

Program Outcomes for Dual Certification: Elementary & Special Education

The successful undergraduate candidate in the dual Elementary & Special Education licensure program is able to plan, teach, assess, reflect, and adapt. Therefore, the successful candidate:

(PLAN) designs meaningful learning experiences for regular and special education students that incorporate knowledge of content, students, learner outcomes, pedagogy, and assessment.

(TEACH) employs appropriate pedagogical practices and utilizes resources to facilitate the learning process. This requires a competent grasp of content knowledge and appropriate teaching strategies for regular and special education students.

(ASSESS) applies a variety of diagnostic, formative and/or summative assessments to evaluate and support developmentally appropriate progress of regular and special education learners regardless of differences.

(REFLECT) engages in the process of continual and thoughtful reflection on his/her teaching practices in either elementary or special education.

(ADAPT) evaluates elements of change in elementary and special education classrooms and the wider world, actively bringing this awareness to work with students, faculty, and other members of the community.

The following page provides the sequence of courses offered in the undergraduate Dual Certification: Elementary and Special Education program, with a summary of the primary program outcomes addressed for each course, and the “signature assignment” to assess that the student learning outcomes for each course have been met.

The remainder of the document details each of the five program outcomes, followed by specific courses where those program outcomes are predominantly addressed, student learning outcomes for each of those courses, sources of evidence to assess that student learning outcomes have been met, and corresponding Hawaii Teacher Performance Standards (HTPS).

Sequence of Courses (in order of 2 1/2 year plan)	Primary Program Outcomes Addressed	Evidence (“Signature Assignment”)
ED 306 Psychological Foundations of Education	PLAN	Context and Outcomes
ED 404 Managing School Environments	PLAN, REFLECT, ADAPT	Classroom Management Plan
ED 415 Teaching Reading in the Elem. School (Language Arts II)	PLAN, ADAPT	Unit Plan/Strategies
ED 418 Language Arts: Curriculum and Methods (LA I)	PLAN, REFLECT	Lesson Planning/Strategies
ED 420 Curriculum Foundations	PLAN, ASSESS, REFLECT	Thematic Unit Plan
ED 450 Music, Art, Creative Movement for Elem. Teachers	PLAN, ADAPT	Resource Guide
ED 408 Assessment	ASSESS, REFLECT	Assessment Plan for each Unit
ED 448 Environmental Studies (Science Methods)	PLAN, REFLECT, TEACH	Models of Instructions
ED 490 Seminar	REFLECT, ADAPT	Culminating Portfolio
ED 494 Student Teaching: Elem. Ed.	PLAN, TEACH, REFLECT	Solo Teaching Evaluation
ED 468 Student Teaching Practicum and Seminar: Special Education	PLAN, TEACH, REFLECT	Solo Teaching Evaluation (SPED)
ED 419 Math Curriculum and Methods (Math Methods I)	PLAN, TEACH	Lesson Planning/Strategies
ED 460 Introduction to Exceptional Children	ADAPT	Differentiation Plan
ED 461 Issues in Special Education	PLAN, TEACH, REFLECT	
ED 465 Mild/Moderate Disabilities	PLAN, TEACH, REFLECT	
ED 464 Seminar	PLAN, REFLECT, ADAPT	Culminating Portfolio

PLAN: The successful candidate designs meaningful learning experiences for regular and special education students that incorporate knowledge of content, students, learner outcomes, pedagogy, and assessment.

Courses	Student Learning Outcomes for PLAN	Evidence (Signature Assignments, Artifacts)	HTPS
ED 306 Psychological Foundations of Education	<ul style="list-style-type: none"> • Plan lessons using the five types of knowledge required of effective teachers; • Integrate and synthesize knowledge of learning theories in planning lessons that develop thinking and problem-solving skills; • Use appropriate assessment instruments to guide the planning process 	Context & Outcomes	#9 #4, 6, 7 #8
ED 404 Managing School Environments	<ul style="list-style-type: none"> • Demonstrate the understanding of the concepts in classroom management; • Demonstrate the knowledge gained in observation and participation experiences; • Demonstrate what have been learned in the course by reflecting on the completed course assignment. 	Classroom Management Plan	
ED 415 Teaching Reading in the Elem. School (Language Arts II)	<ul style="list-style-type: none"> • Describe the rationale, history, current research, and theory in the field of reading; • Utilize information from assessments to adapt and differentiate K-6 reading instructions; • Use research-based pedagogical strategies and current standards in planning reading instructions for K-6 learners. 	Unit Plan/Strategies	
ED 418 Language Arts: Curriculum and Methods (LA I)	<ul style="list-style-type: none"> • Describe the rationale, history, current research and theory in the teaching of K-6 language arts/literacy; • Utilize diagnostic techniques to guide the planning process for K-6 language arts/literacy; • Use research-based pedagogical strategies and current standards to plan for differentiating and integrating K-6 language arts/literacy throughout the curriculum 	Lesson Planning/Strategies	
ED 420 Curriculum Foundations	<ul style="list-style-type: none"> • Students will able to create a grade appropriate 15 lesson thematic unit including context, outcomes, assessment and instruction; • Students will be able to create individual lesson plans that incorporate differentiated instruction/assessment and reflection. 	Thematic Unit Plan	
ED 450 Music, Art, Creative Movement for Elem. Teachers	<ul style="list-style-type: none"> • Students will demonstrate knowledge of Hawaii Department of Education standards for art, music, and movement using them in writing lesson plans; • Students will create grade level appropriate lesson plans in art, music, & movement. 	Resource Guide	

<p>ED 448 Environmental Studies (Science Methods)</p>	<ul style="list-style-type: none"> • Develop a balanced, comprehensive unit plan that focuses on the learner, science content in one domain, outcomes and assessment plans, and an instructional blueprint that addresses the needs of all learner types in the classroom; • Demonstrate an understanding of big ideas in: Science content aligned with the K-6 Hawaii State Content and Performance Standards; inquiry; and the nature of Science; • Analyze and apply teaching models and strategies that inform sound decisions to effectively plan lessons and units that are relevant and meaningful to students; • Teach relevant and significant Science lessons and activities to K-6 students, then reflect on strengths, shortcomings, and areas of improvement. 	<p>Models of Instruction</p>	
<p>ED 494 Student Teaching: Elem. Ed.</p>	<ul style="list-style-type: none"> • Candidates will demonstrate effective teaching relative to each of the HTPS Standards 1 – 10; • Candidates will effectively create a unit of study and teach a minimum of 5 lessons from the unit. 	<p>Unit Plan & Solo Teaching Evaluation</p>	
<p>ED 468 Student Teaching Practicum and Seminar: Special Education</p>	<ul style="list-style-type: none"> • Candidates will demonstrate effective teaching relative to each of the HTPS Special Education Standards; • Candidates will effectively create a unit of study and teach a minimum of 5 lessons from the unit. 	<p>Unit Plan & Solo Teaching Evaluation</p>	
<p>ED 419 Math Curriculum and Methods (Math Methods I)</p>	<ul style="list-style-type: none"> • Students will demonstrate knowledge of HDES for math using them in writing differentiated lesson plans; • Students will adapt lesson plans for exceptional learners. 	<p>Lesson Plans with strategies</p>	
<p>ED 461 Issues in Special Education</p>	<ul style="list-style-type: none"> • Students will demonstrate knowledge of the components of an IEP; • Students will write and IEP within the legal guidelines. 	<p>Individualized Lesson Plans for Exceptional Learners</p>	
<p>ED 465 Mild/Moderate Disabilities</p>	<ul style="list-style-type: none"> • Students will create appropriate differentiated lesson plans for special education students; • Students will create lesson plans that may be used in an inclusion setting. 	<p>10 Lesson Plans addressing classroom differentiation</p>	
<p>ED 464 Seminar</p>	<ul style="list-style-type: none"> • Candidates will reflect on their personal and professional growth relative to the ten Hawaii Professional Teaching Standards; • Candidates will demonstrate the ability to integrate the Marianist values in education with relevance to creating a community of learners in the classroom and the wider community; • Candidates will demonstrate an understanding of school law, IDEA, and its implications the teaching profession. 	<p>Portfolio</p>	

TEACH: The successful candidate employs appropriate pedagogical practices and utilizes resources to facilitate the learning process. This requires a competent grasp of content knowledge and appropriate teaching strategies for regular and special education students.

Courses	Student Learning Outcomes for TEACH	Evidence (Signature Assignments, Artifacts)	HTPS
ED 494 Seminar	<ul style="list-style-type: none"> • Candidates will reflect on their personal and professional growth relative to the ten Hawaii Professional Teaching Standards; • Candidates will demonstrate the ability to integrate the Marianist values in education with relevance to creating a community of learners in the classroom and the wider community; • Candidates will demonstrate an understanding of school law, IDEA, and its implications the teaching profession. 	Portfolio	
ED 468 Student Teaching Practicum and Seminar: Special Education	<ul style="list-style-type: none"> • Candidates will demonstrate effective teaching relative to each of the HTPS Special Education Standards: • Candidates will effectively create a unit of study and teach a minimum of 5 lessons from the unit. 		
ED 419 Math Curriculum and Methods (Math Methods I)	<ul style="list-style-type: none"> • Students will demonstrate knowledge of HDES for math using them in writing differentiated lesson plans; • Students will adapt lesson plans for exceptional learners. 	Lesson Plans with strategies	
ED 461 Issues in Special Education	<ul style="list-style-type: none"> • Students will demonstrate knowledge of the components of an IEP; • Students will write and IEP within the legal guidelines. 	Individualized Lesson Plans for Exceptional Learners	
ED 465 Mild/Moderate Disabilities	<ul style="list-style-type: none"> • Students will create appropriate differentiated lesson plans for special education students; • Students will create lesson plans that may be used in an inclusion setting. 	10 Lesson Plans addressing classroom differentiation	
ED 448 Environmental Studies (Science Methods)	<ul style="list-style-type: none"> • Develop a balanced, comprehensive unit plan that focuses on the learner, science content in one domain, outcomes and assessment plans, and an instructional blueprint that addresses the needs of all learner types in the classroom; • Demonstrate an understanding of big ideas in: Science content aligned with the K-6 Hawaii State Content and Performance Standards; inquiry; and the nature of Science; • Analyze and apply teaching models and strategies that inform sound decisions to effectively plan lessons and units that are relevant and meaningful to students; • Teach relevant and significant Science lessons and activities to K-6 students, then reflect on strengths, shortcomings, and areas of improvement. 	Models of Instruction	

ASSESS: The successful candidate applies a variety of diagnostic, formative and/or summative assessments to evaluate and support developmentally appropriate progress of regular and special education learners regardless of differences.

Courses	Student Learning Outcomes for ASSESS	Evidence (Signature Assignments, Artifacts)	HTPS
ED 420 Curriculum Foundations	<ul style="list-style-type: none"> • Students will be able to create a grade appropriate 15 lesson thematic unit including context, outcomes, assessment and instruction; • Students will be able to create individual lesson plans that incorporate differentiated instruction/assessment and reflection. 	Thematic Unit Plan	
ED 408 Assessment	<ul style="list-style-type: none"> • Students will be able to create a resource file that addresses diagnostic, formative, and summative assessment, both formal and informal, to be used in the classroom; • Students will be able to select appropriate assessments tools to support teaching in the classroom 	Assessment Resource Portfolio	

REFLECT: The successful candidate engages in the process of continual and thoughtful reflection on his/her teaching practices in either elementary or special education.

Courses	Student Learning Outcomes for REFLECT	Evidence (Signature Assignments, Artifacts)	HTPS
ED 404 Managing School Environments	<ul style="list-style-type: none"> • Demonstrate the understanding of the concepts in classroom management; • Demonstrate the knowledge gained in observation and participation experiences; • Demonstrate what have been learned in the course by reflecting on the completed course assignment. 	Classroom Management Plan	
ED 418 Language Arts: Curriculum and Methods (LA I)	<ul style="list-style-type: none"> • Describe the rationale, history, current research and theory in the teaching of K-6 language arts/literacy; • Utilize diagnostic techniques to guide the planning process for K-6 language arts/literacy; • Use research-based pedagogical strategies and current standards to plan for differentiating and integrating K-6 language arts/literacy throughout the curriculum 	Lesson Planning/Strategies	
ED 420 Curriculum Foundations	<ul style="list-style-type: none"> • Students will able to create a grade appropriate 15 lesson thematic unit including context, outcomes, assessment and instruction; • Students will be able to create individual lesson plans that incorporate differentiated instruction/assessment and reflection. 	Thematic Unit Plan	
ED 408 Assessment	<ul style="list-style-type: none"> • Students will be able to create a resource file that addresses diagnostic, formative, and summative assessment, both formal and informal, to be used in the classroom; • Students will be able to select appropriate assessments tools to support teaching in the classroom 	Assessment Resource Portfolio	
ED 448 Environmental Studies (Science Methods)	<ul style="list-style-type: none"> • Develop a balanced, comprehensive unit plan that focuses on the learner, science content in one domain, outcomes and assessment plans, and an instructional blueprint that addresses the needs of all learner types in the classroom; • Demonstrate an understanding of big ideas in: Science content aligned with the K-6 Hawaii State Content and Performance Standards; inquiry; and the nature of Science; • Analyze and apply teaching models and strategies that inform sound decisions to effectively plan lessons and units that are relevant and meaningful to students; • Teach relevant and significant Science lessons and activities to K-6 students, then reflect on strengths, shortcomings, and areas of improvement. 	Models of Instruction	

ED 490 Seminar	<ul style="list-style-type: none"> • Candidates will reflect on their personal and professional growth relative to the ten Hawaii Professional Teaching Standards; • Candidates will demonstrate the ability to integrate the Marianist values in education with relevance to creating a community of learners in the classroom and the wider community; • Candidates will demonstrate an understanding of school law and its implications the teaching profession. 	Culminating Portfolio	
ED 494 Student Teaching: Elem. Ed.	<ul style="list-style-type: none"> • Candidates will demonstrate effective teaching relative to each of the HTPS Standards 1 – 10; • Candidates will effectively create a unit of study and teach a minimum of 5 lessons from the unit. 	Unit Plan & Solo Teaching Evaluation	
ED 468 Student Teaching Practicum and Seminar: Special Education	<ul style="list-style-type: none"> • Candidates will demonstrate effective teaching relative to each of the HTPS Special Education Standards; • Candidates will effectively create a unit of study and teach a minimum of 5 lessons from the unit. 		
ED 461 Issues in Special Education	<ul style="list-style-type: none"> • Students will demonstrate knowledge of the components of an IEP; • Students will write and IEP within the legal guidelines. 	Individualized Lesson Plans for Exceptional Learners	
ED 465 Mild/Moderate Disabilities	<ul style="list-style-type: none"> • Students will create appropriate differentiated lesson plans for special education students; • Students will create lesson plans that may be used in an inclusion setting. 	10 Lesson Plans addressing classroom differentiation	
ED 464 Seminar	<ul style="list-style-type: none"> • Candidates will reflect on their personal and professional growth relative to the ten Hawaii Professional Teaching Standards; • Candidates will demonstrate the ability to integrate the Marianist values in education with relevance to creating a community of learners in the classroom and the wider community; • Candidates will demonstrate an understanding of school law, IDEA, and its implications the teaching profession. 	Portfolio	

ADAPT: The successful candidate evaluates elements of change in elementary and special education classrooms and the wider world, actively bringing this awareness to work with students, faculty, and other members of the community.

Courses	Student Learning Outcomes for ADAPT	Evidence (Signature Assignments, Artifacts)	HTPS
ED 404 Managing School Environments	<ul style="list-style-type: none"> • Demonstrate the understanding of the concepts in classroom management; • Demonstrate the knowledge gained in observation and participation experiences; • Demonstrate what have been learned in the course by reflecting on the completed course assignment. 	Classroom Management Plan	
ED 415 Teaching Reading in the Elem. School (Language Arts II)	<ul style="list-style-type: none"> • Describe the rationale, history, current research, and theory in the field of reading; • Utilize information from assessments to adapt and differentiate K-6 reading instructions; • Use research-based pedagogical strategies and current standards in planning reading instructions for K-6 learners. 	Unit Plan/Strategies	
ED 450 Music, Art, Creative Movement for Elem. Teachers	<ul style="list-style-type: none"> • Students will demonstrate knowledge of Hawaii Department of Education standards for art, music, and movement using them in writing lesson plans; • Students will create grade level appropriate lesson plans in art, music, & movement. 	Resource Guide	
ED 490 Seminar	<ul style="list-style-type: none"> • Candidates will reflect on their personal and professional growth relative to the ten Hawaii Professional Teaching Standards; • Candidates will demonstrate the ability to integrate the Marianist values in education with relevance to creating a community of learners in the classroom and the wider community; • Candidates will demonstrate an understanding of school law and its implications the teaching profession. 	Culminating Portfolio	
ED 460 Intro to Exceptional Children	<ul style="list-style-type: none"> • Students will become familiar with the different categories and characteristics of exceptional children as identified by IDEA; • Students will be able to write differentiated lessons plans using research based instructional strategies to address the needs of students with learning differences. 	Differentiation Plan	
ED 464 Seminar	<ul style="list-style-type: none"> • Candidates will reflect on their personal and professional growth relative to the ten Hawaii Professional Teaching Standards; • Candidates will demonstrate the ability to integrate the Marianist values in education with relevance to creating a community of learners in the classroom and the wider community; • Candidates will demonstrate an understanding of school law, IDEA, and its implications the teaching profession. 	Portfolio	