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Education Division

**Report to the Hawai'i Teacher Standards Board:
Evidence of Meeting Areas for Improvement (AFIs)
Division of Education
University of Hawai'i West O'ahu
June 12, 2015**

Respectfully submitted,

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TO: The Hawai'i Teacher Standards Board (HTSB)

FROM: Dr. Mary F. Heller, Professor & Chair
Education Division
University of Hawai'i West O'ahu

CC: Dr. Doris Ching, Interim Vice Chancellor for Academic Affairs
Dr. Jacqueline Honda, Director, Institutional Effectiveness

RE: NBI 13-12: Evidence of Meeting NCATE Recommended Areas for Improvement (AFIs)

Per New Business Item (NBI) 13-12, dated October 18, 2013, the purpose of this report is to provide the HTSB with evidence of the UHWO Education Division (Unit) having met the Areas for Improvement (AFIs), as recommended by the National Council for the Accreditation of Teacher Education (NCATE), May 10, 2013.

The UHWO Division of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE). Now in our 7-year accreditation cycle (2013-20), the Education Division embraces a *Continuous Improvement* model, under the guidance of the newly reorganized accreditation body, the Council for the Accreditation of Educator Preparation (CAEP). The effective assessment of Teacher Candidate performance and Unit operations is central to our commitment to *Preparing Knowledgeable, Skillful, Responsive Educators for a Global Society*. The attached narrative report and exhibits provide evidence of our having fully addressed the AFIs over the most recent two academic years.

Thank you for your continued support of our UHWO Teacher Preparation Programs. We truly appreciate the opportunity to work with the HTSB in the service of effective teaching and learning for Hawai'i's students, K-12. If you have questions or concerns about this report, do not hesitate to contact me.

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Report to the Hawai'i Teacher Standards Board:
Evidence of Meeting Areas for Improvement (AFIs)

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

AFI

1. The unit does not ensure candidates effectively measure student learning.

Evidence for Addressing Standard 1:

The Unit (Education Division) engages in multiple, standards-based assessments designed to provide evidence of candidates' effective measurement of student learning. Exhibit A, Curricular Standards Alignment, illustrates where HTSB/InTASC and ACEI Standards are assessed across the teacher education curriculum. Targeted standards relevant to this AFI are HTSB/InTASC Standard 6, Assessment; Standard 7, Planning for Instruction; Standard 8, Instructional Strategies.

Data are collected each semester, analyzed, reflected upon, and discussed by Education Division faculty during its annual fall assessment meeting, as well as during monthly faculty meetings and/or special faculty meetings called to address emerging issues as indicated.

The following exhibits contain data that faculty use to inform course-level, programmatic, and unit operations change. The most recent data from AY 2014-15 is attached to this report. Data from AY 2013-14, as well as archived exhibits from the 2012-13 NCATE accreditation visit, can be viewed at the Education Division's accreditation website: <http://www.uhwo.hawaii.edu/academics/degrees-and-certificates/bachelor-of-education/accreditation/>

- Exhibit B: Standards-based Signature Assignments: Executive Summary
- Exhibits C-D: Knowledge of Content: Content Area Grades; Praxis II Pass Rates
- Exhibit E: Praxis Performance Assessment for Teachers (PPAT): Pilot Data
- Exhibits F-G. Mentor teacher & University Supervisor final evaluations of candidates' field-based practicum and student teaching experiences
- Exhibit H. Teacher Candidate Exit Survey
- Exhibit I. Annual Program Evaluation by Mentor Teachers

Actions To Date: Use of Data to Inform Practice

Teacher Candidates' ability to assess student learning outcomes and use results to inform practice is central to both methods instruction and field-based practicum and student teaching. Analysis of 2014-15 Signature Assignment (Exhibit B) and Supervision evaluation data (Exhibits F-G) reveals a majority of teacher candidates achieved a target score of 2, on average, as follows: Standard 6 (72%); Standard 7 (70%); Standard 8 (70%). With the exception of one candidate who must repeat the student teaching semester, the remaining teacher candidates achieved acceptable ratings assigned by instructors and supervisors.

Data from the Teacher Candidate Exit Survey (Exhibit H) reveals that 36% (4/11) believed their impact on student learning was *Excellent*, while 64% (7/11) reported *Acceptable* results. Candidates were also asked to "Please comment on your impact on student learning in the classroom." Qualitative data provides important insights:

"The biggest impact on student learning in the classroom was asking myself how are my students going to meet the objectives I will give them. This was more like an art that was the focal point of becoming a student teacher in training. There are so many ways of going about to doing this and a lot of ways of not accomplishing the objectives. Through this elementary education program, I was able to structure my lessons in a way that students would be able to meet my objectives. In turn, I became a better teacher in learning how to focus objectives."

"I was able to teach everyday and form a great rapport with the students. Therefore I knew the ins and outs of each of my students, for example the students that needed extra assistance or more support. I knew which students needed prepared extensions because they were more proficient than their peers. I knew how to support the SPED and ELL students while allowing them moments to shine in the classroom. With the collaboration of my mentor and I we ensured that our students had an environment that they can thrive and achieve in. I made sure to challenge my students cognitively and allow them moments to construct their learning. It was an amazing experience."

In the Program Evaluation Survey (Exhibit I) Mentor Teachers were also asked to rate and comment upon teacher candidates' impact on student learning. Data reveals 38% (15/40) of field experience candidates (early field, practicum and student teaching) were ranked *Excellent* and 62% *Acceptable*. Example qualitative data follows:

"The Teacher Candidate's strengths are that she was thorough in knowing the lesson that she was teaching the students. If a problem came up, the candidate was able to adapt to it and change her lesson a little to meet the needs of the students. I like how she was able to ask the students different level of questioning to get the students in discussing what they learned. This really helped students understand the task that they had to do. She worked well with the students in which they were not afraid to ask questions if they did not understand what to do."

[Teacher Candidate's] "Strengths are being flexible to the students' needs and changing her instruction based on the student's formative assessments. She was also able to grasp the

Wonders reading routine very quickly. An additional strength is that she truly cares about the students and takes the time to assist them when needed. She was able to quickly assess one of the students in the class and identify that the student had difficulty with counting to 10. From there she pulled the student during independent math time and worked with her.”

Education Division faculty are committed to continuously evaluating the content and delivery of our B.Ed curriculum, in efforts to increase candidates’ ability “to effectively measure student learning.” The following actions have been put into place since the NCATE visit, in support of our continuous improvement model:

- Methods Instructors and Field Experience Supervisors have increased emphasis on teacher candidates’ assessment of student work samples, as reflected in lesson planning and gathered upon implementation during practicum and student teaching. *Assessment* is one of four major topics substantively explored in all field-based Practicum seminars.
- Methods and Practicum Instructors provide clearer descriptions of what is expected while teacher candidates carry out assessments during case study assignments (e.g., EDEE 424, Case Study of a Struggling Literacy Learner). Student work samples (from practicum sites) are analyzed and reflected upon during on-campus methods classes, in efforts to improve candidates’ ability to use assessment data to inform future teaching and learning.
- Candidates’ required engagement in *Reflective Practice* during lesson planning and after lesson plan implementation serves to support their understanding of 1) their impact on student learning and 2) how data informs teaching and learning in a variety of practicum and student teaching settings: one-on-one tutorials; small group; whole class. Reflections are uploaded to Lulima and Taskstream course websites and used as springboards for discussion during on-campus field experience seminars.
- Due to the recent adoption of the Praxis Pre-professional Assessment for Teachers (PPAT) exam, candidates now videotape lessons during their practicum courses and student teaching professional semester. These videotapes are used by teacher candidates, mentors, and supervisors to *analyze* and *reflect* upon the impact of the candidate’s teaching on student learning, as observed during instruction and via lesson plan assessment results.

Very recently provided data (5.29.15) from the spring 2015 PPAT pilot (Exhibit E) indicates that seven student teachers achieved their lowest scores on Task 2, “Assessment and Data Collection to Inform Student Learning.” During the fall 2015 annual assessment meeting, faculty will engage in a content analysis of the candidates’ responses to Task 2, in efforts to inform new measures that may need to be initiated.

Standard 2: Assessment System and Unit Evaluation

AFIs

1. The unit does not regularly and systematically involve the professional community in the development and evaluation of its assessment system.
2. The unit does not assess unit operations.
3. The unit does not systematically analyze and evaluate data for program and unit improvement.

Standard 3: Field Experiences and Clinical Practice

AFI

1. The unit does not have in place a process to systematically and regularly engage the professional community in the design, implementation and evaluation of the unit and its program.

Evidence for Addressing Standards 2 & 3:

The Unit (Education Division) regularly and systematically involves the professional community in its continuous efforts to improve program design, implementation, and evaluation. Evidence of community outreach and involvement is reflected in the recorded meeting minutes of the Teacher Education Advisory Council and in the Annual Program Evaluations by Mentor Teachers. Recorded minutes of the Annual Education Division Assessments Meetings and Education Division “Special meetings” document the unit’s systematic evaluation of its operations and use of data to inform program and unit improvements.

Selected Meeting Agenda & Minutes

- Exhibit J. Teacher Education Advisory Council (TEAC) Meetings
- Exhibit K. Annual Education Division Assessment Meetings
- Exhibit L-M. Education Division “Special” Meetings

Other relevant assessments

- Exhibit I. Annual Program Evaluations by Mentor Teachers

Actions To Date: Use of Data to Inform Practice

The Unit is continuously engaged in the following activities that address Standard 2 and 3 AFIs, as recommended by NCATE:

- Established in fall 2011, the Unit's Teacher Education Advisory Council (TEAC) has met annually in the service of effective teacher preparation. TEAC purposes are as follows: To offer advice and counsel for the continuous improvement of our teacher education programs; to share knowledge from the field; to provide feedback on proposed initiatives. In the past four years, TEAC membership has grown to 40 professionals representing stakeholders across the community, to include: mentor teachers, pre-K-12; principals; Nanakuli/Waianae complex superintendent; Campbell/Kapolei Complex STEM Specialist; Leeward and Kapiolani community college partners; Kalama Academy/INPEACE; Kamehameha Schools; UHWO: alumni; preservice teacher candidates; student government representatives; academic advisors; liberal arts and science faculty; Education Division faculty and staff; UHWO Vice Chancellor for Academic Affairs (ex officio).
- Given the recent implementation of our new middle-level and secondary teacher preparation programs, we have made concerted efforts to involve our English, Social Science, Math, and Science faculty throughout the planning and implementation phases. As a result, our liberal arts and science colleagues are fully apprised of our continuous improvement model and provide valuable insights into our standards-based assessments across the subject area curriculums.
- TEAC annual meeting agenda (Exhibit J, TEAC Meeting Minutes) routinely include the sharing of assessment data for the purpose of evaluating the Unit's assessment system, program implementation, and design. Subsequent to every meeting since fall 2011, the Unit has acted upon the recommendations of the advisory council, resulting in substantive change in program policy, content, and structure.
- Early in the fall semester, Unit faculty convenes its annual Assessment Meeting for the purpose of evaluating unit operations relative to the content, structure, and implementation of the Bachelor of Education degree program in Elementary Education. Faculty review data from the previous academic year, discuss trends that appear over multiple academic years, and make recommendations relative to continuous improvements. Discussions during this annual meeting often inspire subsequent "special" meetings to delve deeper into issues that need to be addressed and to initiate program improvements. Together with voices from the field, via TEAC members and mentor teacher program evaluations, Education Division faculty make decisions believed to be in the best interest of high quality, effective teaching and learning.

The following are exemplary actions resulting from engagements with the professional community, as well as faculty analyses of assessment data to inform practice.

1. To improve teacher candidates ability to work effectively with students with disabilities, as well as English language learners: [See Exhibit J. TEAC Meeting Minutes; Exhibit K, Annual Assessment Meeting; Exhibit I, Program Improvement Survey; Exhibit M, Unit Special Meeting].

- SPED 304, Foundations of Inclusive Schooling, is now a required prerequisite for SPED 405, Educating Students with Disabilities. Additionally, SPED 405 is now a co-requisite course taken with EDEF 404, Teaching Culturally and Linguistically Diverse Learners, and EDEE 406, Block 1 Practicum with Seminar. The additional SPED content, as well as field-based experiences in inclusive classroom and resource room environments, provide teacher candidates' with opportunities to design and implement standards-based lesson plans that meet the needs of all students.
- The unit has hired a new, tenure track faculty member whose expertise is in Special Education, pre-K-12. She will be developing the curriculum for a new area of concentration in SPED, leading to licensure. This is an important initiative that has been informed by not only the professional community but also unit faculty support.

2. To improve teacher candidates' knowledge of content in the social studies, in particular. Faculty are concerned about some candidates' struggle to pass the Praxis II elementary content knowledge: social studies subtest. Content Area Grades (Exhibit C) and well as Teacher Candidate Exit Surveys (Exhibit H) also provide trend data in this regard.

- To increase candidate content knowledge in the social studies, advisors recommend General Education coursework that targets specific History, Geography, Political Science, Psychology, and Anthropology coursework.
- Elementary Social Studies Methods course uses social studies content to inform culturally responsive pedagogy. Increased attention to Civics in Block 1 is intended to improve candidates' knowledge in this important area assessed via Praxis exams.
- Hard copy ETS Praxis preparation materials are available for check-out in the UHWO Noeau Learning Center
- Free tutorial assistance and peer mentoring is available through the No'eau Center and the Education Club, respectively, to assist candidates as they prepare to take or re-take Praxis Core or Praxis II multiple subject exams. Candidates now surveyed during incoming Freshmen and Transfer Student orientations to determine needs and are mentored accordingly.
- Unit Recommended Praxis Exam Completion: Praxis I: Two semesters prior to anticipated admittance to upper division Professional Teacher Education coursework; Praxis II: Four semesters prior to anticipated enrollment in the Student Teaching professional semester.

Conclusion

As we begin the third academic year in our 7-year accreditation cycle, the Unit is particularly focused on revising current or developing new assessments that will meet CAEP expectations. We are pleased to report that UHWO administration now provides support for professional development travel to CAEP and AACTE conferences where faculty gain important insights into the accreditation process, in general, and effective assessments, in particular. Faculty also routinely participate in professional webinars relevant to the accreditation process. We are especially appreciative of the many HTSB professional development resources that have been provided on island via sponsored workshops and presentations. We look forward to continuing our efforts to prepare highly effective teachers for Hawai'i's students.