NA

VII. Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context

[ ] Creates learning experiences appropriate for curriculum goals and content standards, and are relevant to learners
[ ] Uses appropriate strategies, accommodations and resources to differentiate instruction and support learning goals
[ ] Develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill
[ ] Plans instruction based on formative and summative assessment data, prior learner knowledge and learner interests
[ ] Plans collaboratively with professionals who have specialized expertise to meet unique needs of learners
[ ] Evaluates and adjusts plans to support short and long range goals to meet each student's learning needs

Summary Rating (Please circle appropriate #) 1 2 3 4 NA

VIII. Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways

[ ] Uses appropriate strategies and resources to adapt instruction to the needs of learners
[ ] Monitors student learning and engages learners in self-assessment
[ ] Collaborates with learners to design meaningful learning experiences, identify their strengths and access community and family resources to develop their areas of interest

[ ] Uses variety of instructional strategies to support communication through speaking, listening, reading, writing and other modes
[ ] Engages learners in a range of learning skills and technology tools to access, interpret, evaluate, and apply information
[ ] Asks questions to stimulate discussion

Summary Rating (Please circle appropriate #) 1 2 3 4 N

IX. Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others, and adapts practice to meet the needs of each learner

[ ] Engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences
[ ] Engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school and system
[ ] Uses a variety of data to evaluate the outcomes of teaching and learning and to adapt planning and practice
[ ] Actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection and problem-solving
[ ] Reflects on his/her own personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences
[ ] Advocates, models and teaches safe and ethical use of technology

Summary Rating (Please circle appropriate #) 1 2 3 4 NA

X. Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession
[ ] Collaborates with other school professionals to plan and facilitate learning to meet diverse needs of learners
[ ] Works collaboratively on school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward these goals
[ ] Collaborates with learners and their families to establish expectations and ongoing communication to support learner development and achievement
[ ] Works with school colleagues to build connection with community resources
[ ] Uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families and colleagues
[ ] Advocates to meet the needs of learners, to strengthen the learning environment, and enact system change
[ ] Takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community and the profession

Summary Rating (Please circle appropriate #) 1 2 3 4 NA

Narrative commentary on the CTE student teacher's qualities and classroom experiences:

Response 4

SUMMARY FOR LEEWARD COMMUNITY COLLEGE SATEP REVIEW LEEWARD COMMUNITY COLLEGE RESPONSE

4. Course syllabi and assignments that show evidence that the program is preparing candidates to incorporate Native Hawaiian culture, history and language into their instruction in the classroom.

The Alternative Certification for CTE Licensure program values multicultural perspectives and trains candidates with the knowledge, skills and professional dispositions to ensure that they can teach all students.

Each of the education courses incorporate multiple perspectives in the content being delivered and provide multiple strategies for scaffolding learning for a diverse learning community. Whether candidates are native Hawaiian or will be teaching native Hawaiian students, they need an understanding of the culture and learning styles of these students. Through an exploration of the candidate's own culture, drawing from their known background information, candidates will explore best practices to teach, communicate and demonstrate sensitivity to cultural and gender differences.

Instruction, discussions and assignments specifically address the teaching and learning for a diverse community of learners with emphasis on the Native Hawaiian culture, history and language in the following courses:

Candidates in the Alternative Certification for CTE Licensure program will complete a full year of Practicum. ED 295A (first semester of study) will be field experience or Observation and Participation (O&P) and ED 295B (Student Teaching or Clinical Practice with 5 formal observations).

When enrolled in ED 295A, Field Experience Practicum (first semester of study), Candidates will acquire the technology skills, the beginning reading competencies, and the knowledge related to native Hawaiian culture, history and language through the Field Experience Practicum Seminar (which is the coursework for ED 295A). With content delivered through Laulima (the distance education site used by the University of Hawai`i system), modules will be delivered and assessed by Unit faculty who have expertise in these specific areas as follows:

In a 16 week semester course of study:

Weeks 1-5: Candidates will acquire technology skills and will be assessed through online forum discussions, activities and an Observation & Participation report related to using and/or observing the integration of technology in a classroom. This segment will also provide instruction and tutorials in the use of Laulima and other online tools.

Weeks 6-10: Candidates will acquire beginning reading competencies through content specific modules and will be assessed through online forum discussions and an Observation & Participation report related to using and/or observing reading/writing strategies to support the successful literacy development of all students.

Weeks 11- 16: Candidates will acquire knowledge related to native Hawaiian culture, history and language through content specific modules and will be assessed through online forum discussions and an Observation & Participation report related to using and/or observing strategies to support the learning styles of Native Hawaiian students. Through the use of Na Honua Mauoli Ola, which are guidelines for culturally healthy and responsive learning environments.

Candidates will complete a signature assignment in addition to weekly forum discussions that will focus on knowledge related to incorporating teaching strategies for Native Hawaiian students.
This signature assignment is the Practicum Analysis and Reflection

Candidates who enroll in ED 294 Introduction to Multicultural Instruction will gain knowledge, skills and methods to build inclusion within their classrooms that supports and celebrates diversity. Within the course content, candidates will participate in the online community of A`o Makua which is the course offered by Kamehameha Schools Distance Education. In addition candidates will complete a place based research and participation project within their community that is related to Native Hawaiian values relating to community responsibility and land.

Leeward Community College A.A.T Program

ED 294
Spring
2012

Introduction to Multicultural Education

Instructor: **Kale'a Silva Office Location: DA-205A Phone: (808) 455-0397**
Email: **jaydene@hawaii.edu**
Office Hours: **M-Th 12:00 – 1:00pm**
Course Credits: **3**
Course Meetings: **M/W 1:30 – 2:45pm Rm. LA110**

Course Description:

Building connections and creating a caring culture within the classroom is essential for today's classroom teachers. No longer is there a "one size fits all" way of delivering instruction. Introduction to Multicultural Education will equip students with the knowledge, skills and method to build inclusion within the classroom that supports and celebrates diversity. The course delves into issues of race, ethnicity, socioeconomic status, gender, language, and conflicting values between cultures and how to develop an awareness and sensitivity to these challenging issues facing K-12 teachers.

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Pre-requisite: ENG 022 or placement of ENG 100 *or consent of instructor*

Text: No Textbook is required for this course.
A supplemental resource (A'o Makua) will be used within ED294 and a registration fee of $12.50 is required. More information will follow.

Student Learner Outcomes:

Upon successful completion of this course students will be able to:

1. Identify characteristics of multicultural education
2. Explain the similarities and differences in conceptions of culture, race, ethnic group, and minority groups.
3. Apply strategies to reduce racial/ethnic prejudice and stereotypes through lesson planning.
4. Integrate children's literature and art across curriculum to teach multicultural values
5. Analyze language development and connection between language and identity
6. Compare school conditions in various socioeconomic areas and the implications for teaching and learning.
7. Examine causes and cures for achievement gaps.
8. Provide examples of differentiated instruction.

Course Requirements

Assignment	Points	Brief Description	Due Date
Forum Discussions	150	15 forum discussions @ 10 points each The forums supplement face-to-face discussions and weekly readings. You are expected to use the forum discussions as time to interact with colleagues and share ideas and information. **Forum Discussions are due weekly and late postings will not be accepted nor graded. You will have until Sunday 11:00pm of each week to complete your posting and responses.** The forums will add up, make sure you keep up with these each week. See forum rubric for grading. Each post is worth 10 points and you must respond to 2 other classmates (5 points each) for a total of 20 points each week. See rubric for details.	**Weekly**
Cultural Identity Map	100	Present information about yourself and the many components of your identity. The "map" will highlight 4 main sections: family history, ethnic identity, individual differences, and aspects of ethnicity. This can be done in either power point or MS Word format and should include pictures and clip art to visually enhance the presentation.	Week 5
Ko`u Inoa Name Poem	50	Like most cultures, Hawaiians believe that one's name carries mana (spiritual power). If you think of your own names, I' sure you can recall the significance or meanings behind them. The names of our students represent their families, their cultures, their origins. We will be reading the poem Choosing My Name by Puanani Burgess. After reading this poem, you will analyze all of your given, married and nicknames (if applicable), and you will create your ow name poem. You will also reflect on the	Week 2

		importance of names and your experiences with pronunciation/mispronunciation of names and implications for teachers.	
Ku`u One Hānau Birthplace Poem	50	In A'o Makua, you explore and share your one hanau (birthplace). Many cultures define a distinct connection to the land and responsibility to care for the land. Wahi pana, or places of interest and their traditional names are a significant part of Hawaiian culture. Regardless of whether you grew up in Waia'anae or San Francisco, this assignment will get you to think about your connection to your one hanau and what it means to be part of that land. In the process, think about how you can pass on these ideas about connection to place with your future students.	Week 4
Place-based Research and Involvement	100	An essential component to multicultural education is the importance of place and place-based research. As future teachers it is imperative to be aware of the community in which you teach and get involved. This assignment will require you to work/volunteer in your community and participate in an activity or community event involving and benefiting children. You will then research the area in which you are actively involved and write a reflection on your participation with this event or activity. Template and Rubric will be provided in Laulima.	Week 6 – Week 13 Final DUE date for paper 4/15
Multicultural Read Aloud Lesson Plan	100	You will choose a piece of literature that will address an issue of racism, class, gende and/or other stereotypes or multicultural issues. Following the template provided, you will create a Read Aloud Lesson Plan including engaging questions and an extension activity.	Week 7

A'o Makua Completion and Mini Lesson	100	Through a partnership with Kamehameha Schools, you will have the opportunity to learn some valuable Hawaiian concepts through a three-week online exploration. While the topics covered in A'o Makua pertain to Hawai`i and Hawaiian culture, the universal concepts shared are applicable across cultures and geographic boundaries. The important concepts discussed through A`o Makua will be discussed within the class and you will use information learned to create a mini-lesson. A`o Makua completion = 50 points Mini Lesson = 50 points	Week 4 – Week 8 Mini Lesson Due by March 4
Diversity Group Power Point Presentation	100	You will be researching a group and presenting information. You will identify key elements that should be considered in education when considering students of this background. These key elements include: use of language, space and time in the group; barriers to learning in the traditional American mainstream school setting; traditional learning styles; and Teaching styles and pedagogy. You are required to use at least 3 sources, At least one of which is NOT an online resource. WIKIPEDIA is not accepted as a valid resource.	Week 14
Professionalism and Attendance	250	Regular attendance is expected for all students and is viewed as your commitment to good habits of study and respect for information and knowledge. As future teachers you are required to "show up" and participate. Daily attendance will be taken and each absence will subtract **5 points** from your attendance grade. Submitting assignments on time is very important. Due dates are a daily part of the teacher's life with submitting report card grades, attending conferences and faculty meetings. Therefore demonstrating professionalism means submitting	Ongoing

		assignments on time. Late assignments will be deducted **10%** from the professionalism score.	
		Total = 1000 points	

***SEE ASSIGNMENT TAB IN LAULIMA for specific DUE DATES

Grading:
Final grade for the course will be based on the total number of points earned.

A = 1000 - 900 points
B = 899 - 800 points
C = 799-700 points
D = 699 - 600 points
F = 599 and below

Late and Incomplete Work:
As future teachers, due dates and deadlines are extremely important (for example report cards and/or parent teacher conferences). You are always held accountable to these deadlines. In order to fully prepare you for the workplace, this course will adhere to the same strict guidelines in terms of Late Work. All assignment MUST be turned in **on time** through Laulima**. Late assignments will result in deduction of professionalism grade.** Be sure to be in contact with me as soon as a problem arises or you find yourself unable to complete assignments.

To receive a passing grade in this course you must complete all assignments. If by the end of the semester there is incomplete work and your name is still on the active class list, you will receive an "F" for the course unless you meet with me in advance. If at any time you wish to "drop" from this class, it is your responsibility to contact admissions and fill out appropriate paperwork within the deadlines provided by admissions office.

Submitting Assignments through Laulima:
DO NOT **EMAIL** ASSIGMENTS AS ATTACHMENTS.

All assignments will be submitted through Laulima and must be saved in **MS WORD** or **PDF** format, unless otherwise noted. Do not save as a compressed/zip file. If you are using OPEN OFFICE or a Mac, be sure to save as a .doc file. If you are unsure, use the help tab on laulima or call the IT help desk at 455-0271.

Professionalism and Participation: Teaching is more than a job. It is a profession. Indicators of professionalism are**:** being a self-disciplined active learner, being prepared with your written work and completed reading assignments in order to participate reflectively in discussions and activities, respecting and supporting other peers, understanding that in everything you do or say you are modeling values, attitudes and behaviors that impact the lives of others. Attendance of each class and participation in weekly forum discussions is part of your professionalism grade.

Cheating and Plagiarism: There is no (zero) tolerance for either cheating or plagiarism at this campus. Both acts equate to academic dishonesty. The academic standing of a college or university is underscored by the academic honesty of its faculty and students. *Think: As a classroom teacher, how would you feel if a student cheated or plagiarized material for another? In other words, do not cut and paste information from the web (ie: Wikipedia) and submit as your own thoughts.*

Student with Disabilities Statement:
Leeward Community College abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which stipulate that no student shall be denied the benefits of an education "solely by reason of a handicap." Students with documented disabilities who believe that they may need accommodations in this class are encouraged to contact the Coordinator of the KAKO 'O IKE (KI) program as soon as possible to ensure that such accommodations are implemented in a timely fashion. The KI office is located in L-208, across from the elevator in the library building or call for information at 455-0421.

Student Assessment Notification:
With the goal of continuing to improve the quality of educational services offered to students, Leeward CC conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Course Overview:

Date	Activities and Topics	Assignment Due
Week 1	Course Overview Goals and Characteristics of Multicultural Education Definitions of Multicultural Education	Forum 1
Week 2	Race, Culture and Identity Choosing My Name, by: Puanani Burgess Begin working on Cultural Identity Map	Forum 2 Name Poem
Week 3	Registration for A'o Makua Course due Culture in Society and in Educational Practices	Forum 3
Week 4	Start A'o Makua How does culture influence learning?	Forum 4 Ku'u One Hanau Birthplace Poem
Week 5	Approaches to Multicultural Education Article: "White Privilege; Unpacking the invisible knapsack"	Forum 5

Week 6	Language Diversity in Schooling English as a Second Language Learners Article: Pidgin and Education	Forum 6 Cultural Identity Map
Week 7	Using children's literature to teach about diversity, racism, and prejudices Learning to Use Diverse Children's Literature in the Classroom	Forum 7
Week 8	Social Class and Educational Equality View Video Clip: A Tale of Two Schools	Forum 8 Read Aloud Lesson Plan
Week 9	Social Class and Educational Equality in Hawaii DOE website: doe.k12.hi.us : Exploring School Accountability Reports	Forum 9
Week 10	Gender Bias How does sexism affect the way we teach and learn? Single Sex Schools	Forum 10 A'o Makua Mini-Lesson
Week 11	The Colorblind Perspective and Hidden Bias Take Colorblind Test: https://implicit.harvard.edu/implicit/	Forum 11
Week 12	Approaches to Multicultural Curriculum Reform	Forum 12
Week 13	Culturally Responsive Teaching	Forum 13
Week 14	Learning Styles Take online survey to find out your learning style: http://www.ldpride.net/learning-style-test-b.html	Forum 14 Diversity Group Power Point
Week 15	Educational Equity for Students with Disabilities Evaluation of Course	Forum 15

*revisions to schedule may occur according to needs of the class at the discretion of instructor

ED295A – Critical Analysis Report
Observation & Participation

The purpose of pre-student teaching field experiences (O&P) is to provide candidates pursuing the Alternative Certification for CTE Licensure, a systematic, planned sequence of experiences in the Career and Technical secondary school classroom. These experiences are designed to familiarize students with principles of classroom management and the teaching-learning process. Through classroom observation and participation, candidates will be able to blend theory and practice as it is applied in real school environments.

Candidates will select a logical segment for each of the observation reports (this might be 3 different 50-minute lessons).

Content of Reports – Three Parts:

Part One - Describe the context without using names of students or teachers (give grade level and type of school, general description of students). Help your readers visualize the class.

Part Two - Select one of the following questions. Let the reader know which question you have chosen and why. Use a different question for each of your 3 reports. Notice that these questions work for any content area.

1. Motivation is a major factor in learning. Describe the levels of motivation you observed or implemented, and what the teacher/ or yourself, did to direct student motivation toward the outcome of the lesson.

2. Summarize what you saw or experienced happening during each phase of a lesson. Evaluate the lesson focusing on what worked and what might the teacher or yourself have done differently?

4. If you were given an opportunity to teach all or part of a lesson, please describe and evaluate your work. What ideas from this class did you use?

5. If the class you observe includes students with special needs, what differentiation or accommodations do you see regarding the instruction?

6. If the class includes English Language Learners, in what ways are their needs addressed? What else could be done for the ELL students observed?

7. Describe the ways in which technology was used or could have been used effectively in the class you observed.

8. To what extent do you see evidence of Cambourne's Conditions of Learning? These are summarized below in Additional Notes.

Part Three

Evaluate the lesson by making connections to the content of this course. Give your specific ideas on what could have been done differently to enhance learning for the whole class and/or particular students. Include at least one textbook reference with page number. If it seems perfect as is, what do you suggest for the following lessons? The goal of this part of the assignment is to make connections with course content, and to reflect on what you have observed.

**Additional Notes: Regarding Cambourne's Conditions for learning

I. Cambourne's Conditions for Learning (adapted for the Alternative Certification candidate)

Brian Cambourne is an Australian educator whose work is based on many years of classroom observations. This may be useful in your reflections on classroom observations.

Immersion – Learners need to be immersed in a wide range of activities

Demonstration – Learners benefit from demonstrations—that is, from explanations and models which enable them to see how content is conceived, constructed, used.

Expectation – Learners are influenced—either stimulated or inhibited—by the expectations of those around them, mainly by adults or peers they respect.

Responsibility – Learners grow in self reliance if allowed to make their own decisions about the when-how-what of their learning tasks.

Employment – Learners must have time and opportunities, in realistic situations, to practice or employ their developing control over what they are learning.

Approximation – Learners work confidently when assured that learning is not copied "correctness" but "approximation", trial-and-error improvement.

Response – Learners are upheld in their efforts – acknowledged and supported when those around them respond with interest to their words and work.

Engagement – These conditions contribute to active learning, not mechanically, but as factors in the interaction between students and a teacher who demonstrates an enjoyment of the students, the subject and teaching itself.

Response 5

SUMMARY FOR LEEWARD COMMUNITY COLLEGE SATEP REVIEW LEEWARD COMMUNITY COLLEGE RESPONSE

5. A detailed description of how P-12 student understanding of Native Hawaiian culture, history and language will be enhanced by teacher candidates.

The Alternative Certification for CTE Licensure program prepares candidates who will teach at the secondary level (CTE Licensure to teach grades 6-12). In the O&P Practicum semester (ED 295A) candidates will use the Na Honua Mauli Ola (NHMO) guidelines to emphasize culturally relevant content, contexts, and assessments which draw heavily upon family, community and language in order to promote learning and growth. Teacher candidates will speak to how they will incorporate culture-based education into their instruction through the Practicum Analysis Report.

Candidates who are enrolled in Introduction to Multicultural Education will participate in a place based research project and reflect on how integrating this type of experience can enhance classroom instruction and connection with extending instruction beyond the classroom. Through this assignment candidates will be bridging theory and practice by applying culture and place based strategies.

Practicum Analysis and Reflection

Reflecting on your year of practicum, analyze your instructional practices and reflect on the ways in which you contextualized the instruction. Use the statements below to guide your analysis and reflection.

1. Begins instruction with what students already know from home, school, or community.

2. Designs instructional activities that are meaningful to students in terms of language, physical objects, pictures or knowledge of local community and the future use or application of knowledge.

3. Relates knowledge to students, family, and community by including dialogue and talking with students, family, or community.

4. Authentically designs instructional activities together with students, family, and community based on community knowledge, preferences, and values.

5. Provides instructional opportunities for students, family or community members to actively participate in meaning making together.

6. Provides opportunities for students to participate in a range of expression, communication and language styles. (i.e. formal English, local dialect, pidgin, drawing, peer share, group work, call-response, etc.)

7. Designs classroom to support instruction.

Response 6

SUMMARY FOR LEEWARD COMMUNITY COLLEGE SATEP REVIEW LEEWARD COMMUNITY COLLEGE RESPONSE

6. A clear and detailed description on how the program's school partners participate in the design, delivery, and evaluation of field and clinical experiences.

The Unit has established working partnerships with multiple high schools on O`ahu and will continue to build partnerships State-wide. Administrators have embraced the mission of the alternative program and will welcome candidates to observe and participate through practicum in their CTE classrooms.

At this time, the design of the clinical practice assessments (for Observation & Participation as well as student teaching) has been developed by the Unit and is aligned with HTSB/InTASC standards. The Unit Coordinator serves as the liaison between Leeward Community College and the school partners.

Candidates who are employed by the DOE as teacher of record in their own classrooms will not have an in class school-based lead teacher, but will be observed and evaluated by the Alternative Certification faculty evaluator and a site supervisor (i.e., principal, vice principal, CTE resource teacher or CTE Division Chair). Candidates who are not yet hired in a DOE school will be placed in a CTE content specific classroom.

An initial meeting between the Alternative Certification for CTE Licensure faculty evaluator and the school partner(s) (those who participate will be determined by each school site; principal, vice principal, CTE resource teacher, CTE classroom teacher in the specific content area or CTE Division Chair) takes place at the beginning of the Practicum semester (ED 295A Field Experience/O&P). During this meeting the requirements for field experience and student teaching will be discussed. The faculty evaluator will clearly define the responsibilities of the school partners in the evaluation process and will go over the forms to be used in the assessment.

The advisory team consisting of Dr. Kenneth Johnson, Bernadette Howard and Sherilyn Lau, representing the DOE Career Pathways have been very helpful in the development of the evaluation tools that are being implemented during both semesters of the Practicum experience. In addition, input from the school partners has been critical in supporting the success of the candidates.

In order to provide support for the school partners/Cooperating teacher, a handbook has been created that defines the requirements of the Alternative Certification program, includes assessment forms and answers to questions regarding the design, delivery and evaluation of field and clinical experiences. (A copy of this handbook is attached).

Aloha School partners and Cooperating Teachers for CTE candidates,

Mahalo nui loa from Leeward Community College for your kōkua in welcoming our CTE teaching candidate into your schools and classrooms. We consider this opportunity invaluable for our candidates who are on their way to becoming the next generation of career and technical education professionals in our schools.

The Alternative Certification for CTE Licensure program of study is designed to prepare candidates', who seek licensure through the Hawai`i Teacher Standards Board and employment in the Hawai`i Department of Education (DOE), with educational content and a toolkit of strategies and skills necessary to become effective practitioners in CTE classrooms at the secondary level. By the end of the Alternative Certification program candidates will have knowledge of pedagogy and knowledge of multiple learning styles leading to practices that demonstrate sensitivity to diversity and social justice.

Candidates enrolled in the alternative pathway leading to licensure are required to successfully complete two semesters of Practicum. The first semester will focus on an observation and participation (O&P) experience and the second semester candidates will student teach. Your school site, in essence, becomes an extended classroom providing the candidates with other opportunities to learn.

This handbook will define the policies and procedures for Practicum. Together we will explore the challenges and opportunities that will be encountered as you work with us to ***"Change the world, one CTE candidate at a time*!"**

Please feel free to contact me if you have questions.

Mahalo nui loa,

Bobbie Martel
Coordinator, Associate of Arts in Teaching Program/Alternative Certification for CTE Licensure Program
Leeward Community College
(808) 455-0632
rmartel@hawaii.edu

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Frequently Asked Questions for Cooperating Teachers

Having CTE teacher candidates in my classroom

1. ***How much time do the pre-service teachers (teacher candidates, student teachers) need throughout the semester to teach their required coursework lessons?***

CTE teacher candidates will be enrolled in standards based education classes while completing their Practicum experience. Each course requires teacher candidates to plan and teach a minimum of two lessons. During the first semester of their program of study, candidates are expected to complete 150 hours of field experience (Observation & Participation), 2 days per week, 5 hours per day. Together, the Cooperating teacher and the CTE teacher candidate can determine how many lessons will be taught and the time-line for doing so during the O&P experience. Second semester candidates will complete 15 weeks of supervised student teaching (full-time). Student teachers will work closely with their Cooperating teacher to align their teaching with the existing curriculum whenever possible.

2. ***What are the field placement hours?***

CTE teacher candidates and student teachers are expected to be in their field placements on each assigned field day. They are to be on time, sign in/out at the office, and remain at their placement for the entire day. They are to maintain teacher hours, which will be determined based upon the DOE school schedule. Cooperating teachers may adjust the field placement start and end times to suit the special needs of their schedule and/or their students. ***As professionals, CTE teacher candidates and student teachers are expected to find adequate daily/weekly time to meet and plan with their Cooperating teacher. This may mean that, when possible, a candidate adjusts her or his hours of attendance to parallel the Cooperating teacher's hours. The key is to assure that there is adequate time set aside each day to communicate with the Cooperating teacher and plan accordingly. Almost all candidates and Cooperating teachers find that they need additional planning and discussion time before the start of the school day and after the final bell, especially during the student teaching semester.*** Field placement includes all professional development (PD) days, planning/collaboration days, teacher work days, Teacher Institute Day, faculty meetings, IEP meetings, etc., that take place during the semester. In addition, students are ***highly encouraged*** to participate in other school-based activities that may extend beyond normal hours, such as: school-community events and meetings, extended field trips, parent/student conferences, and professional meetings, conferences (which are often on weekends) and workshops. The more opportunities the

students have to experience everything that a teacher's job entails, the better prepared they will be to serve their students and the profession.

3. ***Do mentors need to keep track of the teacher candidate's hours spent in the classroom to ensure that they meet their minimum required hours?***

   No. The CTE teacher candidate and the Alt. Cert. faculty evaluator assume responsibility for this kind of record keeping. During the first semester of the program *CTE* teacher candidates are expected to attend each designated field day. During the second semester, CTE student teachers are expected to spend five full days a week in their placements. Candidates should call their Cooperating teachers and their Alt. Cert. evaluator in advance if they will be absent. Absences should be made up on additional days, with the Cooperating teacher's approval. In addition, candidates should not ask to leave early on field experience days other than in unavoidable situations.

4. ***Can teacher candidates use "instructional time" to prepare for lessons they will teach in the classrooms?***

   Cooperating teachers should give approval for anything that CTE teacher candidates do in the classroom. Thus, if a Cooperating teacher wants a CTE teacher candidate to work on lesson preparation, the teacher candidate certainly should do so. However, if the Cooperating teacher wants the teacher candidate engaged in other work, that's what the CTE teacher candidate should do. Cooperating teachers should feel free to ask for help from the Alt. Cert. field supervisors if CTE students are using field experience time inappropriately. CTE teacher candidates may not be sure what they should be doing during their field experience and some are hesitant to ask (i.e., they don't want to be a bother). Making a written schedule with the CTE teacher candidates about their increasing responsibilities is especially helpful.

5. ***What are the expectations held of teacher candidates over the course of their field experiences?***

   CTE teacher candidates teach the lessons assigned in their education classes, after careful planning with their Cooperating teachers. Their education course assignments can usually be integrated with the curriculum currently taught at your school. As end-of-semester goals, candidates should be able to plan and teach at least two lessons (or mini-lessons) without a Cooperating teacher's assistance at the end of semester one (O&P). In student teaching, candidates teach a three-week solo that can be taught in consecutive weeks or spread out over the semester.

6. ***What assessment instrument do I use to evaluate the teacher candidate?***

   The O&P field experience evaluation form allows the Cooperating teacher to identify three observed areas of strength and make suggestions for three areas of development. The field evaluation form is administered in semester one. The student teaching evaluation form provides an opportunity to document the CTE student teacher's ability to meet defined standards over the course of the student teaching semester (semester two). The O&P field evaluation and student teaching evaluation forms are aligned with the ten Hawaii Teacher Performance Standards and are included in this Cooperating teacher handbook. The Alternative Certification for CTE Licensure (Alt. Cert.) faculty evaluators will email Cooperating teachers electronic copies of the assessment forms. Cooperating teachers complete the form and then conference with the teacher candidate about the assessment. The Alternative Certification faculty evaluator will attend the conferences as deemed necessary.

7. ***What is the Professional Disposition Assessment used for?***

   The Alternative Certification faculty evaluator and CTE teacher candidates use this assessment to evaluate and self evaluate CTE teacher candidate performance. These six professional dispositions help to define the professional qualities expected of CTE teacher candidates. If they choose, Cooperating teachers may also use this assessment in conjunction with the mid-semester and end-of-semester assessment forms described in #6 above to help evaluate CTE teacher candidate performance.

8. ***What do I need to do if I feel the teacher candidate's performance is marginal with respect to the expectations?***

   Start by talking with the Alternative Certification faculty evaluator. The evaluator and the Cooperating teacher can talk with the CTE teacher candidate to help identify areas of strength and areas for improvement and offer specific recommendations on how to improve. If CTE teacher candidates continue to have problems, the Alternative Certification supervisor will initiate a *Plan of Assistance for Improvement*. Teacher candidate performance will be assessed throughout and at the end of the semester to determine whether the teacher candidate will continue in the program.

9. ***How much weight does my evaluation of the teacher candidate count toward the teacher candidate's "grade?"***

   The Cooperating teacher's evaluations during each semester are important documents in assessing progress toward becoming a professional teacher. The student teaching final evaluation becomes part of the placement file sent to future employers. The Cooperating

teacher's assessment weighs heavily in the decision as to the final grade, although the Leeward CC faculty evaluator actually assigns grades. Teacher candidates who have not demonstrated that they are ready to move to the next level often repeat field experience or student teaching to demonstrate their knowledge, skills, and dispositions for teaching. CTE teacher candidates who do not demonstrate the required levels of performance will not be recommended for licensure.

10. ***What should I have them do when they first arrive and is there a standard progression for what I have them do?***

When teacher candidates first arrive, they need opportunities to get to know the students and Cooperating teachers with whom they will be working. Cooperating teachers can have CTE teacher candidates assist them in routine tasks and gradually allow teacher candidates to take lead responsibility for those tasks. CTE teacher candidates can work with individuals and small groups of students. CTE teacher candidates also need to spend time observing, making notes about questions they have, and talking with their Cooperating teacher about their systems and strategies for how they do things as they do. The first semester is about learning about how schools and classrooms work, with a gradual move toward teaching a few "solo" lessons.

11. ***Can I leave the O&P student unattended with the students while I leave the classroom?***

Cooperating teachers can leave CTE teacher candidates unattended with the class when Cooperating teachers and CTE teacher candidates feel that they are ready to handle the responsibility. During the first semesters, field experience, Cooperating teachers should allow CTE teacher candidates to have increasing responsibility for handling the classroom alone. Cooperating teachers should let CTE teacher candidates know where they will be and how to contact them quickly should the need arise. A substitute teacher must be hired if the Cooperating teacher will be off-campus.

12. ***What paperwork will I be required to complete?***

Cooperating teachers complete either a field evaluation of CTE teacher candidates (semester 1) or a student teaching evaluation (semester 2). These evaluations may also be used at mid-semester as the Cooperating teacher and Alternative Certification faculty evaluator deem appropriate. No other paperwork is required.

15. ***What is the role of the Leeward CC faculty evaluator?***

The Alternative Certification faculty evaluator visits the classroom at least five times during the semester to assess and support the CTE teacher candidate or student teacher,

and to provide support to the Cooperating teacher. The faculty evaluator makes informal (ED 295A first semester) and formal (scheduled) observations (ED 295B second semester), and provides oral and/or written feedback to the CTE teacher candidate. For CTE teacher candidates who experience challenges in meeting basic field expectations, the supervisor facilitates a *Plan of Assistance*.

Partnership payments and re-licensure points

1. *Is there a mentor stipend paid for partnering with Leeward CC to mentor teacher candidates?*

Partnership payments for each semester are $50 for each field experience CTE teacher candidate and $200 for each student teacher. Payments are made directly to the school where a candidate is employed as an intern or directly to the Cooperating teacher (CT). In the case of a stipend paid to the site, the school determines how the payment is distributed or used (i.e., classroom supplies for mentor teachers, professional development, etc.).

2. *Can being a mentor teacher help to satisfy some of the requirements to renew my license with the Hawaii Teacher Standards Board (HTSB)? How do I receive verification of service?*

At the end of each semester, the Alternative Certification for CTE Licensure program provides you with a letter of appreciation and a certificate confirming your service as a Cooperating teacher for field experience or student teaching. Retain the letter and certificate as evidence of service. You may note such service on your license renewal application with the Hawaii Teacher Standards Board (HTSB). See www.htsb.org for more information about license renewal.

What Makes an Effective Cooperating Teacher?

Help us to be KNOWLEDGEABLE:

- Provide information on your curriculum for the semester
- Share information on the latest initiatives
- Share classroom organization and management systems
- Share copies of worksheets, handouts, newsletters, calendars, etc.
- When it is appropriate, arrange for your teacher candidate to be able to observe or sit in on parent-teacher conferences

Help us to be EFFECTIVE:

- Share classroom management techniques and systems
- Share support resources
- Provide teacher candidates with a copy of report cards or work with them on report cards.
- Provide teacher candidates with the opportunity to assess and grade class assignments
- Provide sound professional advice that goes beyond the pre-service teaching program
- Develop a non-threatening observing routine, observe unobtrusively

Help us to be CARING

- Introduce the CTE teacher candidate to your school community
- Make time to talk
- Provide time to teach
- Give honest feedback
- Be truthful about the profession
- Being understanding
- Be a positive role model and share the wisdom of your experience

MAHALO NUI LOA THESE AND FOR ALL OF THE MANY, MANY OTHER KINDS OF SUPPORT THAT EFFECTIVE COOPERATING TEACHERS GIVE SO GENEROUSLY TO OUR CTE TEACHER CANDIDATE.

Expectations for Field Experience (ED 295A)

Semester I	Recommended Goals
Build positive relationships with CTE students and Cooperating teacher, learn about the students in the CTE classroom, and help create a safe and engaging learning environment. Teach at least two lessons without assistance by the end of the semester.	Teach at least one half-day (morning or afternoon block or equivalent) without assistance by the end of the semester.
1. **Demonstrate professionalism** by being on time, staying the entire day, assisting with Cooperating teacher's schedule, being prepared for school, providing written lesson plans in advance, and maintaining confidentiality. 2. **Attend professional meetings** (faculty meetings, conferences) as indicated. 3. **Build positive relationships** with Cooperating teachers, CTE students, peers, school staff, and parents and caregivers. 4. **Take initiative to assist Cooperating teachers** (work with individuals and small groups, prepare lesson materials). 5. **Participate in and take increasing responsibility** for leading routines, class business, other activities, and transitions. 6. **Take responsibility for ongoing communication** with Cooperating teachers and Alt. Cert. supervisors (calls, email, logs, journals). 7. **Observe and reflect** on classroom management, planning, teaching, assessment, and other professional practices. 8. **Observe and reflect** on CTE students' interactions related to GLOs, HCPS III, CTE Career Pathway standards, and teachers. 9. **Teach and reflect** on lessons required in courses and by Cooperating teachers and supervisors. Integrate technology as appropriate. 10. **Interact and meet** with parents and caregivers as indicated. 11. **Prepare self-assessment evidence** for evaluations, and set up conferences with Cooperating teacher. 12. **Begin building professional portfolio** to provide evidence of meeting Standards and dispositions throughout the semester, including evidence from student work.	1. **Help design lessons and units, including related assessment tasks and criteria**. Collect related evidence of student learning and achievement. 2. Assume increasing responsibility for **communicating** with parents and caregivers. 3. Show increasing evidence of **professional decision-making** as a teacher. 4. Continue to build professional **portfolio evidence.** 5. **Demonstrate knowledge, skills, and dispositions** to begin second semester of program. 6. **Attempt the Praxis II subject assessment** (content knowledge) exam(s) if applicable.

Expectations for Student Teaching (ED 295B)

Student Teaching (ED 295B)	
Make the transition from student teacher to beginning teacher. Complete at least three weeks (15 days) of solo teaching by the end of the semester.	Accomplishments
1. **Demonstrate professionalism** by being on time, staying the entire day and afterward as needed, planning and collaborating with Cooperating teacher, being prepared, providing written lesson and unit plans in advance, and maintaining confidentiality in all respects. 2. **Attend professional meetings** (faculty meetings, parent conferences, IEP meetings) as indicated and approved. 3. **Build positive relationships** with Cooperating teachers, CTE students, peers, school staff, supervisors, and parents and caregivers. 4. **Make a semester plan** with Cooperating teacher to assume periods of full responsibility in the classroom and to transition the classroom back to the Cooperating teacher. 5. **Take responsibility** for ongoing communication with Cooperating teachers and Leeward CC supervisors, as specified during student teaching (e.g., conferences, journals, logs). 6. **Observe and reflect** on classroom management, planning, teaching, assessment, and other professional practices of self and others, in relation to Alternative Certification for CTE Licensure program framework. 7. **Observe and reflect** on CTE students' interactions in	1. **Share and reflect** on classroom and school experiences. 2. **Complete and pass a student teaching performance assessment** as directed by the Alternative Certification evaluator. 3. **Prepare and present** final professional portfolio to Cooperating teacher and Alternative Certification faculty evaluator. 4. **Schedule** mid-semester and final evaluation conferences. 5. **Complete** student teaching program evaluation.

relation to GLOs, HCPS III, Common Core, CTE Career pathways standards, HTSB/InTASC standards and dispositions, teachers and each other. 8. **Plan, teach, assess, and reflect** on at least three weeks of **solo teaching**, distributed across the semester as planned with Cooperating teacher. 9. **Provide lesson and unit plans in advance** to Cooperating teacher and Leeward CC evaluator. 10. **Assume responsibility** for contacting and meeting with parents and caregivers. 11. **Prepare self-assessment evidence** for evaluations, and set up **mid-semester and end-of-semester evaluation conferences.** 12. **Complete** Final Professional Teaching Portfolio to demonstrate knowledge, skills, and dispositions as a knowledgeable, effective, and caring new CTE teacher. 13. **Submit official documentation of a passing score on the Praxis II subject assessment (content knowledge) exam if applicable to Alternative Certification program office** *prior* to Student Teaching.	

FIELD EXPERIENCE REPORTS OF CTE TEACHER CANDIDATE

Alternative Certification for CTE Licensure Program

2013-2014 Academic Year

Cooperating teachers will provide written evidence of observations/meetings with the CTE teacher candidate in the field experience, ED 295A (Observation & Participation) and during the Student teaching experience (ED 295B).

The Collaborative Assessment Log is a tool to be used for collaboration and debriefing at the post observation conferences. This document serves as a mentoring tool and is not formally submitted to the faculty evaluator. The Observation & Participation Growth Report will document three areas of strength and three areas for professional development for the teacher candidates working in their classrooms. This report is to be used as a goal setting tool and will serve as a mentoring conversation. During the second semester of Practicum, Cooperating Teachers will complete a Professional Dispositions Assessment for both mid and end of the term.

CTE teacher candidates are responsible for arranging a conference with their Cooperating teacher at the beginning, middle and end of the field placement to collaborate and discuss the outcomes of the observations and set goals for effective practice.

The CTE teacher candidate, the Cooperating teacher, and the Alternative Certification faculty evaluator will sign both the Growth Report and Dispositions Assessment. The CTE teacher candidate and Cooperating Teacher should each receive copies, and the originals will be submitted to the Alternative Certification faculty evaluator.

The following overview will highlight the responsibilities of the Cooperating Teacher:

ED 295A:

- Three observations (optional use of Collaborative Logs)
- Completion of the Growth Report (mid and end of the semester)

ED 295B:

- Three observations
- Completion of the Professional Dispositions Assessment (mid and end of the semester)

O&P Field Experience Growth Report Form
Alternative Certification for CTE Licensure Program
Mentoring Guide for Goal Setting
Leeward Community College

Candidate _____ School _____

Cooperating teacher or Department Chair_____

Person completing this form: ☐ Candidate ☐ CT/Department Chair

☐ Mid-Semester

☐ End-of-Semester

1. **List three major strengths observed during this placement. Identify the relevant HTSB Teacher Performance Standards and/or Dispositions**

STRENGTHS	**HTSB Standards/Dispositions**
A.	
B.	
C.	

1. **Suggest three areas for the focus of future professional development. Identify the relevant HTSB Teacher Performance Standards and/or Dispositions for each area of development.**

AREAS of DEVELOPMENT	HTSB Standards/Dispositions
A.	
B.	
C.	

*If the teacher candidate is completing this form as part of a self-evaluation, s/he should provide concrete and measurable actions for each identified area for development. These measurable actions are to be undertaken by the end of next semester.

Further Comments:

Signatures indicate review of this evaluation.

Teacher Candidate _____ Date _____

Cooperating Teacher _____ Date _____

Alt. Cert. faculty evaluator _____ Date _____

Alternative Certification Candidate Evaluation

Alternative Cert. Candidate: _____

Teaching Focus: _____ _____ Semester/Year: ____/___

School: _____ Grade Level: _____

Address: _____

_____ Phone No: _____

Principal: _____

This form will be completed by the Alt. Cert. faculty evaluator

Directions: Please evaluate the candidate's performance *in each box* using the following key:

1 – Well below proficiency (Candidate is not meeting the specified performance proficiency or did not provide evidence)

2 – Approaching Proficiency (Candidate demonstrates with quality or provides evidence of performance proficiency less than 74% of the time)

3 – Meets Proficiency (Candidate demonstrates with quality or provides evidence of performance proficiency 75-94% of the time)

4 – Meets with Excellence (Candidate demonstrates with quality or provides evidence of performance proficiency 95% or more of the time)

N/A – No opportunity to judge

***Candidates must demonstrate proficiency by scoring a summary rating of 3; Meets Proficiency, Or 4; Meets with Excellence, in areas I – X**

I. Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences

[ ] Assesses individual and group performance in order to design and modify instruction to meet learners' needs

[ ] Creates developmentally appropriate instruction that takes into account individual learners' strengths, interests and needs

[ ] Collaborates with families, communities, colleagues and other professionals to promote learner growth and development

Summary Rating (Please circle appropriate #) 1 2 3 4 N/A

II. Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards

[ ] Designs, adapts and delivers instruction to address each student's diverse backgrounds

[ ] Makes appropriate and timely provisions for individual students with particular learning differences or needs

[ ] Designs instruction to build on learners' prior knowledge and experiences

[ ] Brings multiple perspectives to the discussion of content, including attention to learners' personal, family and community experiences and cultural norms including Native Hawaiian history and culture

[ ] Incorporates tools of language development into planning and instruction including strategies for English Language Learners

[ ] Accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs

Summary Rating (Please circle appropriate #) 1 2 3 4 N/A

III. Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning and self motivation

[ ] Collaborates with learners, families and colleagues to build a safe, positive learning climate of openness, mutual respect, support and inquiry

[ ] Develops learning experiences that engage learners in collaborative and self-directed learning that extend learning with ideas and people locally and globally

[ ] Collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work

[ ] Manages learning environment to actively and equitably engage learners

[ ] Uses a variety of methods in evaluating the learning environment and collaborates with learners to make appropriate adjustments

[ ] Communicates verbally and non-verbally in ways that demonstrate respect for cultural backgrounds and differing perspectives learners bring to the learning environment

[ ] Promotes responsible learner use of technology

Summary Rating (Please circle appropriate #) 1 2 3 4 N/A

IV. Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content

[ ] Effectively uses multiple representations and explanations that capture key ideas

[ ] Engages students in learning experiences that encourage understanding, questioning and analyzing ideas for content mastery

[ ] Stimulates learner reflection on prior content knowledge and makes connections to learners' experiences

[ ] Recognizes learner misconceptions and creates experiences to build accurate conceptual understanding

[ ] Evaluates and modifies instructional resources and curriculum for comprehensiveness, accuracy and appropriateness for learners'

[ ] Uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners

[ ] Creates opportunities for students to learn, practice and master academic language in the content

Summary Rating (Please circle appropriate #) 1 2 3 4 N/A

V. Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving relating to authentic local and global issues

[ ] Provides for interdisciplinary experiences and inquiry approaches

[ ] Links concepts and key ideas to students' prior experiences and real world problems

[ ] Engages learners in question and challenging assumptions to foster problem solving in local and global contexts

[ ] Develops learners' communication skills by providing meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes

[ ] develops and implements supports for learner literacy development in content area

Summary Rating (Please circle appropriate #) 1 2 3 4 N/A

VI. Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making

[ ] Balances use of formative and summative assessment to support learning

[ ] Designs assessments that match learning objectives

[ ] Uses performance data to understand learners' progress and guide planning

[ ] Provides learners with multiple ways of demonstrating knowledge and skills

[ ] Models and structures processes that guide learners in examining their own thinking and learning

[ ] Develops differentiated learning experiences to meet all learners' needs

[ ] Makes appropriate accommodations in assessments for learners with disabilities and language learning needs

[ ] Employs technology to support assessment practice to engage learners and address learner needs

Summary Rating (Please circle appropriate #) 1 2 3 4 N/A

VII. Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context

[ ] Creates learning experiences appropriate for curriculum goals and content standards, and are relevant to learners

[ ] Uses appropriate strategies, accommodations and resources to differentiate instruction and support learning goals

[ ] Develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill

[ ] Plans instruction based on formative and summative assessment data, prior learner knowledge and learner interests

[ ] Plans collaboratively with professionals who have specialized expertise to meet unique needs of learners

[ ] Evaluates and adjusts plans to support short and long range goals to meet each student's learning needs

Summary Rating (Please circle appropriate #) 1 2 3 4 N/A

VIII. Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways

[ ] Uses appropriate strategies and resources to adapt instruction to the needs of learners

[ ] Monitors student learning and engages learners in self-assessment

[ ] Collaborates with learners to design meaningful learning experiences, identify their strengths and access community and family resources to develop their areas of interest

[ ] Uses variety of instructional strategies to support communication through speaking, listening, reading, writing and other modes

[ ] Engages learners in a range of learning skills and technology tools to access, interpret, evaluate, and apply information

[ ] Asks questions to stimulate discussion

Summary Rating (Please circle appropriate #) 1 2 3 4 N/A

IX. Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others, and adapts practice to meet the needs of each learner

[ ] Engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences

[ ] Engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school and system

[ ] Uses a variety of data to evaluate the outcomes of teaching and learning and to adapt planning and practice

[ ] Actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection and problem-solving

[ ] Reflects on his/her own personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences

[ ] Advocates, models and teaches safe and ethical use of technology

Summary Rating (Please circle appropriate #) **1** **2** **3** **4** **N/A**

X. Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession

[ ] Collaborates with other school professionals to plan and facilitate learning to meet diverse needs of learners

[ ] Works collaboratively on school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward these goals

[ ] Collaborates with learners and their families to establish expectations and ongoing communication to support learner development and achievement

[ ] Works with school colleagues to build connection with community resources

[ ] Uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families and colleagues

[ ] Advocates to meet the needs of learners, to strengthen the learning environment, and enact system change

[ ] Takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community and the profession

Summary Rating (Please circle appropriate #) 1 2 3 4 N/A

Narrative commentary on the CTE student teacher's qualities and classroom experiences:

Professional Dispositions Assessment Form

CTE Teacher Candidate _____

Alt. Cert. Field Supervisor _____

Cooperating Teacher _____

Course (check one): ___ **ED 295A Semester 1** ___ **ED 295B Semester 2**

Person completing this form _____Date _____

1. Professional and Ethical Conduct	Not observed	Needs improvement	Meets expectations
• Responds to feedback in a solution-oriented manner			
• Shows concern for student's well-being and safety			
• Contributes to a safe physical, social, and emotional environment in the Alt. Cert. Program and in Field experience			
• Believes that all students can learn			
• Treats students and others fairly			
Comments:			

2. Effective Work Habits	Not observed	Needs improvement	Meets expectations
• Dresses appropriately for school setting			
• Is punctual			
• Is organized			
• Meets program requirements			
• Meets deadlines			
• Coordinates assignments among Cooperating teachers, instructors, and Alt. Cert. field supervisors			
Comments:			
3. Effective Communication	Not observed	Needs improvement	Meets expectations
• Communicates clearly, openly, and respectfully with all members of the Alternative Certification program and partner school communities			
• Asks questions			
• Speaks and writes in a clear and grammatically correct manner			
Comments:			

4. Self-reflection	Not observed	Needs improvement	Meets expectations
• Is aware and insightful about his/her own psychological, emotional, and professional characteristics			
• Monitors how he/she affects others and adjusts behavior			
Comments:			

5. Collaboration	Not observed	Needs improvement	Meets expectations
• Initiates and maintains balanced collaboration by filling the roles of both leader and supporter as needed			
Comments:			

Overall Dispositions Assessment

☐ **Does Not Yet Meet Expectations**	☐ **Meets Expectations**
CTE Teacher candidate is not meeting program expectations for professional conduct, and needs a plan of assistance for immediate improvement and additional support.	CTE Teacher candidate is meeting program expectations for professional conduct, and demonstrating a professional demeanor.

Additional Comments

	Signature	Date
CTE Teacher Candidate		
Faculty Evaluator		
Cooperating Teacher		

Collaborative Assessment Log

Adapted from The New Teacher Center, University of California at Santa Cruz

This form is helpful for mentoring and collaborative conversations. HTSB Teacher performance standards are printed as a reference and a reminder to address all standards over the course of a practicum semester. Indicate standard(s) discussed by circling the number(s).

Date of Observation:_____ Time:_____

Area of Focus:_____

What's working well:	What's not working well:
CTE Teacher Candidate Next Steps:	Cooperating Teacher Next Steps:

HTSB Teacher Performance Standards:

Standard 1 – Learner Development
Standard 2 – Learner Differences
Standard 3 – Learning Environment
Standard 4 – Content Knowledge
Standard 5 – Content Application
Standard 6 – Assessment
Standard 7 – Planning for Instruction
Standard 8 – Instructional Strategies
Standard 9 – Professional Learning and Ethnical Practice
Standard 10 – Leadership and Collaboration

Response 7

SUMMARY FOR LEEWARD COMMUNITY COLLEGE SATEP REVIEW
LEEWARD COMMUNITY COLLEGE RESPONSE

7. A detailed explanation of the role of the candidates, school faculty, and professional education faculty in the assessment of candidate performance during clinical practice. Provide the roles and responsibilities of school faculty and the professional education faculty in terms of assessment of candidate performance during clinical practice for both those candidates who are the teacher of record and for those who are not the teacher of record.

A ***CTE Student Teacher Toolkit Handbook*** and a ***Cooperating Teacher Handbook*** have been developed as informational guides for the Practicum experience. Within both handbooks, the roles and responsibilities of the candidate, school faculty and the professional education faculty, specifically the faculty evaluator, are addressed. Also included are the forms that will be used during both semesters of the Practicum along with descriptions of the tool and the scoring guides. Hard copies of the handbooks are distributed to the candidates and the school partners at the beginning of the Practicum experience starting with the first semester in ED 295A. The following responses for this question are taken from the handbooks.

The role of the candidates in the assessment of candidate performance:

Field experience, through O&P (observation and participation, first semester of Practicum ED 295A) and student teaching (second semester of Practicum ED 295B), is generally regarded as the most important experience in the teacher education program. It is the time when candidates participate actively in experiences within the CTE secondary classrooms that will develop competence and teaching values. Candidates will have the opportunity to link theory learned in the Leeward CC education courses with the practical application of content in the CTE secondary classroom. As the CTE candidate takes on the total responsibility of teaching during the student teaching experience, (ED295B) they will have the guidance and support of the cooperating teacher (for those of you not hired as teacher of record), cooperating CTE division chair, the Alternative Certification faculty evaluator, the education instructors and the coordinator for the program.

What assessment instruments are used to evaluate the teacher candidate?

The O&P field evaluation form allows the cooperating teacher to identify three observed areas of strength and make suggestions for three areas of development. The field evaluation form is administered mid semester and end-of-semester during the O&P experience in semester one. CTE teacher candidates who are hired as teacher of record will complete the form as a self-evaluation.
The student teaching evaluation form provides an opportunity to document the CTE student teacher's ability to meet defined standards over the course of the student teaching semester (semester two).

The field evaluation and student teaching evaluation forms are aligned with the ten Hawai`i Teacher Performance Standards and are included in the Student Teaching and Cooperating Teacher Handbooks. The Alternative Certification for CTE Licensure (Alt. Cert.) faculty evaluator will email cooperating teachers or the teacher of record (intern) electronic copies of the assessment form. Cooperating teachers complete the evaluation form mid semester and at the end of the semester and conference with the teacher candidate about the assessment. The Alt. Cert. faculty evaluator will complete 5 formal evaluations during the course of the semester. In addition, the cooperating teacher/CTE candidate or Alt. Cert. faculty evaluator will complete the Professional Disposition Assessment form mid-semester and end-of-semester during the student teaching experience. CTE teacher candidates should become familiar with all forms of assessment in order to prepare for the semester in the field experience.

What is the Professional Disposition Assessment used for?

Cooperating teachers, Alt. Cert. faculty evaluators and CTE teacher candidates use this assessment to evaluate and/or self-evaluate (for candidates who are the teacher of record) the CTE teacher candidates' performance. The professional dispositions assessment form helps to define the professional qualities expected of CTE teacher candidates. Cooperating teachers will use this assessment in conjunction with the mid-semester and end-of-semester assessment forms to help evaluate CTE teacher candidate performance.

The role of professional education faculty in the assessment of candidate performance:

What is the role of the Leeward CC Alternative Certification faculty evaluator?

The Alt. Cert. faculty evaluator visits the classroom at least five times during each semester to assess and support the CTE teacher candidate (O&P first semester) or student teacher (second semester), and to collaborate with the cooperating teacher (if applicable) as needed. The faculty evaluator makes informal (ED 295A first semester) and formal (scheduled) observations (ED 295B second semester), and provides oral and/or written feedback to the CTE teacher candidate. For CTE teacher candidates that struggle to meet basic field expectations, the evaluator facilitates a Plan of Assistance for Improvement..

What are the criteria for completing and receiving credit for student teaching?

A satisfactory evaluation includes demonstration of meeting the standards of dispositions and classroom performance, passing grades from the education faculty, cooperating teacher, and the Alt. Cert. faculty evaluator; Scores of Meeting and/or Exceeding on criteria included on the student teaching final evaluation; Passing grades in the Practicum course (ED 295B) and submission of three professional letters of recommendations which include one from the cooperating teacher (if applicable) or department chair, the Alt. Cert. faculty evaluator and the CTE student teacher's choosing.

The role of school faculty in the assessment of candidate performance during clinical practice.

What paperwork will be required to complete by the school faculty?

Cooperating teachers will provide written evidence of observations/meetings with the CTE teacher candidate in the field experience, ED 295A (Observation & Participation) and during the Student teaching experience (ED 295B).
The Collaborative Assessment Log is a tool to be used for collaboration and debriefing at the post observation conferences. This document serves as a mentoring tool and is not formally submitted to the faculty evaluator. The Observation & Participation Growth Report will document three areas of strength and three areas for professional development for the teacher candidates working in their classrooms. This report is to be used as a goal setting tool and will serve as a mentoring conversation. During the second semester of Practicum, Cooperating Teachers will complete a Professional Dispositions Assessment for both mid and end of the term.
CTE teacher candidates are responsible for arranging a conference with their Cooperating teacher at the beginning, middle and end of the field placement to collaborate and discuss the outcomes of the observations and set goals for effective practice.
The CTE teacher candidate, the Cooperating teacher, and the Alternative Certification faculty evaluator will sign both the Growth Report and Dispositions Assessment. The CTE teacher candidate and Cooperating Teacher should each receive copies, and the originals will be submitted to the Alternative Certification faculty evaluator.

The following overview will highlight the responsibilities of the Cooperating Teacher:
ED 295A:

- Three observations (optional use of Collaborative Logs)
- Completion of the Growth Report (mid and end of the semester)

ED 295B:

- Three observations
- Completion of the Professional Dispositions Assessment (mid and end of the semester)

How much weight does my evaluation of the teacher candidate count toward the teacher candidate's "grade?"

The Cooperating teacher's evaluations during each semester are important documents in assessing progress toward becoming a professional teacher. The student teaching final evaluation becomes part of the placement file which may be sent to future employers. The Cooperating teacher's assessment weighs heavily in the decision as to the final grade, although the Leeward CC faculty evaluator actually assigns grades. Teacher candidates who have not demonstrated that they are ready to move to the next level often repeat field experience or student teaching to demonstrate their knowledge, skills, and dispositions for teaching. CTE teacher candidates who do not demonstrate the required levels of performance will not be recommended for licensure.

Response 8

SUMMARY FOR LEEWARD COMMUNITY COLLEGE SATEP REVIEW
LEEWARD COMMUNITY COLLEGE RESPONSE

8. A detailed explanation of how school based clinical Leeward CC faculty members are systematically and regularly evaluated. Submit the evaluation tool and accompanying scoring guide that will be used to formally evaluate the faculty. Explain when and how they will be evaluated.

Full-time faculty and Adjunct faculty are systematically evaluated per union contract and UH system requirements. Faculty members are required to have two peer evaluations each semester along with completing a self- evaluation. The system requires faculty to gain peer reviews from tenured faculty (from within and outside the division). The reviewer writes a summary of the observation followed by a conference to discuss the evaluation. Full-time faculty members submit their peer evaluations for contract renewal, tenure and promotion. Adjunct faculty members submit their evaluations each semester to determine if they will be rehired. The division DPC (Division Personnel Committee) reviews all documents and makes recommendations to the Social Science Division Chair.

The form used for Peer Evaluations follows this page as well as an example of an evaluation completed by a tenured Social Science faculty member for an online class taught by Bobbie Martel. Faculty members are also evaluated by students in each class each semester. The University of Hawaii system uses eCAFE which is a course and faculty evaluation tool. Students complete the evaluation online at the end of each semester and results are sent to the faculty member and to the Division Chair. Through a numbered rating system with 5.0 being the highest and open ended questions where students write comments and reflections of the course and the instructor, faculty can use the results to set goals for improvement based on the evaluations. A sample of the eCAFE evaluation is included.

The school based clinical faculty evaluator will be teaching ED 295A (O&P Practicum) and ED 295B (Student teaching practicum). Alternative Certification candidates will be completing the eCAFE course and faculty evaluation at the end of each semester. Peer reviews will be completed in the same process as previously discussed.

PEER INSTRUCTION EVALUATION FORM (DE)

Please evaluate the instructor by commenting after observation of a class period and conference with the instructor.

Course/Sec: Develop Lang & Literacy, Ed 291 CRN: 54404 Semester Year: Fall 2011

Instructor: Ms. Roberta (Bobbie) Martel Peer Evaluator: Gholam Khaleghi

1. Instructor provides constructive and timely feedback (interest-in and enthusiasm for subject). Comment:

Yes. Bobbie provides constructive feedback in a timely manner. She uses Laulima Toolmail, Forum, Annoucement, and Ut"i Mail system to communicate enthusiastically with her students. The layout of the course shows how deeply she is interested in·helping students to succeed by providing a great learning environment . The syllabus provide all the information students need to know about the course and grading system among others.

2. Course design and methods used to present subject matter. (Innovative, imaginative, versatile, interesting.) Comment:

Bobbie has created an exemplary Laulima course website that many can follow. The course is well structured and organized. The homepage contains a video clip of Bobbie, warmly welcoming students and introducing herself and the course. She also has a great Lauilam tutorial and other useful information and Announcements for the students to see the location of their weekly activities. The layout of the course module is consistent and very simple for students to navigate through different types of media. Bobbie also has removed the unnecessary tools so students don't get confused about their activities.

3. Interaction and collaboration- instructor to student, student to instructor, student to content, student to student. Comment:

This course has providing several ways for students to contact and communicate with each other and with their instructor. For example Bobbie is interacting with students via Laulima Mailtool, Forum, Announcement Tools, and UH Mail System. Students also use the Laulima Mailtool, Forum, and UH Mail System to interact with their instructor as well as with their classmates.
It is very easy for the students to interact with the course content. This is due to the fact that the course layout is very user friendly and all the activities are clearly and conveniently located on the home-page

4. Instructor's interest in instructional improvement. (Accepting suggestions and constructive criticisms, etc.) Comment:

There is no need for instructional improvement.

5. Are the course objectives clear and does the instructor follow the course outline. Comment:

Yes, the course objectiv

Methods of evaluation: (Check) _____

Online/website visitation
Observation of
laboratory instruction,
discussion groups,etc.
Use of multimedia

Conference with instructor
electronic resources (up to date)
Others

Additional comments:

Nov. 18, 2011
Date

Signature of Peer

This evaluation has been discussed with me:

Signature of Instructor

It is recommended that each instructor and lecturer have two (2) peer evaluations each semester. At least one of the evaluations should be done by the Division Chairperson or DPC each year.

eCAFE / INSTRUCTOR

UNIVERSITY OF HAWAI'I

Instructor: Roberta Martel
Campus: Leeward Community College
Course: ED 291

Semester: Fall 2010
Department: Education
Crn(Section): 51439 {0}, 51440 (0), 52159 (0)

1. I gained a good understanding of concepts/princiJles in this fiel d.									
	Mean	N-Size	Std Dev		Strongly Disagree	Disaqree	Neutral	Agree	Strongly Agree
Campus	4.36	707	0.82	Freq(%)	10 (1%\	12 (2%\	59(8%\	257 (36%)	369(52%\
CoiiElQ_e	4.36	707	0.82	Fre_g(_o/ol	10_(1%	12 (2%)	59(8%1	257 (36%)	369 (52%)
Division	4.37	301	0.83	Freq(%)	4 (1%)	6(2%1	25(8%\	105 (35%)	161 (53%)
Department	4.65	88	0.55	Freq(%	0(0%)	0(0%\	3(3%\	25 (28%)	60 (68%)
Your class	4.65	17	0.49	Freq(%\	0(0%)	0(0%)	0(0%)	6 (35%)	11 (65%)
Section 0	4.86	7	0.38	Freq(%'	0(0%)	0(0%)	0(0%)	1 (14%)	6(86%)
Section 0	4.5	10	0.53	Freq(o/ol	0 (0%)	0(0%)	0 (0%)	5 (50%1	5(50%1

2. I deepened mv interest in the subject matter of this course.									
	Mean	N-Size	Std Dev		Strongly Disa_gree	Disagree	Neutral	Agree	Strongly Agree
Campus	4.44	209	0.9	Freq(%\	2 (1%)	1 (0%)	14 (7%)	64 (31%)	125 (60%)
College	4.44	209	0.9	Freq(%)	2 (1%)	1 (0%)	14 (7%)	64 (31%\	125 (60%)
Division	4.54	125	0.83	Freq(%1	0(0%)	0(0%)	7(6%)	34 (27%\	82 (66%)
Department	4.58	78	0.92	Freq(%'	0_(0%)	0(0%)	3(4%)	17I22%	56(72%1
Your class	4.75	16	0.45	Freq(%)	0(0%)	O(O%J	0(0%)	4(25%	12 (75%)
Section 0	5.0	6	0.0	Freq(%)	0(0%)	0(0%)	0(0%)	0(0%	6 (100%)
Section 0	4.6	10	0.52	Freq(%)	0(0%)	0(0%)	0(0%)	4(40%	6(60%)

3. I enjoyed this course.									
	Mean	N-Size	Std Dev		Strongly DisaQree	Disagree	Neutral	Agree	Strongly AQree
Campus	4.11	263	1.04	Freq(%1	10_(4%)	9i3%}	43_(16%1	82_(31%)	119 (45"/o
College	4.11	263	1.04	Freq(%)	10 (4%)	9(3%	43 (16%)	82 (31%)	119 (45%
Division	4.07	139	1.04	Fr %	5_{4%)	6(4%\	22 (16%)	47 (34%)	59 (42%\
Department	4.67	54	0.55	Freq(%)	010%)	0(0%	2 (4%)	14 (26%)	38_(70%
Your class	4.71	17	0.47	Freq(%)	0(0%\	0(0%1	0(0%)	5(29%)	12 (71%1
Section 0	5.0	7	0.0	Freq(%)	0(0%\	0(0%\	0(0%)	0(0%)	7 (100%\
Section 0	4.5	10	0.53	Freq(%)	0(0%\	0(0%\	0(0%)	5 (50%)	5(50%\

4. I developed skills needed by professionals in this field.									
	Mean	N-Size	Std Dev		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
CamJ:JUS	4.38	333	0.84	Freq(%)	4 (1%\	5 (2%\	30(9%\	110 (33%)	183 (55%1
College	4.38	333	0.84	Freq(%	4_{1%\	5(2%\	30(9%\	110(33%)	183 (55%\
Division	4.61	54	0.83	Freq(%)	0_(0%)	0{0%1	2(4%1	12_(22%)	39 (72%1
Department	4.61	54	0.83	Freq(%)	0 (0%\	0(0%1	2(4%\	12 (22%)	39 (72%1
Your class	4.81	16	0.4	Freq(%)	0(0%)	0 (0%)	0(0%)	3(19%)	13 (81%\
Section 0	5.0	7	0.0	Freq(%)	0(0%)	0(0%)	0(0%)	0(0%)	7(100%)
Section 0	4.67	9	0.5	Freq(%1	0_{0%)	O_L0%1	0(0%1	3_(33%1	6_(67%\

5. What did you find most valuable and helpful about the course?

What I found most helpful was the fact that we are required to go out into the teaching field and actually experience what it's like to be in a classroom. this will be very_he!Qful in the future.

I loved how the course made the class feel like a family and was very helpful with qettinq our foot into the door of being a teacher!

teacher was very motivational and brought the class content together very well. made it easier to understand. she has wonderful ideas that she constantly shares in class and that has allowed me to a_QQiy these methods/skills to my classroom.

This course had helped me have a deeper view on how to teach students with literacy skills or help them with these skills. I know now how to try and keep my class active and learninq in every area.

EverYthing. All the practice on running records was really helpful for what I may encounter as a teacher.

I loved how interactive the class was.

Much of the reading material and discussion were easy to read and understand. Sharing our thoughts with other classmates I found to be extremely helpful.

Videos are usually hard to follow and rather borinQ. Ms. Martel did very well to remain enthusiastic clear and fun.

the text and her online lectures were very informative and i learned a lot about developir:lQ_ literacy in our children

I feel the weekly Forum questions were helpful. It helped me to comprehend the textbook readings. I also enjoyed reading the classes posts in the Forum, which helped me to see different perspectives.

Professor Martel put together a well developed online course to engage students through dicussions, assignments, and videos. I really enjoyed this class and would recomend other AAT students to take this course.

i think bobbie modeled a great example of what an encouraging, understanding, and sympathetic teacher would be like. She seemed very loving and caring through the web and it encouraged me to do my best through out her course.

I found the text book readinqs most helpful

The forum was so valuable, cause we are able to realize that we all have one purpose, and that is to be a qreat teacher someday.

The textbook in this course was of great value. The information tied in very well with the online lectures. The course provided information that is necessary for a degree in teaching. A lot of material that I learned about literacy in education is used in the work setting. So I found this course to very informative. I also found the videos of Ms.Martel to be very helpful. Even though this course was online she provided informative videos to explain the material and the case study.

The assignments were good a making you think in a real world situation.

6. The instructor is enthusiastic about the course material.

	Mean	N-Size	Std Dev		Strongly DisaQree	Disagree	Neutral	Agree	Strongly AQree
Campus	4.67	319	0.75	Freq(%)	3 (1%1	1 (0%1	13 (4%1	55 (17%)	245 (77%1
ColleQe	4.67	319	0.75	Freq(%)	3 (1%1	1 (0%1	13 (4%1	55 (17%)	245 (77%)
Division	4.82	101	0.43	Freq(%1	0_(0%\	0(_0%1	2(2%\	14 (14%)	85 (84%\
De_j)_artment	4.83	54	0.38	Freq(%)	0(0%)	0(0%1	0{0%1	9_{_17%)	45(83%1
Your class	4.88	17	0.33	Freq(%)	0(0%)	0(0%)	0(0%)	2 (12%)	15 (88%)
Section 0	5.0	7	0.0	Freq(%)	0(0%)	0(0%1	0(0%)	0(0%)	7 (100%)
Section 0	4.8	10	0.42	Freq(%)	0(0%)	0 (0%)	0 (0%)	2 (20%1	B(_80o/ol

7. The instructor appears to have a thorough knowledge of the subject.

	Mean	N-Size	Std Dev		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Campus	4.63	664	0.81	Freq(%	7_(1%)	7 (1%)	25(4%)	121 (18%)	499 (75%)
College	4.63	664	0.81	Freq(%1	7 (1%)	7 (1%)	25(4%)	121 (18%)	499 (75%)
Division	4.45	198	0.99	Freq(%1	5_(3%)	3 (_2o/ol	13 (7%)	44 (22%)	131 (66%1
Department	4.71	35	1.07	Freq(%1	1 (3%)	0(0%)	0(0%)	1 (3%)	32 (91%)
Your class	4.94	16	0.25	Freq(%\	0(0%)	0(0%)	0(0%)	1 (6%)	15 (94%)
Section 0	5.0	6	0.0	Freq(%\	0_(0%)	0 (_Oo/ol	0 (0%)	0(_0%)	6_(100%)
Section 0	4.9	10	0.32	Freq(%1	0(0%)	0 (0%}	0 (0%}	1 (10%}	9 (90%)

8. The instructor broadened my understandinq and rasp of the subject.

	Mean	N-Size	Std Dev		Strongly Dis ree	Disagree	Neutral	Agree	Strongly Agree
Campus	4.42	74	1.01	Freq(%)	3(4%}	1 (1%}	7(9%}	14 (19%)	49 (66%
CoiiE!fl_e	4.42	74	1.01	Freq(%)	3 (4%1	1 (1%1	7(9%}	14 (19%)	49 (66%
Division	4.73	40	0.72	Freq("/o	1_(3%1	01_0%1	0(0%)	7 {18%)	32 (80%\
Department	4.88	17	0.33	Freq(%)	0 (0%	0(0%	0(0%)	2 (12%)	15 (88%1
Your class	4.88	17	0.33	Freq(%)	0(0%\	0(0%1	0(0%1	2 (12%)	15 {88o/ol
Section 0	5.0	7	0.0	Freq(%)	0(0%\	0(0%	0(0%1	0(0%)	7 (100%1
Section 0	4.8	10	0.42	Fr o/ol	0_(0%1	0_(0%1	0(0%1	21_20%)	8_(80%\

9. The instructor was effective in meeting the objectives of the course.									
	Mean	N-Size	Std Dev		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Campus	4.51	147	0.83	Fregf_o/o}	1(1%)	2 (1%)	10(7%)	37 (25%1	96 (65%)
College	4.51	147	0.83	Freg{o/o}	1 (1%)	2 (1%)	10 (7%)	37 (25%)	96 (65%1
Division	4.48	84	0.83	Freq(%)	1 (1%)	1 (1%	9 (11%)	19 (23%)	54 (64%\
Department	4.8	41	0.51	Freq(%)	0(0%	0(0%1	2(5%	4 (10%1	35 (85%
Your class	4.88	17	0.33	Freq(%)	0(0%	0(0%1	0(0%1	2 (12%)	15 (88%\
Section 0	5.0	7	0.0	Freq(%)	0(0%\	01 0%\	0(0%'	0(0%)	7 (100%1
Section 0	4.8	10	0.42	Freq(%)	0(0%1	0(0%\	0(0%\	2(20%)	8(80%\

10. The instructor maintains an atmosphere of good feeling in class.									
	Mean	N-Size	Std Dev		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Campus	4.44	173	1.15	Freq(%)	1 (1o/o}	1_{_1%1	14 (8%1	27 (16%)	123 (71%)
College	4.44	173	1.15	Freq(%1	1 (1%)	1 (1%)	14 (8%)	27 (16%1	123(71%)
Division	4.92	26	0.39	Freq(%1	0(0%)	0(0%)	1 (4%)	01 0%	25 (96%1
Department	4.88	17	0.49	Fre_q{_%'	0(0%)	0(0%)	1 (6%)	0(0%	16(94%)
Your class	4.88	17	0.49	Freq(%)	0(0%)	0(0%)	1 (6%)	0(0%1	16(94%)
Section 0	5.0	7	0.0	Freq(%)	0(0%)	0(0%)	0(0%)	01 0%'	7_(100o/ol
Section 0	4.8	10	0.63	Freq(%1	0(0%)	0(0%)	1 (10%)	0(0%1	9(90%)

11. The instructor treated students with respect.									
	Mean	N-Size	Std Dev		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Campus	4.64	309	0.74	Freq(%)	0(0%1	2 (1%1	14 (5%1	61 (20%)	229 (74%\
College	4.64	309	0.74	Freq(%)	0(0%1	2 (1%\	14 (5%1	61 (20%1	229 (74%\
Division	4.59	76	0.73	Fregf_o/ol	0(0%\	1_(1%\	8_(11%\	12 (16%)	55 (72%)
Department	4.93	27	0.27	Freq(%)	0(0%\	0(0%1	0(0%1	2(7%)	25 (93%)
Your class	4.94	17	0.24	Freq(%)	0 (0%)	0 (0%)	0 (0%)	1 (6%)	16 (94%)
Section 0	5.0	7	0.0	Freq(%)	0(0%)	0(0%)	0(0%)	0(0%)	7 (100%)
Section 0	4.9	10	0.32	Freq(%)	0 (0%\	0(0%)	0(0%)	1 (10%)	9(90%)

12. The instructor makes me feel free to ask questions.									
	Mean	N-Size	Std Dev		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Campus	4.62	341	0.79	Freq(%'	3 (1%)	5 (1%)	14 (4%)	66 (19%)	251 (74%)
College	4.62	341	0.79	Freq(%	3(1%)	5 (1%)	14(4%)	66 (19%	251 (74%)
Division	4.51	139	0.93	Freq(%1	3(2%)	2 (1%)	8(6%)	29 (21%1	96 (69o/ol
Department	4.76	54	0.82	Freq(%'	0(0%)	1 (2%)	0(0%)	5(9%	47 (87%)
Your class	4.94	16	0.25	Freq(%1	0(0%)	0(0%)	0(0%)	1 (6%1	15194%)
Section 0	5.0	6	0.0	Freq(%)	010%)	0(0%)	O(Oo/ol	01 0%\	6_(100o/ol
Section 0	4.9	10	0.32	Freg{%\	O(Oo/ol	Oj_Oo/o)	0(0%1	1 {10%\	9 (90%)

13. Students frequently volunteer their own opinions.									
	Mean	N-Size	Std Dev		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Campus	4.47	85	0.67	Freq(%)	0(0%)	0(0%	8(9%)	29 (34%)	48 (56%1
College	4.47	85	0.67	Freq(%)	0(0%)	0(0%	8(9%)	29 (34%1	48 (56%'
Division	4.56	64	0.64	Freq(%)	010%	0_(0%1	5(8%\	18 {28%)	41 (64%\
Department	4.82	17	0.39	Freq(%)	0(0%\	0(0%	0(0%\	3 (18%)	14 (82%1
Your class	4.82	17	0.39	Freq(%)	0(0%1	0(0%1	0(0%1	3 (18%)	14 (82%1
Section 0	5.0	7	0.0	Freq(%)	0(0%)	0(0%)	0(0%)	0(0%)	7 (100%)
Section 0	4.7	10	0.48	Freq(%)	0(0%)	0(0%1	0(0%)	3(30%)	7(70%)

14. The instructor tells students when they have done especially well.									
	Mean	N-Size	Std Dev		Strongly Disagree	Disagree	Neutral	Agree	Strongly Aqree
Campus	4.86	28	0.45	Freq(%	0(0%\	0(0%\	1 (4%1	2J7%	25 (89%)
Colleqe	4.86	28	0.45	Freq(%'	0(0%)	0(0%\	1 (4%)	2(7%\	25 (89%)
Division	4.94	17	0.24	Freq(%	0(0%)	0(0%\	0(0%)	1 (6%\	16 (94%)
Department	4.94	17	0.24	Freq(%\	0(0%)	0 (0%\	0(0%	1_1_6%\	16 (94%}
Your class	4.94	17	0.24	Freq(%\	0(0%)	0(0%)	0(0%	1 (6%)	16 (94%)
Section 0	5.0	7	0.0	Freq(%\	0(0%)	0(0%)	0(0%\	0(0%)	7{100%1
Section 0	4.9	10	0.32	Freq(%)	0 {0%1	0{0%)	0{0%	1 (10%)	9(90%)

15. The instructor was thoughtful and recise in res onse to questions.									
	Mean	N-Size	Std Dev		Strongly Disagree	Disagree	Neutral	Agree	Strongly Aqree
Campus	4.48	91	1.03	Freq(%)	3(3%	2(2%)	2(2%)	20_1_22%)	63 (69%\
Colleqe	4.48	91	1.03	Freq(%)	3 (3%\	2_1_2%)	2(2%)	20 (22%	63 (69%)
Division	4.94	17	0.24	Freq(%)	0(0%	0(0%)	0(0%)	1 (6%	16 (94%)
Department	4.94	17	0.24	Freq(%)	0 (0%\	OLO%	0(0%)	1 (6%\	16 (94%)
Your class	4.94	17	0.24	Freq(%)	0(0%)	0(0%	0(0%)	1 (6%\	16 (94%)
Section 0	5.0	7	0.0	Freq(%)	0(0%)	0(0%\	0(0%)	0(0%\	7 (100%)
Section 0	4.9	10	0.32	Freg{_%}	0(0%\	0{0%\	0 (0%)	1 (10%\	9(90%)

16. The instructor was willinq to help.									
	Mean	N-Size	Std Dev		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Cam_l)_us	4.57	385	0.85	Freq(%\	5(1%)	3 (1%\	23(6%)	74 (19%)	277(72%)
College	4.57	385	0.85	Freq{%)	5(1%)	3 (1%)	23 (6%	74 (19%)	277 (72%)
Division	4.45	132	1.01	Freq(%)	4(3%)	2(2%)	11 (8%\	24 (18%)	90 (68%)
Department	4.6	35	1.17	Freq(%\	1 (3%)	1 (3%\	0(0%\	2_1_6%)	30 (86%1
Your class	4.76	17	0.75	Freq(o/<>}	0(0%)	1 (6%)	0 (0%\	1 (6%)	15 (88%)
Section 0	5.0	7	0.0	Freq(%)	0(0%)	0(0%)	0(0%\	0(0%)	7 (100%)
Section 0	4.6	10	0.97	Fregf_%_)	0(0%)	1 (10%)	0(0%\	1 (10%)	8(80%)

17. Work rec uirements and grading system were clear from the beqinning.									
	Mean	N-Size	Std Dev		Strongly Disaqree	Disagree	Neutral	Agree	Strongly Aqree
Campus	4.69	337	0.74	Freq(%)	2(1%)	4(1%)	11 (3%\	52 (15%)	266 (79%\
College	4.69	337	0.74	Freq(%)	2 (1%)	4 (1%)	11 (3%\	52 (15%)	266 (79%\
Division	4.94	17	0.24	Freq(%)	0(0%)	0(0%)	0(0%)	1 (6%)	16(94%)
DeQartment	4.94	17	0.24	Freq(%)	0(0%)	0(0%)	0(0%)	1 (6%)	16 (94%)
Your class	4.94	17	0.24	Freq(%)	0(0%)	0 (0%)	0(0%)	1 (6%)	16(94%)
Section 0	5.0	7	0.0	Freq(%)	0(0%)	0(0%)	0(0%)	0(0%)	7 (100%)
Section 0	4.9	10	0.32	Freq(%)	0(0%)	0(0%)	0(0%)	1 (10%)	9(90%)

18. What did you find most valuable and helpful about the instructor?
She is always there to answer your questions and is very caring towards students.
I want to be an awesome, enthusiastic, friendly, caring, helpful teacher just like Mommy Martel some day, but those are etremely huge shoes to fill :/
She is very kind! She never highlights the negative and always hits on the positive. She is an ispiring teacher that knows her stuff. She makes me excited to learn and I truly enjoyed her class.
she is very supportive and encouraging. She make me feel that I can make a difference in a child's life by not giving up on the educational environment and to believe that children can and will succeed regardless of their shortcomings.
Roberta Martel is the "bestest" instructor EVER:) In everything, she is helpful.
Everything! She is so helpful and makes sure the class has a good understanding of the subject matter. She was really hel >_ful and easy to get a hold of.
Her responses were always full of positive things. She would continue to post opportunities for students and had well thought out questions for discussions.
unfortunately, i did not feel that i got timely responses or feedback from professor martel. i emailed her on more than once some questions and her responses were rather delayed.
Although my class was done entirely online, Roberta Martel was available for help. She was very helpful when I had questions about my work. She was friendly and sounded very excited to speak to me. Her telephone voice was very welcoming. I felt comfortable with this course.
She made the requirements really clear and the expectations were clear too. I feel that the experience that Professor Martel brings to the table is priceless.
She was very welcoming and was always willing to helj:l_ when it was needed. She is willing to help and always available on line or in her office.
She is very pleasing and very easy to understand. She would always give us extra time, and ask if we need help, and she is always there to guide us. Thank You!
I really enjoyed how Ms.Martel provided feedback on our work. Even though it was an online course she provided daily updates about the course. She was very involved in the course and very encouraging with her up-building comments on our work.
Everything was laid out very easily on the web page, making assignment much easier. She was very helpful and really cares about all her students.

19. Please list your suggestions for improving the course and/or the instructor's teaching style and methods.
NOTHING!
I wouldn't change a thing. None,_ great class!!!!
A face to face party! To see all our classmates!
none
None
None, it was great already.
Maybe, at the beginning of each on-line class we could all meet. I know it is an on-line class, I think it is easy for us to talk to people in the forum if we can place a face in the persons name. Just thinking!!!!
The main assignments in this course were discussion boards. The discussion boards was a great way to complete assignments and see how other students understood the material. It provided great communication among the students in the online course. I would have also liked some assiqnments other than the use of the discussion boards.

20. Reading assiqnments are interesting and stimulating.

	Mean	N-Size	Std Dev		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Cam !)us	4.2	64	0.98	Freq(%	0(0%)	2(3%\	9 (14%\	22 (34%)	30 (47%)
College	4.2	64	0.98	Freq(%'	OjO%)	2 (3%)	9j14%)	22 (34%)	30 (47%)
Division	4.42	50	0.73	Freq(%\	0(0%)	1 (2%)	4(8%\	18 (36%	27 (54%)
Dep artrnent	4.54	41	0.64	Freq(%1	0(0%)	0(0%\	3(7%\	13 (32%	25(61%)
Your class	4.53	17	0.62	Freq(%\	0(0%)	0 (0%)	1 (6%)	6(35%)	10 (59%)
Section 0	4.57	7	0.53	Freq(%\	0(0%)	0(0%)	0(0%)	3(43%)	4 (57%)
Section 0	4.5	10	0.71	Freq(%)	0(0%)	0(0%)	1 (10%)	3(30%)	6(60%)

21. Other comments:
LOVED LOVED LOVED this class!
Thank you for being a great teacher! It was an honor to be your student, and I cant wait for next semester. Thank you for being so understanding and always willing to help!
Awesome Bobbie :) I enjoyed your class. Maika'i loa
None, I really enjoyed the course.
N/A
Great Online Class!
Thank You so very much, I really enjoy this class.

INSTRUCTION
PEER EVALUATION FORM

Please evaluate the instructor by commenting after observation of a class period and conference with the instructor.

Instructor: _____ Course: _____ CRN: _____

Peer Evaluator: _____ Semester/Year: _____

1. Instructor's interest in and enthusiasm for subject.

   COMMENT: _____

   _____

   _____

   _____

   _____

   _____

2. Techniques and methods used to present subject matter. (Innovative, imaginative, versatile, interesting, etc.)

   COMMENT: _____

   _____

   _____

   _____

   _____

   _____

3. Student interest and enthusiasm. (Apparent student response and attitude toward teacher.)

   COMMENT: _____

   _____

   _____

   _____

   _____

4. Instructor's interest in instructional improvement. (Accepting suggestions and constructive criticisms, etc.)

COMMENT: _____

_____

_____

5. Are course objectives clear and does the instructor follow the course outline?

COMMENT: _____

_____

_____

_____

METHODS OF EVALUATION: (Check v)

Classroom visitation
Course outline
Observation of lab instruction, discussion groups, etc.
Use of maps
Listening to tape, etc.
VTRs
Conference with instructor
Newspaper article (up-to-date)
Others

ADDITIONAL COMMENTS: _____

_____

_____

_____

This evaluation has been discussed with me:

_____ _____
Signature of peer Date Signature of instructor Date

It is recommended

Response 9

SUMMARY FOR LEEWARD COMMUNITY COLLEGE SATEP REVIEW LEEWARD COMMUNITY COLLEGE RESPONSE

9. A detailed description of how the professional community is involved in the development and evaluation of its assessment system.

Dr. Kenneth Johnson, former Cooperative Education Coordinator for the University of Hawaii, Honolulu Community College and now Professor Emeritus, has been, and continues to be, an excellent mentor related to the design of the Alternative Certification for CTE Licensure Program. His many years of research on alternative pathways and advocacy for career and technical education provided a wealth of information that influenced the structure of the course of study and assessment systems.

Regular meetings with key figures including Dr. Johnson, Bernadette Howard, Hawaii State Director for the National Association of State Directors of Career and Technical Education Consortium, and Sherilyn Lau, the CTE State Resource Teacher for the Hawaii Department of Education CTE Career Pathways, guided the Alternative Certification faculty in the development of project based learning assignments and assessments focused on Career and Technical pathways.

In addition, meetings have been held (and will continue each semester) with CTE resource teachers from the Kauai complex area (Kapaa High School), Maui complex, (Lahainaluna High School), Windward Oahu district office, the CTE coordinators for Radford High School, Mililani High School, Leilehua High School and the CTE District Resource Teacher for Oahu. These leaders in career and technical education within the State continue to be involved in conversations about their specific program requirements and challenges, as well as to work in unison with the Alternative Certification for CTE Licensure Program Coordinator in the development and evaluation of its assessment system. Thanks to the input of these experts a sound foundation has been established that will support the preparation of effective practitioners for the CTE secondary classroom.

Response 10
SUMMARY FOR LEEWARD COMMUNITY COLLEGE SATEP REVIEW
LEEWARD COMMUNITY COLLEGE RESPONSE

10. A description of the follow up studies of graduates and employers and how they are aligned with the assessment of content knowledge, pedagogical content knowledge and skills, and dispositions. Submit copies of the Exit Survey, the Follow-Up Survey, and the Employer Survey.

To collect information from alumni and employers about graduates' professional dispositions, assessment of content knowledge and pedagogical content knowledge and skills, the program will use a graduate follow-up survey which will document candidate's perceptions of the program. Through an online survey which is still being developed, graduates will reflect on the level of preparation and rate the program. The development of the online survey using Tk20 has been slower than expected due to the delay in the release of funds for the TAACCCT grant that was awarded to Leeward CC for the Associate of Arts in Teaching and the Alternative Certification for CTE Licensure programs.

The $2.5 million dollar Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant will support three goals for the Unit, to enhance, expand and accelerate. An emphasis of this grant is to create a database which will track candidates and collect the results of their key assessments for the Alternative Certification Degree in an electronic portfolio. Through the grant funds, Leeward Community College is in the process of purchasing the Tk20 electronic portfolio system which will also generate the exit, follow-up and employer surveys in a systematic way. Thankfully, approval to begin using the funds came on Friday, May 31, 2013.

During the last semester of attendance, the candidates complete an "Exit Survey" which provides feedback from the candidate on their perception of the program's preparation along with information regarding employment. After graduation, the CTE candidate will be contacted a year later and asked to participate in a "Follow-up survey" This survey essentially asks the same types of questions as the Exit Survey, but proficiency of the 10 HTSB standards is in the context of the candidate in his/her current teaching job. An additional survey will be completed by each candidate's employer, which asks questions focused on the 10 HTSB standards.

With the delay of the online surveys being created in Tk20, the Alternative Certification program used the exit survey that follows with our first two program completers. This survey and the Practicum portfolio are aligned with the assessment of content knowledge, pedagogical content knowledge and skills and dispositions.

The creation of the exit survey was informed by the great work of the BC TNE Evidence Team and the creation of the Principal's survey was informed by UH Manoa's COE.

Alternative Certification for CTE Licensure Program

Exit Survey

The purpose of this survey is to obtain your views regarding preparation in the Alternative Certification for CTE Licensure Program (Alt. Cert.) at Leeward Community College. We hope to use your input to improve the Alternative program.

Using the following scale; A= Excellent, B=Good, C=Fair, and D=Poor, rate how your Alternative Certification program prepared you to do the following:

My Alternative Certification program prepared me to:	Excellent	Good	Fair	Poor
1. reflect on and evaluate my philosophy of teaching.	A	B	C	D
2. use inquiry methods to create an effective learning environment.	A	B	C	D
3. know ways to diversify lessons to meet the needs of individual students.	A	B	C	D
4. seek and use feedback and assessment data to improve instruction.	A	B	C	D
5. create learning experiences to make the CTE course content meaningful.	A	B	C	D
6. make decisions about teaching based on classroom evidence.	A	B	C	D
7. plan engaging standards based instruction for my CTE classroom.	A	B	C	D
8a. read and understand Individual Education Plans (IEP) and provide appropriate accommodations for individual students in my classroom.	A	B	C	D
8b. read and understand 504 plans and provide appropriate accommodations for individual students in my classroom.	A	B	C	D

9. accommodate individual differences by adapting curriculum and instruction.	**A**	**B**	**C**	**D**
10. use educational technology as a learning tool.	**A**	**B**	**C**	**D**
11. motivate students to participate in academic tasks.	**A**	**B**	**C**	**D**
12. use classroom management techniques/procedures.	**A**	**B**	**C**	**D**
13. teach problem solving, conceptual understanding, and other aspects of higher-order thinking.	**A**	**B**	**C**	**D**
Using the scale, A=Excellent, B=Good, C=Fair and D=Poor, how would you rate the overall effectiveness of the following:	**Excellent**	**Good**	**Fair**	**Poor**
14. your practicum experience in O&P (field experience) ED 295A.	**A**	**B**	**C**	**D**
15. your practicum experience in Student Teaching ED 295B.	**A**	**B**	**C**	**D**
16. feedback from your education instructors.	**A**	**B**	**C**	**D**
17. feedback from your Alt. Cert. faculty evaluator.	**A**	**B**	**C**	**D**
18. feedback from your cooperating teacher (if applicable).	**A**	**B**	**C**	**D**
19. feedback from your division chair or CTE resource teacher (if applicable).	**A**	**B**	**C**	**D**
20. professional advisement on applying for licensure and applying to the DOE.	**A**	**B**	**C**	**D**

Using the scale A=Excellent, B=Good, C=Fair, and D=Poor, rate the following teacher preparation resources in terms of their usefulness in preparing you for the classroom:

	Excellent	Good	Fair	Poor
21. Practicum syllabus	**A**	**B**	**C**	**D**
22. Practicum portfolio with evidence using HTSB standards.	**A**	**B**	**C**	**D**
23. Practicum portfolio of reflections.	**A**	**B**	**C**	**D**
24. courses taken in the Alternative Certification program.	**A**	**B**	**C**	**D**

Using the scale A=Excellent, B=Good, C=Fair, and D=Poor, rate how your Alternative Certification for CTE Licensure program prepared you to teach CTE students:

	Excellent	Good	Fair	Poor
25. with different ability levels in the same class.	**A**	**B**	**C**	**D**
26. from different socio-economic backgrounds.	**A**	**B**	**C**	**D**
27. from diverse racial/ethnic/cultural backgrounds.	**A**	**B**	**C**	**D**
28. with different linguistic backgrounds.	**A**	**B**	**C**	**D**
29. with special needs.	**A**	**B**	**C**	**D**
30. multi-cultural issues and perspectives.	**A**	**B**	**C**	**D**
31. legal and ethical responsibilities of teachers.	**A**	**B**	**C**	**D**

Using the scale A=Excellent, B=Good, C=Fair, and D=Poor, rate how your Alternative Certification for CTE Licensure program prepared you to do the following:

My Alternative Certification program prepared me to:	Excellent	Good	Fair	Poor
32. Utilize an in depth knowledge base in my CTE content licensure area.	**A**	**B**	**C**	**D**

33. understand the concepts, principles, and reasoning methods of the CTE content that I will teach.	**A**	**B**	**C**	**D**
34. develop an understanding of reading and language development to advance literacy and writing in all students.	**A**	**B**	**C**	**D**
35. use knowledge of writing processes to provide instruction and opportunities for writing across all CTE content areas.	**A**	**B**	**C**	**D**

Using the scale A=Very Satisfied, B=Satisfied, C=Dissatisfied, and D=Very Dissatisfied, rate how satisfied you were with the following aspects of your Alternative Certification for CTE Licensure program:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
36. online class forum discussions.	**A**	**B**	**C**	**D**
37. assigned readings.	**A**	**B**	**C**	**D**
38. course assignments/projects.	**A**	**B**	**C**	**D**
39. instructor's methods of evaluating candidates.	**A**	**B**	**C**	**D**

Using the scale A= Strongly Agree, B=Agree, C=Disagree, and D=Strongly Disagree, respond to the following statements regarding your beliefs about teaching.

	Strongly Agree	Agree	Disagree	Strongly Disagree
40. An important part of learning to be a teacher is examining one's own attitudes and beliefs about race, class, gender, disabilities, and sexual orientation.	**A**	**B**	**C**	**D**
41. For the most part, discussing and teaching multi-cultural topics is only relevant to certain content areas such as social studies and literature.	**A**	**B**	**C**	**D**
42. Good teaching incorporates diverse cultures and experiences into CTE classroom lessons and discussions.	**A**	**B**	**C**	**D**
43. It's reasonable for teachers to have lower classroom expectations for students whose first language is not standard	**A**	**B**	**C**	**D**

English.				
44. Whether students succeed in school depends primarily on how hard they work.	**A**	**B**	**C**	**D**
45. Teachers should believe that all students can learn.	**A**	**B**	**C**	**D**
46. Teachers should treat students and others fairly.	**A**	**B**	**C**	**D**
47. Realistically, the job of a teacher is to prepare students for the lives they are likely to lead.	**A**	**B**	**C**	**D**
48. Teachers should teach students to think critically about government positions and actions.	**A**	**B**	**C**	**D**
49. Accommodate individual differences by adapting curriculum and instruction.	**A**	**B**	**C**	**D**

50. How do you rate your ability to make a significant difference in the learning of your students?

Excellent	Good	Fair	Poor
A	**B**	**C**	**D**

51. In your opinion, rate how well the Alternative Certification for CTE Licensure program prepared you to teach?

Excellent	Good	Fair	Poor
A	**B**	**C**	**D**

52. Would you recommend the Alternative Certification for CTE Licensure program to other prospective CTE teachers?

Definitely Yes	Probably Yes	Probably No	Definitely No
A	**B**	**C**	**D**

Additional Comments:

Thank you for taking the time to complete this survey, your input is very appreciated!!

ALTERNATIVE CERTIFICATION FOR CTE LICENSURE PROGRAM EVALUATION

PRINCIPAL SURVEY

Leeward Community College

The Alternative Certification Program at Leeward Community College uses feedback from employers to improve candidate preparation. This confidential survey has been designed to examine the extent to which you perceive that the Alternative Certification program prepared a member of your staff for his/her professional role.

Graduate's name: _____

Based on my perceptions of the aforementioned teacher who completed the Alternative Certification for CTE Licensure program, I would rank his/her ability to meet the Hawai`i Teacher Performance Standards as follows:

	Does Not Meet Expectations		Meets Expectations		Exceeds Expectations		No Ability to Judge
1. Learner Development	1	2	3	4	5	6	N
2. Learner Differences	1	2	3	4	5	6	N
3. Learning Environments	1	2	3	4	5	6	N
4. Content Knowledge	1	2	3	4	5	6	N
5. Application of Content	1	2	3	4	5	6	N
6. Assessment	1	2	3	4	5	6	N
7. Planning Instruction	1	2	3	4	5	6	N
8. Instructional Strategies	1	2	3	4	5	6	N
9. Professional Learning & Ethical Practice	1	2	3	4	5	6	N
10. Leadership & Collaboration	1	2	3	4	5	6	N

Based on his/her performance, what strengths do you attribute to the training this teacher received?

Based on his/her performance, what areas of training might have been improved?

Additional comments: