

Application for State Approval of

Teacher Education Programs

PROGRAM SELF STUDY REPORT (PSSR) Early Childhood Education Program (PK-3)



Submitted March 12, 2009

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COVER SHEET

Institution: Chaminade University of Honolulu

Date submitted: March 10, 2009

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Program Report Status:

Initial Review Rejoinder Response to Condition

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

Type of Program		Program Area		Level		Licensing Fields	
<u>X</u>	Undergraduate	<u>X</u>	Early Childhood	<u>X</u>	PK-3	<u>X</u>	Agricultural Arts /Agric Arts Voc Art
	Post-baccalaureate Leads to HTSB licensure, not a degree program		Elementary Education		K-6		Business Education Computer Education Drama/Theatre Arts
<u>X</u>	Masters Leads to HTSB licensure & Masters, not a degree program		Middle School		5-9		Early Childhood Education Elementary Education English
			Secondary		7-12		Family Consumer Science / Voc
			Special Education		K-12		Hawai'ian Language Hawai'ian Language Immersion Hawai'ian Studies
			Dual Elem/Sped				Health Industrial Arts
			School Counseling				Industrial Technical Marketing Mathematics Music
	School Librarian						Office Education / Voc Physical Education Reading School Counselor School Librarian Science Social Studies Special Education World Languages: Identify area(s): <hr/> Teaching English Second Language

SECTION I - CONTEXTUAL DATA

1. Description of any state or institutional policies that may influence the application of the standards, e.g., changes in state licensure requirements for the discipline.

In the early childhood education (PK-3) program, Chaminade University complies with the Administrative Rules of the Hawai'i Department of Education's (HDOE) Chapter 54 in providing an education for teacher candidates that promotes the concept that all public school children deserve to be taught by teachers who are qualified to practice the profession of teaching. The highest standards must be applied to the training of teacher candidates. The application of teacher standards will strengthen any school system's accountability in serving the students of Hawai'i.

Complying with the Hawai'i Teacher Standards Board's (HTSB) Hawai'i Teacher Performance Standards (HTPS), this program develops effective teacher candidates who will focus on each student's long term development into responsible and independent learners. The general outcomes sought for all students are to develop: the responsibility for one's own learning; working effectively with others; using complex thinking and problem-solving skills; recognizing and generating quality performance and quality products; communicating effectively; and using technology effectively and ethically.

This Chaminade Education Division Program also complies with the HDOE's Hawai'i Content and Performance Standards III (HCPSIII). The general outcomes infused in the HTPS are also infused in the HCPS III. The HCPS III supports standards-based education through curriculum and assessment components. Teacher candidates learn to fulfill the vision of the HDOE's graduates who will: realize their goals and aspirations; possess attitudes, knowledge and skills necessary to contribute positively and compete in a global society; exercise the rights and responsibilities of citizenship; and pursue post secondary education and/or careers without need for remediation.

Chaminade's faculty is committed to providing a quality education based on Catholic Marianist values. The teacher candidates learn through relating theory to practice, collaboration, and action-based research to make the standards come alive in the professional education classes.

Chaminade University of Honolulu has prepared teachers for the Montessori credential in addition to the state license for more than 25 years. It was one of the first institutions to initiate an early childhood curriculum in the state of Hawai'i. Furthermore, it is the only institution in the State of Hawai'i to be Montessori Association Council for Teacher Education (MACTE) accredited and American Montessori Society (AMS) affiliated for Montessori Early Childhood Teacher Credential.

In the past Early Childhood Education at Chaminade University of Honolulu was rooted in the tradition of Montessori philosophy. Thus, when PK-3 licensure option became available in 2003, the framework of the curriculum continued to be based in the same tradition. It is also important to note that this PK-3 licensure has been in dormant state since 2006 due to lack of job opportunities in the Hawai'i Department of Education. However, due to the changing demand for

qualified early childhood educators in the state of Hawai'i, Chaminade University feels that it is time to reactivate the PK-3 licensure program option.

We need to note that the completers in this report include only teacher candidates who started the program from 2004 to 2006 and the focus will be at the Post-Baccalaureate level. There have been no intakes of teacher candidates since 2006. However, in doing the research for this report we found that PK-3 licensure recommendation has been active since 2003, and that there has been a Memo of Understanding with HTSB to grandfather in past students who started the program in 1998. These anomalies have resulted in some confusion in the number of completer's list, but the most accurate data is for those teacher candidates who entered the program in the period 2004-2006.

The course requirements are listed on the attached PK-3 Education Advising Sheets for 2004-2006 as well as for 2009 (Attachment 1.1) and provide evidence that the content courses are designed to prepare teacher candidates to meet the HTSB standards and those of the Association for Childhood Education International (ACEI), Montessori Association Council for Teacher Education (MACTE) and National Association for Education of Young Children (NAEYC).

2. Description of the field and clinical experiences required for the PK-3 Education program, including the number of hours for early field experience and the number of hours/weeks for student teaching or internships.

Chaminade University offers graduate licensure programs in PK-3 Education through the Post-Baccalaureate (Post-Bac.) and the Master of Education (M.Ed.) in PK-3 Education. For these programs, teacher candidates are required to complete Field Experiences in the form of Observation and Participation (O&P) assignments prior to Student Teaching. After successfully completing the O&P assignments, the coursework connected to the O&P assignments, and all other required courses for licensure, teacher candidates are then ready to engage in student teaching.

For the PK-3 Education programs, the O&P assignments in which teacher candidates observe and participate in the regular classroom are integrated into selected methods courses. Graduate students are required to complete forty (40) hours of O&P. Throughout the teacher candidates' Field (O&P) Experiences, assignments are being assessed with the methods coursework and demonstration of improvement in meeting State Standards, National Standards, and General Learner Outcomes (including areas of emphasis designated by the Department of Education). These Field Experiences are evaluated by the O&P classroom teacher, and O&P assignments are evaluated by the instructors of the selected methods courses. All O&P requirements must be completed before student teaching can begin.

In the PK-3 Education Program, student teaching includes fifteen (15) or more weeks of the teacher candidates working closely with their Cooperating Teacher (CT), the Field Services Director, and the Chaminade University Supervisor. During this period of student teaching experience, teacher candidates are observed at least five (5) times during the practicum by the University Supervisor to assess the degree to which the teacher candidates demonstrate mastery of the 10 Hawai'i Professional Teaching Standards. The CT provides feedback on a weekly basis to the teacher candidates and provides formal midterm and final evaluations to commend

teacher candidates on their strengths and also to provide recommendations for areas of improvement.

Where non-licensed teachers are already employed in a private or public schools, an alternative process can be used in cases where these teachers already have bachelor's degrees. Certain criteria apply to the qualification for validation: recommendation by the school principal, approval by CUH faculty, no less than a full teaching semester prior to student teaching, application for student teaching, and turning in of all required documentation. The candidates' schools must also assign mentors to work with these teacher candidates during the validation process, and a University Supervisor will need to visit the classrooms and teacher candidates at least five (5) times during the process.

Concurrently with student teaching, teacher candidates must take the Student Teaching Seminar course (ED 490, ED 686 respectively). This course facilitates the connection between their experience and the HTSB performance standards.

3. Description of the criteria for admission, retention and exit from the program, including required GPAs and minimum grade requirements for the content courses.

Post-Bac PK-3 Licensure Program and M.Ed with Elementary Licensure Program

Admission. For acceptance into the PK-3 Licensure Program, and eligibility to enroll in education methods courses, graduate students must have evidence of:

1. Bachelor's Degree from an accredited college/university;
2. Cumulative undergraduate GPA of 2.75 or better;
3. Graduate Application to the Graduate Division with applicable fee;
4. Original transcripts from all previous colleges/universities;
5. Three letters of recommendation; and
6. Review of the application by the Dean and a letter of acceptance from the Education Division.

Retention. Continuous assessment throughout the program will include:

1. Candidates must have a B or better in all remaining education courses;
2. Candidates must maintain a cumulative GPA of 3.0 or higher;
3. Candidates must pass O&P evaluation;
4. Candidates must demonstrate positive professional dispositions.

Observation and Participation (O&P). Criteria for observation and participation are following:

1. Graduate students are required to complete 40 hours of O&P in a classroom setting at the level of licensure that student is pursuing;
2. O&P assignments are integrated into methods courses for each area by the instructor of the course, and competencies are evaluated by the instructor. Students must pass the course requirements for O&P, including completing the hours designated for the course, to successfully complete the course;
3. Complete the Field Experiences Manual questionnaire;
4. Complete a criminal background check and TB test;

5. Active membership in SNEA.

Student Teaching. Placement in Student Teaching is contingent on the following:

1. Written application for Student Teaching submitted the semester before student teaching;
2. Recommendations from three Education Division faculty;
3. Completion of all prerequisite courses, including 40 hours of O&P;
4. Must pass Praxis II in Content Area;
5. Must attend a mandatory Student Teaching orientation;
6. Maintain membership in SNEA.

Exit. Criteria for exit from graduate licensure programs are as follows:

1. Candidates must have a B or better in all remaining education courses;
2. Maintaining an overall GPA of 3.0 or better;
3. Completion of 40 hours of O&P;
4. Completion of student teaching with satisfactory or better evaluation from the Cooperating Teacher and the University Supervisor that are accompanied by letters of recommendation;
5. Completion of an exit portfolio which documents the teacher candidate's ability to demonstrate the Hawai'i Professional Teaching Standards, and demonstrate the teacher candidate's effect on the learning of PK-3 learners; and
6. For Post-Bac students also pursuing an M.Ed.: completion of six core courses required for the M.Ed. degree in Early Childhood Education PK-3, and passing the Culminating Experience.

4. Description of the relationship of the program to the unit's Conceptual Framework. The conceptual framework for the Education Programs essentially models the Unit's Conceptual Framework.

The philosophy for the Early Childhood Education Program is structured by a set of beliefs that flow from the Education Division's **Mission and Vision Statements**, and the **CORE academic beliefs** of Chaminade University. These values and belief structures provide the framework for each of the programs in the Education Division.

Mission Statement

The Chaminade Education Division provides a collaborative educational learning environment based on the Catholic Marianist values of moral character, personal and professional competencies, and commitment in striving toward peace and social justice.

Vision Statement

Chaminade University will continue to have a quality Education Division guided by the Marianist Principles of faith, education, family spirit, service, and the adaptation of change, for our community of learners.

Our vision focuses on teacher candidates at the bachelor's, post- baccalaureate, and master's levels who are preparing to teach and work with students from a diverse society. The vision

addresses and includes the following: The Hawai'i Teacher Performance and Licensing Standards, the Hawai'i Content and Performance Standards, Hawai'i General Learner Outcomes, specific areas of emphasis identified by the Department of Education, the standards of the recognized professional organizations (for example, ACEI, NCSS, NCATE, INTASC, NAEYC, NCTM, NCTE, IRA, CEC) and the Catholic Marianist values which are at the core of Chaminade University education. Further, the vision rests on current theories, research and best practice. It incorporates constructivism, active learning, inquiry, assessment, technology and reflection to prepare teachers who will be learning, growing and serving the community for many years. Chaminade Education Division faculty is well prepared in the areas they teach and they model best practice for their students.

Core Values and Principles

These beliefs are based on the Catholic Marianist values, a commitment to mentor students to their fullest potential, a commitment to teaching, scholarship and research, and a commitment to serve the university and the larger community.

The Theme of the Education Licensure Programs. The shared vision of the Licensure Programs is summarized in its overarching theme. This theme directs the members of the program in their work with teacher candidates, and with in-service teachers to meet the multiple challenges in the schools they serve. ***Teaching and learning are reciprocal processes that provide continual growth and transformation when you view each day as an opportunity for growth. Teaching and learning continues as a journey of a lifetime.***

Marianist Tradition. An education in the Marianist tradition is marked by five principles:

1. **Education for Formation in Faith (Mana):** In the community of learners, reason and personal faith are seen as mutually complementary roads to truth. All scholars are invited to join the larger community of faith, hope and love.
2. **Integral, Quality Education (Aloha):** The Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.
3. **Education and the Family Spirit (Ohana):** The community of learners is a second family which encourages the personal development of each of its members. Mutual respect for all members of the family allows the Marianist-based scholarly community to share responsibility for decision making at all levels.
4. **Education for Service, Peace and Justice (Pono):** All members of the community strive to serve the university community and the larger community and to dispense and receive justice to and from each other and to the larger community.
5. **Education for Adaptation and Change (Aina):** True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and adapts to its time. This scholarly community of learners regards technology as a critical aid in the quest for understanding in a changing world.

These beliefs are at the foundation of our practice and are aligned with our core academic principles as well as our performance outcomes for teacher candidates, as illustrated in the following chart.

Marianist Principles	Education Division’s Core Academic Beliefs
Education for Formation in Faith (Mana)	~ All children can learn
Integral, Quality Education (Aloha)	~ Education is an active process ~ Teaching and learning are reciprocal processes ~ Diversity enriches education by providing many different cultural values and viewpoints ~ Varied instruction for individual differences and learning styles facilitates learning ~ Learning is facilitated by integrating curriculum, using cooperative learning strategies, having high expectations of the learner, and making curriculum relevant to the world outside of the classroom ~ Teachers are responsible for nurturing the students’ desire to learn
Education and the Family Spirit (Ohana)	~ Learning requires a safe, stimulating environment where each student is nurtured ~ School, community and family collaboration support learning
Education for Service, Peace and Justice (Pono)	~ Students must be educated for responsible citizenship, and self-directed lifelong learning
Education for Adaptation and Change (Aina)	~ Creative problem solving, divergent thinking and effective communication are nurtured ~ Reflection facilitates learning ~ Technology enriches the learning environment and the learning experience ~ Assessment improves instruction and increases student achievement ~ Students must be educated for responsible citizenship, and self-directed lifelong learning

Role of the Faculty. Early Childhood Education Program faculty are committed to mentoring the traditional and nontraditional students, who bring a variety of talents,

traditions, cultures, and abilities. This diversity enriches the Chaminade University community. Faculty use this diversity to nourish and guide each student to reach their full potential, and to attain educational and career goals.

5. Indication of whether the program has a unique set of program assessments, which are different from those expected for the unit's assessment system, and the relationship of the program's assessment to the unit's assessment system.

The education program assessments are derived from the candidate proficiencies described in the unit's conceptual framework and are used to obtain evidence that the candidates have acquired the knowledge, skills and dispositions to be effective teachers based on institution, state and professional standards. The Chaminade Education Unit selected or developed these assessments to be used for the program and the unit does not require more components than those necessary for program completion.

6. A program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (May be provided as an attachment from the college catalog or as a student advisement sheet.)

For Early Childhood Education Student Advising Sheets, please see Attachment 1.1.

Candidate Information

For Candidate Information, please see Attachment 1.2.

Faculty Expertise and Experiences

For Faculty Expertise and Experiences, please see Attachment 1.3.

SECTION II – ASSESSMENTS AND RELATED DATA

	Name of Assessment	Type or Form of Assessment (2004 to 2007)	Type or Form of Assessment (2009 forward)	When Administered	Attachments		
					Assessment	Scoring Guides/ Criteria	Data Table
1	Praxis	Praxis I	Praxis II	Required before student teaching			Attach. 2.1
2	Assessment of candidate Content Area	Final Course Grades in ED 632A, ED632B, ED640, ED645, and ED 641	Lesson Plans Mini Unit Plan Integrated Unit Plan	End of each course		Attach. 2.2	Attach. 2.3
3	Assessment of candidate ability to plan instruction	Final Course Grades in ED 632A, ED632B, ED640, ED645, ED 641, and ED 660	Lesson Plans Assessment Portfolio Mini Unit Plan Integrated Unit Plan	End of each course		Attach. 2.2	Attach. 2.4
4	Assessment of student teaching	Student Teaching Evaluation	Student Teaching Evaluation	Mid and end of Student Teaching	Attach. 2.5	Attach. 2.6	Attach. 2.7
5	Assessment of candidate effect on student learning	Student Teaching Exit Portfolio	Student Teaching Exit Portfolio	End of Student Teaching	Attach. 2.8	Attach. 2.9	Attach. 2.10
6	O&P Service Learning	O&P Course Grades	O&P Course Grades	End of licensure courses requiring O&P			Attach. 2.11
7	Dispositions	O&P Dispositions	O&P and Professional Dispositions	Throughout the courses	Attach. 2.12	Attach. 2.13	

SECTION III – STANDARDS ASSESSMENT CHART

STANDARDS AND STANDARD STATEMENTS	Content Knowledge Pedagogical Professional KSD Effect on Student Learning	APPLICABLE ASSESSMENTS FROM SECTION II
<p>HTSB Standard I. FOCUSES ON THE LEARNER. <i>The effective teacher (candidate) consistently engages students in appropriate experiences that support their development as independent learners.</i></p>	<p align="center">■ ■ ■</p>	<p><input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #7 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #6</p>
<p>HTSB Standard II. CREATES AND MAINTAINS A SAFE AND POSITIVE LEARNING ENVIRONMENT. <i>The effective teacher (candidate) consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation.</i></p>	<p align="center">□ ■ ■</p>	<p><input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #6</p>
<p>HTSB Standard III. ADAPTS TO LEARNER DIVERSITY. <i>The effective teacher (candidate) consistently provides opportunities that are inclusive and adapted to diverse learners.</i></p>	<p align="center">■ ■ ■</p>	<p><input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #7 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #6</p>
<p>HTSB Standard IV. FOSTERS EFFECTIVE COMMUNICATION IN THE LEARNING ENVIRONMENT. <i>The effective teacher (candidate) enriches communication in the learning environment.</i></p>	<p align="center">■ ■ ■</p>	<p><input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #7 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #6</p>
<p>HTSB Standard V. DEMONSTRATES KNOWLEDGE OF CONTENT. <i>The effective teacher (candidate) consistently demonstrates competency in content area(s) to develop student knowledge and performance when he/she:</i></p>		
<p>STANDARD V.1 - KEEPS ABREAST OF CURRENT DEVELOPMENTS IN CONTENT AREA(S) BY DEMONSTRATING THAT HE/SHE:</p>		
<p>1. <i>Knows his/her discipline and understands how knowledge in the discipline is created, organized, and linked to other disciplines.</i></p>	<p align="center">■ ■ ■</p>	<p><input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #6</p>

STANDARD V.2 - TEACHES MASTERY OF LANGUAGE, COMPLEX PRECESSES, CONCEPTS AND PRINCIPLES UNIQUE TO CONTENT AREA(S) BY DEMONSTRATING THAT HE/SHE:		
2.1 <i>Designs instruction that addresses the core skills, concepts, and ideas of the discipline to help students meet the goals of the Hawai`i Content and Performance Standards System and General Learner Outcomes.</i>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #6
2.2 <i>Selects instructional materials and resources based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.</i>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #6
2.3 <i>Represents and uses differing viewpoints, theories, and methods of inquiry when teaching concepts of the discipline.</i>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #6
STANDARD V.3 - UTILIZES THE SCHOOL'S CURRENT TECHNOLOGIES TO FACILITATE LEARNING IN THE CONTENT AREA(S) BY DEMONSTRATING THAT HE/SHE:		
3.1 <i>Incorporates appropriate technological resources to support student exploration of the disciplines.</i>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #7 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #6
STANDARD V.4 - CONNECTS KNOWLEDGE OF CONTENT AREA(S) TO STUDENTS' PRIOR EXPERIENCES, PERSONAL INTERESTS AND REAL-LIFE SITUATIONS BY DEMONSTRATING THAT HE/SHE:		
4.1 <i>Uses a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations that help students develop conceptual understanding.</i>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #6
4.2 <i>Generates multiple paths to knowledge and encourages students to see, question, and interpret concepts from a variety of perspectives.</i>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #6

STANDARD V.5 - POSSESSES AN UNDERSTANDING OF TECHNOLOGY APPROPRIATE TO THE CONTENT AREA, E.G. COMPUTER ASSISTED INSTRUCTION BY DEMONSTRATING THAT HE/SHE:		
5.1 <i>Incorporates appropriate technological resources to support student exploration of the disciplines.</i>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #6
HTSB STANDARD VI. DESIGNS AND PROVIDES MEANINGFUL LEARNING EXPERIENCES. <i>The effective teacher (candidate) consistently plans and implements meaningful learning experiences for students.</i>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #6
HTSB STANDARD VII. USES ACTIVE STUDENT LEARNING STRATEGIES. <i>The effective teacher (candidate) consistently uses a variety of active learning strategies to develop students' thinking, problem solving and learning skills.</i>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #6
HTSB STANDARD VIII. USES ASSESSMENT STRATEGIES. <i>The effective teacher (candidate) consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.</i>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #6
HTSB STANDARD IX. DEMONSTRATES PROFESSIONALISM. <i>The effective teacher (candidate) continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally.</i>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #6
HTSB STANDARD X. FOSTERS PARENT AND SCHOOL COMMUNITY RELATIONSHIPS. <i>The effective teacher (candidate) establishes and maintains strong working relationships with parents and members of the school community to support student learning.</i>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #7 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #6

SECTION IV – EVIDENCE FOR MEETING STANDARDS

The seven assessments listed in Section II are assessments all candidates in the program are required to complete and are used by the program faculty to determine candidate proficiencies aligned with the 10 HTSB standards. Each assessment and its use in the program is described below, followed by a brief summary of the data findings attached in Section II and an interpretation of how that data provides evidence for meeting the Standards. Due to the special circumstance of this program, evidence will be focused from 2004-2007.

1. Content Knowledge

Candidates demonstrate their mastery of content knowledge in our Early Childhood program in two ways.

Praxis II (Assessment 1)

All licensure candidates were required to pass Praxis I as a condition of formal acceptance into the program and the Praxis II subject assessment exams prior to completing student teaching. As summarized in Attachment 4.1, Praxis results from the previous three academic years indicate that the scores averaged from 179 to 187.

Content Specific Course Grades and GPAs (Assessment 2)

In addition to Praxis scores, content knowledge is covered in the following courses: ED 632A, ED 632B, ED 640, ED 645, and ED 641. Teacher candidates are required to get a B or better in all education courses. Proficiency in content knowledge is indicated through content specific course grades and grade point average provided in Attachment 4.2.

Starting in the fall of 2009, the methods courses including ED 631 and ED 629 will be aligned with Chaminade program outcomes and with HTSB standards. While methods courses focus on pedagogical strategies, we believe that teachers who lack a competent grasp of content fare poorly in addressing meaningful learning. Therefore, faculty will incorporate content into their respective methods courses, and reinforce the teacher candidates' pedagogical content knowledge.

Also, signature assignments with grading rubrics will be introduced in early childhood courses, and assignments will be submitted via LiveText. Using LiveText will make data collection regarding teacher candidates meeting, not meeting, or exceeding content knowledge standards much more accessible. Signature assignments that focus on subject area content will include lesson plans, mini-units, and an integrated unit plan in which big ideas derived from content standards are generated. This report focuses primarily on the course grade data due to the fact that the signature assignment dimension was not yet implemented during the period covered by this report.

If a teacher candidate does not meet expectations for content knowledge standards, specific feedback is given and a remediation plan is established. The teacher candidate then redoes the signature assignment or portion of the signature where expectations were

not met. If after resubmission, a teacher candidate still does not meet these expectations, the teacher candidate may be required to repeat the course or in extreme cases counseled to withdraw from the program.

2. Pedagogical and Professional Knowledge, Skills and Dispositions

Teacher candidates acquire the pedagogical and professional knowledge, skill, and dispositions throughout their courses in the Early Childhood Program.

Candidates ability to plan instruction (Assessment 3)

In 2004-2007, teacher candidates demonstrated this ability in the Integrated Unit assignment. This was the capstone assignment in the Integrated Curriculum (ED 641) course. Additionally, methods courses (ED 632A, ED 632B, ED 640, ED 645) included their ability to plan instruction through lesson plans. Candidates' instructional planning competencies are reflected in the grades. Course grades for years 2004-2007 can be viewed in Attachment 4.3.

In the future, signature assignments will be created to focus on assessing teacher candidates' professional knowledge, skills, and dispositions. These assignments will be aligned to Chaminade Program Outcomes (PTARA), HTSB standards, Montessori Council of Teacher Education (MACTE), and national standards such as National Association for Education of Young Children (NAEYC) and National Educational Technology Standards (NETS).

Candidates will be assessed for their ability to know and apply theories related to pedagogy and learning through three (3) distinct assessment types across different courses. Signature assignments will have a scoring guide that is used. Teacher candidates will be required to provide evidence that they can integrate and apply knowledge for instruction by writing and implementing lesson and/or unit plans that relate to the areas of instruction. These plans will provide accommodations for diverse learners, develop critical thinking and problem-solving skills, provide for active engagement in learning, and provide a positive classroom climate that fosters collaboration and communication.

Student Teaching (Assessment 4)

In 2004-2007, teacher candidates were required to teach 15 weeks in a Kindergarten level or to teach 10 weeks in a Preschool level and another 10 weeks in a K-3 level. This brought some confusion in administering the student teaching component. Thus, in the future, teacher candidates will be required to complete 10 weeks in a Preschool level and another 10 weeks in a K-3 level of student teaching with satisfactory or higher ratings on the Final Student Teacher Evaluation by the Cooperating Teacher and the University Supervisor. The 15 weeks will be divided up into Preschool and K-3 level environments. The evaluation will be based on a minimum of five formal classroom visits by the University Supervisor. The Student Teaching Evaluation form will assess various competencies derived from the ten Hawai'i Teacher Standards Board teacher performance standards.

All teacher candidates will be evaluated on their knowledge and ability to implement the ten HTSB standards during student teaching, asked on the following Likert Scale: N – No opportunity to judge; 1 – Unacceptable; 2 – Below the accepted standard; 3 – Acceptable; 4 – Above the acceptable standard; 5 – Outstanding. During student teaching and the corresponding seminar, teacher candidates will be required to have two reflections for the two pieces of evidence required for each of the HTSB's ten standards that the exit portfolio is based upon.

Attachment 4.4 summarizes the final student teaching evaluation conducted by cooperating teachers for academic years 2004-2005, 2005-2006, and 2006-2007. The data reflected in teacher candidates' Final Student Evaluation indicate all students scored 'above the acceptable level.' Some of areas of the evaluation, however, are not as high as we would have liked. These include candidate knowledge of assessment and providing meaningful learning experiences.

Observation and Participation (Assessment 6)

In 2004-2005, teacher candidates were required to take 40 hours of O&P. However, in 2005-2007, the number of O&P increased to 60 hours. During those years, faculty learned that some of the O&P hours were redundant and 60 hours were not essential to acquiring the pedagogical knowledge, skills and dispositions. Therefore in the future, teacher candidates will be required to complete 40 hours of O&P in a classroom at the level of licensure the teacher candidate is pursuing. O&P assignments will be integrated into some of the methods courses by the instructor of the course, and competencies will be evaluated by the instructor. Teacher candidates will need to pass the course requirements for O&P, including completing the hours designated for the course, to successfully complete the course. The 40 hours of O&P will be completed before student teaching. Teacher candidates will be required to provide a reflection piece and to keep journals of their field observations as a part of the course requirements and will be assessed in part by those reflections. As with the previous assessments, course grades and student teaching will be the indicators of teacher candidate success.

Dispositions (Assessment 7)

Teacher candidates are made aware of desired professional teaching dispositions in all of Chaminade's Education programs. This has been an area of emphasis for the Chaminade faculty during the past year as evidence by the implementation of the professional dispositions assessment. In each Education course, the instructor will discuss the dispositions along with the syllabus during the first week of class. Discussion will focus on how each disposition specifically relates to the work in the class. Each teacher candidate will self-assess, providing specific evidence that standards are being met or a plan for improvement. This will be submitted to the instructor by the end of week 3. Within two weeks after the end of the semester, every instructor will informally assess each teacher candidate in the class referring to the Dispositions Assessment form. Evidence is needed if the teacher candidate is not meeting the standard. If an instructor notes a serious repeated dispositional problem prior to the end of the semester, he or she will discuss it with the teacher candidate when the problem is noted. The instructor will note the content and outcome of this meeting in a letter to be acknowledged with the

teacher candidate's signature. This letter will be attached to the Dispositions form.

All Dispositions Assessments will be placed into the confidential student working file in the Education Division, and the advisor for the teacher candidate's program will be notified. Upon their request, teacher candidates will have the right to view these disposition forms. Teacher candidates also have the right to dispute the assessments. If a teacher candidate wishes to dispute the assessment, he or she must do so in a written letter, to be attached to the assessment form.

Teacher candidates whose dispositions do not "meet expectations" as assessed by more than one member of the Education Division will be called to a formal meeting with two faculty members and their advisor to devise an improvement plan to address the issue(s). This plan will include specific suggestions for remediation, expected behaviors, and a timeline for improvement. The teacher candidate will meet with the faculty mentor until standards are met. In the span of 2004-2007, no teacher candidates were subject to this intervention and accompanying support.

In the event a teacher candidate does not meet the standard by the time he/she is to embark on student teaching, the involved faculty and advisor will meet with the Dean to determine the course of action. This may include asking the teacher candidate to leave the program.

Attachment 4.6 is a list of our Professional Teaching Dispositions list that is correlated with HTSB standards. Those behaviors include, but are not limited to HTSB standard 9.

3. Effects on Student Learning

Student Teaching Exit Portfolio (Assessment 5)

Teacher candidate effects on student learning are assessed through the student teaching exit portfolios and student teaching assessments. During the teacher candidates' student teaching term, they are also required to take the Student Teaching Seminar, ED 690 that requires teacher candidates to produce documented evidence that meets the ten Hawai'i Teacher Standards Board (HTSB) standards. Teacher candidates turn in lesson plans, unit plans, classroom management plans, and samples of graded student work. In addition, teacher candidates provide a case study as part of their exit portfolios required at the end of the course and student teaching.

A teacher candidate is deemed to have made a positive impact on student learning if he or she successfully passes student teaching, and receives satisfactory grades in O&P related coursework and the Student Teaching Seminar (where the exit portfolio is assigned and assessed.)

Attachment 4.7 shows the student teaching seminar passing grade B and above for years 2004-2007.

SECTION V – USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

1. Content Knowledge

The Praxis II scores from 2004-2005 provided evidence that candidates had some gaps in their content knowledge. Beginning in 2005-2006, the faculty made a concerted effort to ensure teacher candidates have a strong content foundation in the education of young children. To support this effort, there were several changes made to the program. First, a basic child development psychology course (PSY 202) was added as a prerequisite to the program. This gave the teacher candidates the basic foundation in child development, especially for teacher candidates entering the program from a different discipline. Second, an additional course, Introduction to Exceptional Children (ED 660) was added to expand on the basic knowledge regarding exceptional children and inclusion. A third addition was within the methods courses. Although the course numbers did not change, the content focus in ED 640 Language Arts Methods, ED 645 Math Methods, and ED 641 Integrated Curriculum moved away from focusing primarily on ages three to six (PK-K) to include equal attention to ages six to nine (K-3). In addition, a conscious effort was made to integrate curriculum based on Hawai’ian cultural themes in ED 641.

As mentioned in Section I, in 2006-2007 Chaminade University made the decision to put this program in a dormant state. However, in 2007-2008, a new wave of interest in quality early childhood education emerged with the passing of Bill 2878 that made the state of Hawai’i the 41st state to have a state-funded early learning program. With this new level of interest in early childhood education, Chaminade decided to revive the PK-3 program. During this same period the Education Division faculty decided to adopt a unifying and organizing framework for all teacher education licensure programs. Thus, in October 2007, the faculty created a common set of licensure program's outcomes. These outcomes would serve as a framework to anchor courses to outcomes. The outcomes are: plan, teach, assess, reflect and adapt (PTARA). Faculty then aligned program outcomes to each course to ensure that candidates acquired necessary skills and content knowledge. Content assignments were incorporated into all the methods courses under this framework. Our efforts to improve content knowledge in teacher candidates have continued. Licensing courses will have a content area focus and assessment of this content knowledge will be evaluated in all method courses' Signature Assignments. Grading rubrics will be linked to HTSB standards, ACEI, MACTE, and NAEYC. (Please see Attachment 1.1 for a more complete picture of course requirements and sequencing.)

The credibility of each assessment piece will be reflected in the common rubrics or scoring guides. Faculty who teach and assess these courses will be well qualified and have been previously licensed teachers themselves. Both the cooperating teachers as well as the university supervisor will ensure fairness and equity for student teaching and O&P evaluations as well.

2. Professional and Pedagogical Knowledge, Skill, and Dispositions

Prior to 2007, candidates' instructional planning proficiencies were assessed by means of their

ED 641 course grades in which the integrated unit plan is the final assignment. Course grade data from these courses indicated teacher candidates demonstrated a high level of instructional planning proficiencies. The integrated unit is now a signature assignment and teacher candidates will be required to include all pertinent Hawai'i Content and Performance Standards III (HPCS III).

Assessment data from 2004-2005 indicate that teacher candidates have acquired the basic pedagogical knowledge and skills. This is evident in the samples of the integrated unit plans where instructional planning is a major emphasis. However, there was a gap in their knowledge for exceptional children. Thus, in 2005-2007, by adding the Introduction to Exceptional Children course (ED660) to the program, teacher candidates learned the characteristics of exceptional learners as defined by Individual Disabilities Educational Act (IDEA) with the focus on instructional strategies that address different learning needs.

The Education Division at Chaminade University embraces the diversity we have in our own student body and in the student population that our teacher candidates experience in the preschools and elementary schools in Hawai'i. Improvement is needed in teaching diverse students as reflected in the grades from ED 660. To better equip our teacher candidates to deal with diversity issues, we will highlight this in our student teaching seminar as well as in some of our methods courses for teacher candidates. Guest speakers from the Hawai'ian community as well as other select groups will share their background and schooling experiences. Teacher candidates discuss different learning styles and create lesson plans for their classrooms. Teacher candidates will discuss implementation and effectiveness of these lessons. Reflections and adaptations will be shared among teacher candidates in seminar classes.

Data results from Final Student Teaching Evaluations indicate all teacher candidates scored 'above the acceptable level.' A summary of student teaching course grade shows that 100% passed the courses during the years of 2004-2007. However, the specific indicators within this evaluation point to 'areas for improvement' in 2004-2007. These include candidate knowledge of assessment strategies and meaningful learning experience.

In 2004-2007, knowledge of assessment has averaged the lowest score. The low Assessment score indicated to faculty that assessment information is lacking in our existing program, thus we developed an assessment class which will be required for this program. The assessment course is designed to assure that the following competencies are addressed: (1) Designing assessments, (2) Monitoring student learning during instruction, (3) Analyzing student work from assessments, (4) Using assessments to inform teaching, and (5) Using feedback to promote student learning.

The main issue in meaningful learning experience for teacher candidates involved incorporating a variety of appropriate assessment strategies as an integral part of instructional planning. Thus the addition of the ED 660 and the Assessment course will help this issue in the future.

In the 2007-2008 academic year, O&P and student teaching evaluations, as well as faculty feedback, indicated a need for further attention to professional dispositions. This led to the implementation of a new set of professional disposition assessment procedures (as noted above) that include review of, discussion of, and reflection upon professional dispositions by teacher candidates in every education course. This will be implemented in the future program.

3. Effects on Student Learning

Teacher candidates' effects on student learning are reflected in course grades for the Student Teaching Early Childhood Seminar course, ED 690. Teacher candidates' grades demonstrate students do have a positive effect on student learning as evident in the student teaching exit portfolio. This portfolio, constructed around the ten HTSB standards, contain evidence that candidates have implemented these standards in their classroom practices.

In the future, student teaching exit portfolios will be electronic and evaluated via the LiveText assessment tool. The rubric scoring criteria have been developed for these assessments and will make it possible to separate out the specific indicators of candidate effect on student learning. Candidates are evaluated by their respective instructors in LiveText and the data results generated from these evaluations will provide a comprehensive picture of candidates' ability to assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences to help all students learn.

SECTION VI – HAWAI’I DEPARTMENT OF EDUCATION AREAS OF SPECIAL EMPHASIS

1. Professionalism

Teacher candidates are made aware of desired professional teaching dispositions in all of Chaminade's Education programs. Listed below are our Professional Teaching Dispositions that are correlated with HTSB standards. Those behaviors include, but are not limited to HTSB standard 9:

HI-HTSB.9.1 Engages in relevant opportunities to grow professionally, i.e., taking university/college or in-service coursework, actively participating in a professional organization, serving on a cadre, council, or committee or serving as a cooperating teacher, mentor or advisor.

HI-HTSB.9.2 Reflects on practices and monitors own teaching activities and strategies, making adjustments to meet learner needs.

HI-HTSB.9.3 Provides and accepts evaluative feedback in a professional manner.

HI-HTSB.9.4 Conducts self ethically in professional matters.

HI-HTSB.9.5 Models honesty, fairness and respect for individuals and for the laws of society.

HI-HTSB.9.6 Demonstrates good work habits including reliability, punctuality, and follow-through on commitments.

HI-HTSB.9.8 Practices effective listening, conflict resolution and group-facilitation skills as a team member.

HI-HTSB.9.9 Works collaboratively with other professionals

Procedure for Teaching and Assessing Dispositions in Coursework: Please refer to Sections IV and V for explanation on how dispositions are taught and assessed in the education courses.

2. The System of Standards

In the past, the system of standards was not overtly addressed. Thus, in the future sojourn through the Education program, teacher candidates will become quite knowledgeable of the Hawai’i Content and Performance Standards (HCPS III). Many of our course signature assignments such as lesson plan, mini-unit, and integrated unit will require teacher candidates to include the appropriate HCPS III standard in their write-up. For example, in a Math Methods course, teacher candidates will create a lesson plan based on a specific grade level. They must include the appropriate Math standards, benchmarks, and General Learner Outcomes (GLOs). In the Language Arts course, teacher candidates will create a mini-unit. Teacher candidates must include three lesson plans with all appropriate standards, benchmarks, GLOs. These lesson plans are built around a 'big idea.' Teacher candidates' three lessons introduce the concept, develop the concept, and expand upon the concept.

In the Integrated Unit Plan, teacher candidates will complete a unit plan (minimum 2 weeks with 10 lessons) that provides for the integration of three to four content areas (math, literacy, science, and/or social studies). The plan will be developed around a theme determined in collaboration with instructor and cooperating teacher. The intent of the assignment is that the unit will be used, at least partially, during student teaching. Connections to the Hawai’i Content and Performance Standards (HCPS III), Benchmarks, and GLOs will be clearly identified. These elements will be evaluated in the grading rubric for each signature assignment.

In the course Introduction to Exceptional Children (ED 660), teacher candidates will create Assessment Portfolio that addresses Present Levels of Educational Performance (PLEP). Through this signature assignment, teacher candidates will reflect on student's academic and functional performance and most of their strengths and needs will be identified. This will help develop the Individualized Educational Program (IEP) goals and short-term objectives.

3. Beginning Reading

With the goal of developing teachers who in turn develop lifelong readers, there is a strong focus on building foundational skills and nurturing motivation at the beginning levels. How to teach reading from age-appropriate emergent to fluent stages are included in two Language Arts courses, ED 640 Language Arts Methods for Montessori and ED 629 Language Arts Methods. Through the span of these two courses, teacher candidates will be introduced to theories about the processes of reading and how to create a literate environment. There will be an emphasis on developing knowledge and appreciation of literature for young children; the ability to explain the principles and practices of emergent literacy, including the role of oral language; and the ability to plan and adapt lessons for culturally and linguistically diverse populations using multiple strategies for developing students' phonemic awareness and comprehension (including fluency and vocabulary).

In both courses, multiple methods of instruction will be used—case studies, demonstrations, multimedia materials, modeling, lecture and discussion, as well as hands-on field experiences. Teacher candidates' learning outcomes will be assessed in a number of ways: signature assignments, active class participation, focused reports on field experiences and exams on course content. The goal will be that the teacher candidate becomes an informed decision maker who has a comprehensive view of literacy and child development, the ability to make thoughtful and purposeful decisions based on research, use assessment to guide instruction and become a reflective user of best practice.

4. Technology

Technology is an integral part of Chaminade University of Honolulu. Technology is integrated at several levels: (1) technology as a communication tool (2) technology to support collaboratively learning environment, and (3) technology to support information services and data collection.

Technology to support communication among faculty, staff, and teacher candidates has multiple means. Chaminade maintains its own email server, using IMail as the email management program for over eight years. Although this system is good for few hundred clients, with over 4000 active email accounts now, we have outgrown the system and are currently planning to migrate to a more appropriate system. While email is appropriate for coordinating collaboration and for exchanging specific messages, wider interaction is supported by web-based forums, provided upon request for specific discussions. Such forums are especially valuable as part of the collaborative decision-making process common at Chaminade. As an example within the Education Division, a Ning (purposeful online network) site has been introduced to faculty for collaborative discussion.

Support for collaborative learning is provided through course management system and media support in the classrooms. Like all universities, Chaminade is experiencing an increased use of course management tools. Originally course management tools were used in distance education offerings, but more recently, the course management applications have been used to complement in-classroom or hybrid courses, since they offer additional opportunities to provide content, as well as allowing online collaboration between teacher candidates and between teacher candidates and faculty. From fall 2008, Chaminade migrated from WebCT course management tool to eCollege. In addition to the course management system, all classrooms provide various media integration opportunities. On-campus classrooms provide computers with internet access, projectors and elmo devices as well as multimedia players.

Information technology resources and data collection provided by the university consists of Datatel, WebPortal, Library Information, and LiveText. Datatel is the main data management system at Chaminade University. Within that system, WebPortal is provided for faculty, staff, and teacher candidates to access information regarding their personal and academic information. Teacher candidates can access personal profile, course registration, grades, and financial account through WebPortal. In addition, Sullivan Family Library at the university maintains links to 34,333 volumes of digital full-text monographs through ebrary, PsychBooks, and EBSCO. More recently in the Education Division, LiveText has been added to provide an efficient way to collect and analyze education students' program outcomes and evidence of meeting the state and professional standards.

SECTION VII – NATIVE HAWAIIAN CULTURE, HISTORY AND LANGUAGE

1. Candidate preparation to teach students: How is the program preparing candidates to incorporate Native Hawaiian culture, history and language into their instruction in the classroom? Include description of courses and experiences.

In the past, teacher candidates in PK-3 program incorporated Native Hawaiian culture, history and language into their instruction in the Integrated Curriculum course (ED 641). The Integrated Unit Plan produced through this course had to incorporate Hawaiian theme and connection back to the culture, history, and the language of Hawai'i.

In the future, teacher candidates will be introduced to *Na Honua Mauli Ola: The Hawai'i Guidelines for Culturally Healthy and Responsive Learning Environments* during Student Teaching Seminar. Through the use of this document, teacher candidates will become familiar with the content and standards developed by the Native Hawaiian Education Council in 2002. This document "provides schools and communities a way to examine and attend to the educational and cultural well-being of their learners".

Teacher candidates will be exposed to guest speakers that discuss the standards and philosophy set forth by this document as the foundation of Ke Kula yo S.M. Kamakau School in Kaneohe. They will discuss the specific requirements for students and families of the school, expectations for students, and how *Na Honua Mauli Ola* will be a guide for the school in regards to curriculum development and implementation. Anthony Kelling is a fluent speaker of the Hawaiian language, and exposes our teacher candidates to various key phrases and cultural practices.

Teacher candidates will be exposed to a wide range of factors concerning Native Hawaiian culture, history and language. For example, Native Hawaiians lag behind other public school children in Hawai'i throughout their formal school years (Yang, 2004). Data from the SAT-9 norm-referenced reading test for 2002-2003 reveal, for example, that 26 percent of Grade 3 Hawaiian children, as compared to 15 percent of others, scored in the "below average" range; and 45 percent of Grade 10 Hawaiian students as compared to 31 percent of others scored in the "below average" range (Kamehameha Schools, 2004). Other surveys and tests reveal similar patterns (Yang, 2004).

Some researchers suggest that low rates of literacy to be the result of a mismatch between home and school and have noted that Hawaiian students may have better outcomes when a culturally relevant curriculum and culturally relevant teaching strategies are utilized (Kanaiapuni, 2006; Yamauchi, 2003). Without such curriculum, teaching strategies, and pedagogy, many Hawaiian children struggle academically. The challenge for educators lies in knowing how to incorporate culturally relevant teaching strategies with challenging content knowledge to enhance academic outcomes.

In an effort to address this challenge, Chaminade applied for and recently received a federal NHEA grant to forge a partnership with two nearby public elementary schools in Palolo Valley. The Pua Lililehua program, titled Combining Culture, Competencies and Capacity (C3) for

student success in K-6 Hawai'ian Elementary Schools (C3), will provide an integrated, hybridized replicable professional development model that offers an innovative, cost-effective combination of Lesson Study, inquiry-based instruction using STEM as the basis, and place-based education to increase literacy and reading outcomes of at-risk children. Incorporating Hawai'ian language and culture, Pua Lililehua C3 is designed to allow schools to build their own capacity in creating support structures for ongoing improvement in student achievement and in meeting the requirements of No Child Left Behind (NCLB). Pua Lililehua C3 has local significance in addressing the two schools' educational weaknesses and will have far-reaching implications in our teacher preparation program by addressing instruction in other Hawai'ian language and culture-based (HLCB) schools and other schools with a high percentage of Native Hawai'ian and Pacific Islander students or Native Alaska and American Indian (AN/AI) students in a variety of educational milieus.

2. Candidate effectiveness on P-12 student learning: In what ways has student understanding of Native Hawai'ian culture, history and language been enhanced by teacher candidates?

Teacher candidates will be encouraged to continue discussion after reviewing the document and listening to the presentation, and to ask questions about the school, the language, cultural practices, and achievements made in regards to maintaining cultural identity and spoken language. Teacher candidates will be expected to incorporate these ideas, when relevant, in the lessons they create for their classrooms.

ATTACHMENTS

Attachment 1.1

Post-Baccalaureate Licensure: PK3 Early Childhood Education

For students entering the Education Division: 2004-2005

Course schedule terms/offerings are subject to change

Name _____ ID# _____ PH _____ Email _____

Prerequisite Requirements:

- ___ Students must successfully pass Praxis I PPST: Reading, Writing, and Mathematics (exam code: 0710, 0720, 0730).
- ___ Students must successfully pass Praxis II Content Area Exercises exam prior to/during student teaching (exam code: 0012).

The following required courses can be taken *before* passing the Praxis exams

Term/ Yr	Course # and Name	Pre-req	Terms Offered On-line	Terms Offered On-ground
	ED 214 Music, Art & Creative Movement for ECE			
	ED 232 Montessori Philosophy			
	ED 233A Introduction to Early Childhood			

The following methods courses are taken in the following order after *passing Praxis I* & completing a *Criminal history background check*. *It is strongly recommended that course be taken in the following sequence:*

Term/ Yr	Course # and Name	Pre-req	Terms Offered On-line	Terms Offered On-ground
	ED 515 Historical & Psychological Foundations of Education			
	ED 613 Children's Literature			
	ED 632A Montessori Methods (10 hrs O&P)			
	ED 632B Montessori Methods (10 hrs O&P)			
	ED 645 Math Methods (10 hrs O&P)			
	ED 640 Language Arts Methods (10 hrs O&P)			
	ED 641 Integrated Curriculum			

The following courses are taken after successful completion of the above courses, passing Praxis I and acceptance into Student Teaching.

Term/ Yr	Course # and Name	Pre-req	Terms Offered On-line	Terms Offered On-ground
	ED 690 Student Teaching Seminar-ECE *	Pass Praxis I, Acceptance to Student Teach	None	Winter/Fall
	ED 697 Student Teaching-ECE*	Pass Praxis I, Acceptance to Student Teach	None	Winter/Fall

**Student teaching is a minimum of 15 weeks. Students must submit a student teaching application and be accepted to student teach before registering (application deadlines are Mar. 15 for Fall and Oct. 15 for Winter). Students who do not pass the Praxis II Content Area Exercises exam by the end of student teaching will receive an "Incomplete" for student teaching.*

Projected Completion: _____

Academic Advisor: _____

Post-Baccalaureate Licensure: PK3 Early Childhood Education

For students entering the Education Division: 2005-2007

Course schedule terms/offering are subject to change

Name _____ ID# _____ PH _____ Email _____

Prerequisite Requirements:

___ Students must successfully pass Praxis I PPST: Reading, Writing, and Mathematics (exam code: 0710, 0720, 0730).

___ Students must successfully pass Praxis II Content Area Exercises exam prior to/during student teaching (exam code: 0012).

The following required courses can be taken *before* passing the Praxis exams

Term/ Yr	Course # and Name	Pre-req	Terms Offered On-line	Terms Offered On-ground
	PSY 202 Child Development			
	ED 232 Montessori Philosophy (10 hrs O&P)			
	ED 233A Introduction to Early Childhood			
	ED 515 Historical & Psychological Foundations of Education			
	ED 638 Music, Art, & Creative Movement			
	ED 632A Montessori Methods (10 hrs O&P)			
	ED 632B Montessori Methods (10 hrs O&P)			
	ED 660 Introduction to Exceptional Children			
	ED 680 Reading Methods: Developing Fluent Readers & Writers			
	ED 613 Children's Literature			

The following methods courses are taken in the following order after *passing Praxis I* & completing a *Criminal history background check*. *It is strongly recommended that course be taken in the following sequence:*

Term/ Yr	Course # and Name	Pre-req	Terms Offered On-line	Terms Offered On-ground
	ED 645 Math Methods (10 hrs O&P)	Passing Praxis I		
	ED 640 Language Arts Methods (10 hrs O&P)	Passing Praxis I		
	ED 641 Integrated Curriculum	Passing Praxis I		
	ED 604 Managing School Environ. (10hrs O&P)	Passing Praxis I		

The following courses are taken after successful completion of the above courses, passing Praxis I, registering for Praxis II, and acceptance into Student Teaching.

Term/ Yr	Course # and Name	Pre-req	Terms Offered On-line	Terms Offered On-ground
	ED 690 Student Teaching Seminar-ECE *	Pass Praxis I, Praxis II, Acceptance to Student Teach	None	Winter/Fall
	ED 697 Student Teaching-ECE*	Pass Praxis I, Praxis II, Acceptance to Student Teach	None	Winter/Fall

**Student teaching is a minimum of 15 weeks. Students must submit a student teaching application and be accepted to student teach before registering (application deadlines are Mar. 15 for Fall and Oct. 15 for Winter). Students who do not pass the Praxis II Content Area Exercises exam by the end of student teaching will receive an "Incomplete" for student teaching.*

Projected Completion: _____

Academic Advisor: _____

Early Childhood (PK-3) Advising Sheets

Post-Baccalaureate Licensure: Early Childhood Education

For students entering the Education Division: **Fall 09**

Course schedule terms/offering are subject to change

Name _____ ID# _____ PH _____ Email _____

Prerequisite Requirements:

___ Students must successfully pass Praxis I PPST: Reading, Writing, and Mathematics (exam code: 0710, 0720, 0730).

___ Students must register for Praxis II Content Area Exercises exam prior to/during student teaching (exam code: 0012).

Student s who do not pass the Praxis II exam by the end of student teaching will receive an “Incomplete” for student teaching.

The following required courses can be taken *before* passing the Praxis exams

Term/ Yr	Course # and Name	Pre-req	Terms Offered On-line	Terms Offered On-ground
	PSY 202 Child Development (email: Kammie @ kwilson@chaminade.edu to register)	N/A	Fall/Spring	Fall/Spring
	ED 233 Introduction to ECE I	N/A	Winter/Spring/Sum/Fall	Winter/Spring/Sum/Fall
	ED 600 Intro to Graduate Education	PSY 202, ED 233	Winter/Spring/Sum/Fall	Winter/Spring/Sum/Fall
	ED 638 Music, Art, & Creative Movement	PSY 202, ED 233	None	Winter/Summer/Fall
	ED 660 Introduction to Exceptional Children	PSY 202, ED 233	Winter/Spring/Sum/Fall	Winter/Spring/ Fall
	ED 685 Assessment	PSY 202, ED 233	Winter/Spring/Sum/Fall	Varies
	ED 649 Montessori Philosophy	PSY 202, ED 233	Spring	
	ED 633 Cognitive Development: Theory to Practice	PSY 202, ED 233	Winter	

The following methods courses are taken in the following order after *passing Praxis I* & completing a *Criminal history background check*. *It is strongly recommended that course be taken in the following sequence:*

Term/ Yr	Course # and Name	Pre-req	Terms Offered On-line	Terms Offered On-ground
	ED 632A Culturally Appropriate Practice & Mont. Methods	ED 649, Passing Praxis I		
	ED 632B Development of the Senses & the Mont. Methods	ED 649, Passing Praxis I		
	ED 640 Language Arts Methods for Montessori	ED 649, Passing Praxis I		
	ED 645 Math Methods for Montessori	ED 649, Passing Praxis I		
	ED 631 Math Methods (10 hrs O&P)	Passing Praxis I		
	ED 629 Language Arts Methods (10 hrs O&P)	Passing Praxis I		
	ED 609 Montessori: Observation and Management (10hrs O&P)	ED 649, Passing Praxis I		
	ED 641 Integrated Curriculum (10 hrs O&P)	ED 649, Passing Praxis I		

The following courses are taken after successful completion of the above courses, passing Praxis I, Praxis II, and acceptance into Student Teaching.

Term/ Yr	Course # and Name	Pre-req	Terms Offered On-line	Terms Offered On-ground
	ED 690 Student Teaching Seminar-PK-3 (3 credits)*	Pass Praxis I, Register for Praxis II, Acceptance to Student Teach	None	Winter/Fall
	ED 697 Student Teaching-PK-3 (6 credits)*	Pass Praxis I, Register for Praxis II, Acceptance to Student Teach	None	Winter/Fall

**Student teaching is a minimum of 20 weeks. Students must submit a student teaching application and be accepted to student teach before registering (application deadlines are Mar. 15 for Fall and Oct. 15 for Winter). Students who do not pass the Praxis II Content Area Exercises exam by the end of student teaching will receive an “Incomplete” for student teaching.*

Projected Completion: _____

Academic Advisor: _____

Master of Education with Early Childhood Licensure (PK-3)

For students entering the Education Division Fall 09. Course schedule terms/offering are subject to change.

Name _____ ID# _____ PH _____ Email _____

Prerequisite Requirements:

- ___ Students must successfully pass Praxis I PPST: Reading, Writing, and Mathematics (exam code: 0710, 0720, 0730).
 - ___ Students must register for Praxis II Content Area Exercises exam prior to/during student teaching (exam code: 0012).
- Students who do not pass the Praxis II exam by the end of student teaching will receive an "Incomplete" for student teaching.

The following required courses can be taken *before* passing the Praxis exams

Term/ Yr	Course # and Name	Pre-req	Terms Offered On-line	Terms Offered On-ground
	PSY 202 Child Development (email: Kammie @ kwilson@chaminade.edu to register)	N/A		
	ED 233 Introduction to ECE I	N/A		
	ED 600 Intro to Graduate Education	PSY 202, ED 233		
	ED 638 Music, Art, & Creative Movement	PSY 202, ED 233		
	ED 660 Introduction to Exceptional Children	ED 614, ED 631		
	ED 685 Assessment	PSY 202, ED 233		
	ED 649 Montessori Philosophy	PSY 202, ED 233		
	ED 633 Cognitive Development: Theory to Practice	PSY 202, ED 233		

The following methods courses are taken in the following order after *passing Praxis I* & completing a *Criminal history background check*. *It is strongly recommended that course be taken in the following sequence:*

Term/ Yr	Course # and Name	Pre-req	Terms Offered On-line	Terms Offered On-ground
	ED 632A Culturally Appropriate Practice & Mont. Methods	ED 649, Passing Praxis I		
	ED 632B Development of the Senses & the Mont. Methods	ED 649, Passing Praxis I		
	ED 640 Language Arts Methods for Montessori	ED 649, Passing Praxis I		
	ED 645 Math Methods for Montessori	ED 649, Passing Praxis I		
	ED 631 Math Methods I (10 hrs O&P)	Passing Praxis I		
	ED 629 Language Arts Methods II (10 hrs O&P)	Passing Praxis I		
	ED 609 Observation and Management (10hrs O&P)	ED 649, Passing Praxis I		
	ED 641 Integrated Curriculum (10hrs O&P)	ED 649, Passing Praxis I		

The following courses are taken after successful completion of the above courses, passing Praxis I, Praxis II, and acceptance into Student Teaching.

Term/ Yr	Course # and Name	Pre-req	Terms Offered On-line	Terms Offered On-ground
	ED 690 Student Teaching Seminar-PK-3 (3 credits)*	Pass Praxis I, Register for Praxis II, Acceptance to Student Teach	None	Winter/Fall
	ED 697 Student Teaching-PK-3 (6 credits)*	Pass Praxis I, Register for Praxis II, Acceptance to Student Teach	None	Winter/Fall

**Student teaching is a minimum of 20 weeks. Students must submit a student teaching application and be accepted to student teach before registering (application deadlines are Mar. 15 for Fall and Oct. 15 for Winter). Students who do not pass the Praxis II Content Area Exercises exam by the end of student teaching will receive an "Incomplete" for student teaching.*

Required Core Courses

It is highly recommended that core coursework is taken following the completion of licensure courses

Term/ Yr	Course # and Name	Pre-req	Terms Offered On-line	Terms Offered On-ground
	ED 601 Understanding Research and Design	N/A	Wint/Sprg/Sum/Fall	Wint/Sprg/Sum/Fall
	ED 675 Learning Styles and Learning Theory	ED600, ED601	Winter/Summer	Spring/Fall
	ED 652 Multicultural Education	ED600, ED601	Spring/Fall	Winter/Summer
	ED 670 Issues of Peace, Justice, and Education Reform	ED600, ED601	Winter/Summer	Spring/Fall
	ED 684 Culminating Experience	ED600, ED601, ED675, ED652, ED670	Winter/Summer	Wint/Sprg/Sum/Fall

Projected Completion: _____ Academic Advisor: _____
 Acknowledgement of Advising Sheet: _____ (Student signature)

**Attachment 1.2
Candidate Information**

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report.

Program: Early Childhood Education (Graduate)		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
2007-2008	0	0
2006-2007	3	2
2005-2006	8	6
2004-2005	7	5

* The # of Candidates enrolled in the program is based on estimated average numbers for the academic year.

¹ *Program completers* are defined for Title II purposes as persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, unit certificate, program credential, transcript, or other written proof of having met the program's requirements, e.g. IHE Program Completer Lists to HTSB.

**Attachment 1.3
Faculty Expertise and Experiences**

Full-Time Faculty

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Eden, Tim	Ed.D. in Theology, University of San Francisco	Full-time faculty	Assistant Professor	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Assistant Professor of Education and Theology, Chaminade University		Secondary education teaching		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Grossman, David	Ph.D. in International Development Education, Stanford University	Full-time faculty	Professor	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Global & Comparative Education Teacher Education Citizenship Education 3 Co-Edited Books, 4 book chapters, 4 journal articles		Secondary Social Studies Teacher, School Co-Director, School Board		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Honda, Glenn	Ed.D. in Educational Administration, Cognate Field: Curriculum and Instruction, University of Hawai'i	Full-time faculty	Associate Professor	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Served on HTSB Higher Education review teams: HPU initial Secondary Education Program review team; UH Hilo on-site review team; BYUH on-site review team		Elementary School Teacher; Vice Principal; Principal; District Fiscal Business Specialist; State Educational Specialist (State GED Administrator) Professional School Administrator's License (HDOE); Elementary License (HTSB); Secondary Teaching License (HTSB)		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Jelinek, David	Ph.D. in Educational Administration, California State University Santa Barbara	Full-time faculty	Associate Professor	Yes
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Published book chapter in SUNY Press (2008); Currently writing a science methods textbook for Allyn & Bacon; Project Director for Federal Javits Gifted & Talented Grant		K-6 and Secondary Teaching Experience; School Principal		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Mize, Margaret	Ed.D. in Curriculum and Instruction, North Carolina State University	Full-time faculty	Association Professor	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Extensive work with Palolo Valley Partnerships and After School Tutoring Program, Teach for America Advisor and Instructor. Presenter at IRA and PEC conferences.		20 years in P-12 School (in 3 countries)		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Moseley, Bryan	Ph.D. in Educational Psychology, University of California, Santa Barbara	Full-time faculty	Assistant Professor	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Florida International University Assistant Professor in Mathematical Problem Solving and Educational Psychology, AERA-International Studies newsletter editor				

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Park, Elizabeth	M.Ed. in Early Childhood Education with Montessori Credential, Chaminade University of Honolulu	Part-time faculty	Lecturer	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Director of Early Childhood Education and Montessori Teacher Education Program; HAEYC Conference; Pacific Education Conference; TCC Conference		PreK to K classroom experience; Early Intervention teacher experience		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Schonleber, Nanette	Ph.D. in Educational Psychology, University of Hawai'i	Full-time faculty	Associate Professor	Yes
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Early Childhood Education, Director of Montessori Teacher Education Program		Montessori teacher experience; Preschool director		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Sjostrom, Mary Pat	Ph.D. in Mathematics Education, Georgia State University	Full-time faculty	Assistant Professor	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
PI Math Partnership Grant, National Presentations in Math Education, CTRAC Director, NHEA Grant		20 years in P-12		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Smith, Mary	Ph.D in Elementary Education, University of Virginia	Full-time faculty	Assistant Professor	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
NY State Certification of Qualification in SPED, American Montessori Society, Pre-Primary Certification, SPED Licensure Hawai'i, VA Licensure, K-6 SPED		PK-8years, K11-9years Public School, SPED-4years		

Adjunct Faculty

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Apisa, Sheila	MS Teaching Saginaw State University	Program Coordinator & Adjunct Faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Director of the Dual Licensure Program in Elem & Spec Ed				

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Apisa, William (Tai)	M.A. Education Specialists in Administration, Wayne State University	Adjunct Faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
CEA-MEA-NEA-Local1; American Red Cross; Masons' Shriners; Goodfellows; Michigan High School Football Coaches Association/Athletic Administrators Association		General Science 3yrs, Algebra 2yrs, Biology 3yrs		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Asuncion, Christine	M.Ed., Chaminade University	Adjunct Faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Department Head Special Education				

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Bogart, Louise	Ph.D. Education, University of Hawai'i	Adjunct Faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Retired as full professor from Chaminade's Education division in June 2005. Working as Adjunct Faculty. Interests focused on issues of Peace. Elementary and ECE				

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Cravalho, Erika	M.Ed. in Secondary Education, Chaminade University	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
PI Lambda Theta International Honor Society and Professional Association of Education, Hawai'i Teachers Standard Board 2006		Head Teacher, Elementary Grade 1-3 of Kawaiaha'o Church School, Kamehameha School English 8		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Datta, Monique	M.Ed. in Secondary Education, Chaminade University	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Phi Lambda Theta, Int'l Honor Society and Professional Association in Education; Hawai'i State Teachers Association		Grade 5-8 teaching		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
DeMattos, Fran	M. Ed. Early Childhood Education with Montessori Credential, Chaminade University	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Member of AMS, NAEYC, and HAEYC, Castle Distinguished Speaker Series Participant		Teacher at L. Robert Allen Center and Director at L. Robert Allen Center		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Donovan, Margaret	Ed.D. Curriculum and Instruction with specialization in reading and children's literature, University of Hawai'i	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Retired from being full-time faculty on June 2005, and will continue to work as adjunct faculty, focus on literacy				

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Fitzgerald, Sheri	M.Ed. Secondary education, Chaminade University	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
HSTA-Hawai'i State Teachers Association		Middle school teaching, undergraduate & graduate teaching		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Gereau, Sally	M.A. Curriculum Education, Eastern Michigan University	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Instructor for UH at Manoa College of Education Institute		Secondary school business subjects and middle school language arts teacher		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Iwamoto, Vickie	Ed.D. in Leadership, University of Southern California	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Director of a Technology Dissemination Grant, Language Arts Program for Anaheim City School District				

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Jenkins, Roberta	M.Ed. Educational Administration, University of Hawai'i	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
University Supervisor, Association for Supervision and Curriculum Development, former National Nominations Committee Member, Vice-Chair		Grade 5-6 teaching, District Educational Specialist-Math		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Lee, Leila	M.Ed., Chaminade University	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Member of International Dyslexia Association				

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Kelling, Anthony	M. Ed., Chaminade University	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
		Teacher at Kawaiahao School		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Lewis, Jo-Anne	MST, MSCP, Chaminade University	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Member of AMS, NCME, NAEYC, Consultant to Montessori Community School, L. Robert Allen Center, and Conflict Resolution Workshop facilitation		Teacher at Montessori Community School, Consultant to various preschools		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Los Banos, Harsjasti Kamarwan	Master of Curriculum and Instruction, University of Phoenix, HI	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
		Kindergarten teaching 14 years		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Malanaphy, Maureen	Ph.D. Education in Curriculum Studies, University of Hawai'i	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
		Special education		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Martel, Roberta "Bobbie"	M.S. School Counseling Psychology, University of LaVerne, CA	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Leeward Community College Instructor and Adjunct Professor, Professor of Language and Literacy at University of Redlands.				

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Martinez, Jessica	M.A. Child Development, California State University, Sacramento	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Adjunct instructor for Sacramento City College; Academic Achievement Award at California State University, Sacramento, 2004.				

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Matanane, Nichole "Nikki	M. Ed. in Gifted and Talented Education, Chaminade University	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
HSTA; Pi Lambda Theta-Education Honor Society; Afterschool Alliance				

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Matsumoto, Anakonia	M.Ed. in Secondary Education, Chaminade University	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Hawai'i State Teachers Association Member; Pi Lambda Theta member		High school teacher -English		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Mew, Cynthia	M.Ed. Special Education, University of Hawai'i	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
DOE Advisor for Leeward Offices in Special Education		Elementary and special education teacher		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Nakatsu, Richard	Ph.D. in Education Leadership, University of Southern California	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Special Education				

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Nii, Cassie	M.Ed. in Secondary Education, Chaminade University	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Self-Study Coordinator for WASC		Nanakuli High/Intermediate teacher in tech and web design		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Ooki, Nancy	M.A. Education Techonology, Pepperdine University	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Home School learning Network Inc. Curriculum writer for K-12				

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
O'Phelan, Mary	Ph.D. in Curriculum & Instruction, University of Southern Florida	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Western Kentucky University Associate Professor in Educational Administration, Leadership and Research				

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Pollock, Debra	M.Ed. in Special Education, Chaminade University	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
SPED teacher –DOE				

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Porter, Jenna	M. Ed. Curriculum and Instruction, Sacramento State University	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Project ACT Gifted and Talented Grant Coordinator, CSUS/Davis Joint Unified Sacramento, CA		Preschool teacher/ Second Grade teacher		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Richmond, Jerry	M.S. in Child Care Administration, Nova University	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Board of Director at Montessori Community School, AMS Conference presenter		Executive Director at PATCH, Director at Kawaiahao Preschool, Teacher at Tahanan Ng Mga Bata, Astroland Montessori, and Hawai'i Child Care Center		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Riggs, Brian	M.Ed. in Secondary Education, Chaminade University	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Kamehameha Schools teacher of Secondary Science				

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Shorey, Terry	Ph.D. Education Administration, Lacrosse	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Education program consultant-California Department of Education, Online adjunct instructor at Chapman university				

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Street, Amanda	M. Ed. Psychology Emphasis, University of Missouri	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Field Services and Licensure Director		Secondary education		

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Tran, Judy	Ed.D. Special Education of the Gifted	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
Secondary Ed and Online Program Coordinator, Chaminade University				

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Young, Melissa	M.Ed. Chaminade University	Adjunct faculty	Adjunct	No
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years		Teaching or other professional experience in P-12 schools		
6 th grade Special Education Teacher – Mililani Middle School				

Attachment 2.1
Praxis II Content Area Data

PB ECE Academic Year	Number of Completers	Overall GPA	PPST-Reading	PPST-Writing	PPST-Math	Praxis II Education of Young Children
AY2007-2008	0	---	---	---	---	---
AY2006-2007	2	3.90	179	175	174	187
AY2005-2006	7	3.75	178	174	176	180
AY2004-2005	6	3.80	176	176	176	179

Attachment 2.2

Assessment of Candidate Content Area Scoring Guides

Grades

Letter grades are given in all courses except those taken on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports, and the final examination. They are interpreted as follows:

A Outstanding scholarship and an unusual degree of intellectual initiative.

B Superior work done in a consistent and intellectual manner.

C Average grade indicating a competent grasp of subject matter.

D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work.

F Failed to grasp the minimum subject matter; no credit given.

P Satisfactory completion of course.

W Withdrawal before published deadline.

I * At the discretion of the faculty member, a grade of "I" may be assigned to a student who has successfully completed [i.e., with at least a passing grade] a majority of the work of the course and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule.

IP In Progress; primarily used for thesis completion.

AU Audit.

CR/NC** Credit/No Credit.

Incomplete Coursework

The issuance of an 'I' grade is not automatic. The completion of the work, evaluation, and reporting of the final grade is due within 90 days after the end of the semester or term. This limit may not be extended. Email notification will be provided to the student and instructor within the final 30 days by using student and instructor Chaminade University email addresses. The faculty member will award the student a letter grade, including the possibility of an "F." An "I" grade that is not replaced by a letter grade by the 90-day deadline will automatically become the indicated alternate grade on the incomplete contract.

Credit/No Credit

**The credit/no credit option enable students to elect courses of interest without grade penalty. This option applies to all elective courses. General education requirements may not be fulfilled by courses taken credit/no credit. Some major requirements are delivered as credit/no credit. In cases such as required practicum and thesis courses that are usually graded Credit/No Credit, a student may request to be graded. This option is allowed if the student requests the graded option prior to taking the class and the teacher responsible for the grade agrees to the student proposal.

One course per semester may be elected on Credit/No Credit for a maximum of eight courses. This election is in addition to courses where only that option is available. Since credit will be given for the 46 Undergraduate Catalog 2008-2009 lowest passing grade of D, most institutions will not accept these courses taken on Credit/No Credit on transfer.

The deadline for applying for the Credit/No Credit option is listed in the University Calendar. Instructors are not notified when a student has exercised this option.

Attachment 2.3
Assessment of Candidate Content Area Data

Final Course Grades from 2004-2007

Course Number	Course Name	Course Grade 'B' or Above
ED 632A	Montessori Methods	100%
ED 632B	Montessori Methods	100%
ED 640	Language Arts Methods	100%
ED 645	Math Methods	98%
ED 641	Integrated Curriculum	100%

Attachment 2.4

Assessment of Candidate Ability to Plan Instruction Data

Final Course Grades from 2004-2007

Course Number	Course Name	Course Grade 'B' or Above
ED 632A	Montessori Methods	100%
ED 632B	Montessori Methods	100%
ED 640	Language Arts Methods	100%
ED 645	Math Methods	98%
ED 641	Integrated Curriculum	100%
ED 660	Introduction to Exceptional Children	100%

**Attachment 2.5
Assessment of Student Teaching**

Student Teaching Evaluation

Midterm Evaluation*

*To be completed by CT prior to US visit. When US visits, all three parties will discuss the evaluation, make modifications, agree and sign. The final copy will be submitted to Field Services.

Student Teacher: _____		
ID#: _____		
Student Teaching Focus: _____		Semester/Year: ____/____
School: _____		Grade Level: _____
Address: _____		
_____		Phone No: _____
<i>Elementary</i>	Classroom Type _____	# of students _____
<i>Secondary</i>	Classroom Type _____	# of students _____
<i>Special Education</i>	Classroom Type _____	# of students _____

Directions: Please evaluate the student teacher’s performance in each box using the following key: N – No opportunity to judge; 1 – Unacceptable; 2 –Below acceptable standard; 3 – Acceptable; 4 –Above average work; 5 – Outstanding

I. Focuses on the Learner

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

- _____ promotes students’ independence and self-responsibility for learning
- _____ relates instruction to students’ interests, experiences and real life situations
- _____ plans developmentally appropriate activities to promote student success
- _____ provides positive, nurturing and constructive feedback
- _____ encourages students to achieve academically
- _____ promotes student self-awareness and intrinsic motivation

Summary Rating (Please circle/check appropriate #) **1 2 3 4 5**

II . Creates and Maintains a Physically & Emotionally Safe Learning Environment

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

- _____ establishes a positive and appropriate teacher relationship with students
- _____ knows and follows school and classroom routines and procedures
- _____ models tolerance, risk-taking and enthusiasm for learning
- _____ demonstrates an ability for spontaneous decision making
- _____ maintains student behaviors consistent with rules, expectations and activities
- _____ supports an environment characterized by trust and respect
- _____ organizes and maximizes resources of time, space and activities
- _____ builds a leaning community where there is group collaboration and cooperative learning experiences
- _____ provides learning experiences to engage students as individuals

Summary Rating (Please circle/check appropriate #) **1** **2** **3** **4** **5**

Adapts to Learner Diversity

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

- _____ varies instruction to suit the students' multiple intelligence and learning styles
- _____ provides appropriate instruction which addresses: physical / social / emotional / ethical / cognitive development of every student
- _____ develops a positive rapport with all students
- _____ is aware of and demonstrates appreciation for learners' human and cultural differences
- _____ adapts instruction to include learners with special needs
- _____ adjusts instruction in response to learners' achievement levels
- _____ demonstrates commitment to helping every student experience success

Summary Rating (Please circle/check appropriate #) **1** **2** **3** **4** **5**

IV. Fosters Effective Communication in the Learning Environment

The effective teacher consistently enriches communication in the learning environment. The student teacher:

- _____ uses vocabulary that is appropriate for students' ages and interests
- _____ fosters active inquiry and interactive communication among the students
- _____ creates a climate of openness that fosters both one-to-one and group communication
- _____ demonstrates active listening and sensitivity to verbal and non-verbal communication
- _____ writes in clear standard English
- _____ speaks clearly in standard English using an appropriately audible, modulated and expressive voice.
- _____ encourages students' self-expression, reflection and evaluation

Summary Rating (Please circle/check appropriate #) **1** **2** **3** **4** **5**

V. Demonstrates Knowledge of Content

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

- _____ demonstrates knowledge of major concepts, content and methods in his/her discipline
- _____ links concepts and key ideas to students' prior experiences and inquiry approaches
- _____ provides for interdisciplinary experiences and inquiry approaches
- _____ demonstrates enthusiasm for the content
- _____ keeps abreast of current developments in content area(s)

Summary Rating (Please circle/check appropriate #) **1** **2** **3** **4** **5**

VI. Designs and Provides Meaningful Learning Experiences

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

- _____ plans cooperatively with the mentor teacher
- _____ submits lesson plans in a timely manner for mentor teacher's review
- _____ plans and implements logical, sequential lessons that are relevant to students
- _____ uses time-management effectively within an allotted schedule
- _____ prepares and organizes materials, supplies and equipment for lessons in advance
- _____ provides adaptations in lessons to accommodate a variety of student needs
- _____ plans effectively for long term goals, themes and/or units

Summary Rating (Please circle/check appropriate #) **1** **2** **3** **4** **5**

VII. Uses Active Student Learning Strategies

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

- _____ demonstrates creativity in teaching meaningful content using hands-on, open-ended, problem based learning experiences
- _____ involves students in initiating, selecting, planning and implementing activities
- _____ helps students to question, problem solve, access and manage resources
- _____ uses available technologies as tools for teaching and learning
- _____ varies instructional roles (e.g. coach, facilitator, co-learning, etc.) in relation to the content, purpose of instruction and needs of the students
- _____ focuses on higher order thinking skills that challenge the learners
- _____ provides opportunities for students to apply and practice what they have learned

Summary Rating (Please circle/check appropriate #) **1** **2** **3** **4** **5**

VIII. Uses Assessment Strategies

The effective teacher consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner. This student teacher:

- incorporates a variety of assessment strategies (e.g. portfolios, peer evaluations, rubrics journals, criteria-based, etc.) as an integral part of the instruction
- involves students in self-assessment and personal goal setting
- evaluates students' performances and products objectively and fairly
- maintains appropriate and accurate records of student achievement
- communicates students' status with parents in a positive and timely manner
- uses assessment as an effective tool

Summary Rating (Please circle/check appropriate #) **1** **2** **3** **4** **5**

IX. Demonstrates Professionalism

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

Personal attributes – This student teacher:

- displays appropriate appearance and evidence of good health practice
- exhibits self-confidence and positive self-esteem
- models honesty, fairness, and respect for individuals
- assumes responsibility for own behavior
- promotes quality work and school improvement
- demonstrates an appropriate sense of humor
- displays enthusiasm and enjoyment for teaching and for the students

Professional behaviors and developments – This student teacher:

- is punctual in attendance, planning, and honors commitments
- builds upon personal strengths and strives to move beyond limitations
- demonstrates initiative and resourcefulness

- _____ observes classroom activities accurately and objectively
- _____ assumes and willingly fulfills teaching responsibilities
- _____ maintains appropriate relationship with mentor teacher
- _____ accepts evaluative feedback from mentor and peers and adjusts performance accordingly
- _____ adjusts teaching strategy based on self-reflection
- _____ demonstrates a commitment to professional growth and ongoing career development

Summary Rating (Please circle/check appropriate #) **1** **2** **3** **4** **5**

X. Fosters Parent and School Community Relationships

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

- _____ collaborates and cooperates with school personnel and other adults in support of the community's goal
- _____ communicates in a positive manner with school personnel and parents
- _____ works with parents to support the learning needs of students
- _____ participates actively in school and community functions

Summary Rating (Please circle/check appropriate #) **1** **2** **3** **4** **5**

Narrative commentary on the student teacher's qualities and classroom experiences, **though not necessary for the mid-term evaluation, is invited:**

Signature of Cooperating Teacher / Date

Signature of University Supervisor / Date

Signature of Student Teacher / Date

Signature of Field Services Director / Date

Form shall be turned in to Field Services by University Supervisor Immediately Following Midterm Evaluation Meeting

Attachment 2.6
Assessment of Student Teaching Scoring Criteria

Student Teaching Evaluation Likert Scale:

N	No opportunity to judge
1	Unacceptable
2	Below acceptable standard
3	Acceptable
4	Above average work
5	Outstanding

Attachment 2.7
Assessment of Student Teaching Data

Student Teaching Evaluation Data

Graduate Early Childhood Education Academic Year	Number of Completers	Overall GPA	1. Focus on the Learner	2. Maintains Safe Secure Environment	3. Diversity	4. Effective Communication	5. Demonstrates Content Knowledge	6. Meaningful Learning Experiences	7. Active Learning Strategies	8. Assessment Strategies	9. Demonstrates Professionalism	10. School-Community Relationships
2007 - 2008	0	--	--	--	--	--	--	--	--	--	--	--
2006-2007	2	3.90	5.00	5.00	5.00	5.00	5.00	4.67	5.00	4.67	5.00	5.00
2005-2006	7	3.75	5.00	5.00	5.00	5.00	5.00	4.88	4.88	4.50	5.00	5.00
2004-2005	6	3.80	4.57	4.71	4.71	4.57	4.57	4.43	4.43	4.29	4.86	4.57

Attachment 2.8

Assessment of Candidate Effect on Student Learning

Student Teaching Exit Portfolio Description

The purpose of the Student Teaching Seminar is to provide a culminating experience for students who are participating in Student Teaching. Students will create a Student Teaching Exit Portfolio, considered the capstone project in the teacher candidate's educational training. Through completion of the exit portfolio, the student teacher demonstrates competency in the Hawai'i Professional Teacher Standards, Hawai'i Content Standards and other relevant professional standards. This portfolio will document the effect the teacher candidate has on PK-12 student learning.

The Exit Portfolio can also serve as a Professional Teaching Portfolio for all Educators. Beginning teachers can use the portfolio to demonstrate content knowledge and instructional competencies in school interviews. Experienced teachers can utilize the portfolio to document continued professional growth and development throughout their teaching careers.

The Portfolio should contain an up-to-date resume. In addition, three letters of recommendation from various professional mentors such as the cooperating teacher, university supervisor, school principal, department head, college instructors, etc. are required. The portfolio should also contain the student's final student teaching evaluation. These should be placed in the section titled, Professional Credentials and Accomplishments.

An important component of the Student Teaching Portfolio is the Student's Educational Philosophy. In this section, the student will describe their personal approach to teaching and learning. This should include a synthesis of the specific learning theories and pedagogy that informs the student's educational approach. In the section titled 'Educational Highlights' a exemplary content-specific artifact should be placed. A secondary student teacher might include a unit or lesson plan in his/her content area such as math or science, an elementary student teacher could include select lessons from an integrated unit.

Education at Chaminade University is guided by the five characteristics of Marianist Education.

These are:

1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

In this section of the portfolio, the student selects one or more characteristics he/she finds personally relevant. It might be 'provide an integral quality education' or 'educate for adaptation and change.' The student is to discuss how this idea informs their classroom practices. In particular, the student needs to demonstrate how he/she translates this idea into their teaching practice. Examples from everyday classroom life are highly suggested.

The major portion of the student teaching portfolio, however, is to be based around the ten Hawai'i Teacher Performance Standards. The student will demonstrate his/her knowledge and understanding of each standard and provide two pieces of evidence for each of the ten standards. This section should include how the candidate implements this standard in his/her classroom and contain information on the learning processes experienced during this endeavor. Suggestions of possible artifacts include a lesson plan, student work, photos of a student activity, curriculum map, etc. The selected evidences will need to be supported and the relationship to the standard explicitly described. It will be through this reflection that the candidate demonstrates a full understanding of the standard.

Attachment 2.9
Assessment of Candidate Effect on Student Learning Scoring Criteria

Student Teaching Exit Portfolio Rubric

	Exceeds (3 pts)	Meets (2 pts)	Needs Improvement (1 pt)
Introduction	Student's introduction is well-written and organized. Personal and educational history present as well as pertinent educational interests. Photo included.	Student's introduction is well-written and organized. Sufficient details and picture included.	Short description of student's history. No photo.
Educational Philosophy CEC2002.GC.1 HI-HTSB.9	Personal Philosophy of Education is situated within a larger, theoretical framework. Teaching approach is supported by relevant, current research. Clear link between theory/ practice is demonstrated. . .	Philosophy of Education is embedded within a theoretical framework. Approach to teaching and learning is supported by research. Link between theory/ practice is described.	Philosophy of Education lacks a theoretical framework. Absence of research basis for teaching and learning. Philosophy is solely based upon personal experiences.
STANDARD 1 (all subsequent standard rubric are the same) CEC2002.GC.2 HI-CHAM-ED-PB-SE-PO.4.ED.664.1 HI-HTSB.1	Concepts within standard are fully examined and communicated in clear, understandable way. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains ample support for evidence selection. Explicit connection between evidence and standard.	Standard is examined and clearly described. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains good support for evidence selection. Explicit connection between evidence and standard.	Standard is described. Evidence represents the standard and is accompanied by a brief or perfunctory reflection. No stated connection between evidence and standard.
HTSB STANDARD 2 CEC2002.GC.5 HI-CHAM-ED-PB-SE-PO.4.ED.664.1 HI-HTSB.2	Concepts within standard are fully examined and communicated in clear, understandable way. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains ample support for evidence selection. Explicit connection between evidence and standard.	Standard is examined and clearly described. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains good support for evidence selection. Explicit connection between evidence and standard.	Standard is described. Evidence represents the standard and is accompanied by a brief or perfunctory reflection. No stated connection between evidence and standard.
HTSB STANDARD 3 CEC2002.GC.3 HI-CHAM-ED-PB-SE-PO.4.ED.664.1 HI-HTSB.3	Concepts within standard are fully examined and communicated in clear, understandable way. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains ample support for evidence selection. Explicit connection between evidence and standard.	Standard is examined and clearly described. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains good support for evidence selection. Explicit connection between evidence and standard.	Standard is described. Evidence represents the standard and is accompanied by a brief or perfunctory reflection. No stated connection between evidence and standard.

	Exceeds (3 pts)	Meets (2 pts)	Needs Improvement (1 pt)
HTSB STANDARD 4 CEC2002.GC.6 HI-CHAM-ED-PB-SE-PO.4.ED.664.1 HI-HTSB.4	Concepts within standard are fully examined and communicated in clear, understandable way. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains ample support for evidence selection. Explicit connection between evidence and standard.	Standard is examined and clearly described. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains good support for evidence selection. Explicit connection between evidence and standard.	Standard is described. Evidence represents the standard and is accompanied by a brief or perfunctory reflection. No stated connection between evidence and standard.
HTSB STANDARD 5 CEC2002.GC.7 HI-CHAM-ED-PB-SE-PO.4.ED.664.1 HI-HTSB.5	Concepts within standard are fully examined and communicated in clear, understandable way. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains ample support for evidence selection. Explicit connection between evidence and standard.	Standard is examined and clearly described. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains good support for evidence selection. Explicit connection between evidence and standard.	Standard is described. Evidence represents the standard and is accompanied by a brief or perfunctory reflection. No stated connection between evidence and standard.
HTSB STANDARD 6 CEC2002.GC.5 HI-CHAM-ED-PB-SE-PO.4.ED.664.1 HI-HTSB.6	Concepts within standard are fully examined and communicated in clear, understandable way. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains ample support for evidence selection. Explicit connection between evidence and standard.	Standard is examined and clearly described. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains good support for evidence selection. Explicit connection between evidence and standard.	Standard is described. Evidence represents the standard and is accompanied by a brief or perfunctory reflection. No stated connection between evidence and standard.
HTSB STANDARD 7 CEC2002.GC.4 HI-CHAM-ED-PB-SE-PO.4.ED.664.1 HI-HTSB.7	Concepts within standard are fully examined and communicated in clear, understandable way. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains ample support for evidence selection. Explicit connection between evidence and standard.	Standard is examined and clearly described. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains good support for evidence selection. Explicit connection between evidence and standard.	Standard is described. Evidence represents the standard and is accompanied by a brief or perfunctory reflection. No stated connection between evidence and standard.
STANDARD 8 CEC2002.GC.8 HI-CHAM-ED-PB-SE-PO.4.ED.664.1 HI-HTSB.8	Concepts within standard are fully examined and communicated in clear, understandable way. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains ample support for	Standard is examined and clearly described. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains good support for evidence selection. Explicit connection between evidence	Standard is described. Evidence represents the standard and is accompanied by a brief or perfunctory reflection. No stated connection between evidence and

	Exceeds (3 pts)	Meets (2 pts)	Needs Improvement (1 pt)
	evidence selection. Explicit connection between evidence and standard.	and standard.	standard.
STANDARD 9 CEC2002.GC.9 HI-CHAM-ED-PB-SE-PO.4.ED.664.1 HI-HTSB.9	Concepts within standard are fully examined and communicated in clear, understandable way. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains ample support for evidence selection. Explicit connection between evidence and standard.	Standard is examined and clearly described. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains good support for evidence selection. Explicit connection between evidence and standard.	Standard is described. Evidence represents the standard and is accompanied by a brief or perfunctory reflection. No stated connection between evidence and standard.
STANDARD 10 CEC2002.GC.10 HI-CHAM-ED-PB-SE-PO.4.ED.664.1 HI-HTSB.10	Concepts within standard are fully examined and communicated in clear, understandable way. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains ample support for evidence selection. Explicit connection between evidence and standard.	Standard is examined and clearly described. Evidence represents the standard and is accompanied by a well-articulated reflection. Reflection contains good support for evidence selection. Explicit connection between evidence and standard.	Standard is described. Evidence represents the standard and is accompanied by a brief or perfunctory reflection. No stated connection between evidence and standard.
Marianist Education	A Marianist characteristic is clearly described. The student fully explains how it informs their classroom practice. Examples from an educational setting are present.	A Marianist characteristic is clearly described. The student connects it to their classroom practice. An example from an educational setting is present.	A Marianist characteristic is described. Weak connection to an educational setting is described.
Professional Accomplishments and Credentials CEC2002.GC.9 HI-HTSB.9	Contains three letters of recommendation, final student teaching evaluation, resume and additional artifacts.	Contains three letters of recommendation, final student teaching evaluation and resume	One element is missing.
Educational Highlights CEC2002.GC.1 HI-CHAM-ED-PB-SE-PO.4.ED.664.2	More than one exemplary content specific artifact (e.g. IEP, lesson or unit plan) present.	One exemplary content specific artifact (e.g. IEP, lesson or unit plan) present.	Section contains a weak example of a content specific artifact.
Mechanics	APA guidelines (compositon, correct spelling, punctuation, references, etc.) are followed in all portfolio sections	APA guidelines (compositon, correct spelling, punctuation, references, etc.) are followed in most portfolio sections	APA guidelines (compositon, correct spelling, punctuation, references, etc.) are not followed in the majority of portfolio sections

Attachment 2.10
Assessment of Candidate Effect on Student Learning Data

Student Teaching Exit Portfolio Course Grades from 2004-2007

Academic Year	Course Number	Course Name	Course Grade 'B' or Above
2006-2007	ED 690	Student Teaching Seminar-Early Childhood Ed	100%
2005-2006	ED 690	Student Teaching Seminar-Early Childhood Ed	100%
2004-2005	ED 690	Student Teaching Seminar-Early Childhood Ed	100%

Attachment 2.11
Assessment of O & P Course Grade Data

O&P Course Grades from 2004-2007

Years	O&P Course Number	O&P Course Name	O&P Hours	Course Grade 'B' or Above
2004-2005	ED 632A	Montessori Methods	10	100%
	ED 632B	Montessori Methods	10	100%
	ED 640	Language Arts Methods	10	100%
	ED 645	Math Methods	10	98%
2005-2007	ED 232	Montessori Philosophy	10	100%
	ED 632A	Montessori Methods	10	100%
	ED 632B	Montessori Methods	10	100%
	ED 640	Language Arts Methods	10	100%
	ED 645	Math Methods	10	98%
	ED 604	Managing School Environment	10	

Attachment 2.12 Dispositions

O&P Dispositions

***Student Evaluation form should be completed by O&P Host Teacher *OR* Dept Head, Principal if CUH student is already employed in the school.

CUH Student: _____ CUH Course: ED _____ Prof: _____

Name of Evaluator (completing this form): _____ School: _____ Subj/Grd: _____

***Please rank CUH student based on items below, using numbers 1 through 5.

(Low) 1 2 3 4 5 (High)

Professional Presence
(Is Courteous, Confident, w/ Gracious Demeanor) _____

Overall Attitude & Emotional Stability
(Demonstrates Even Temperament, Sense of Humor, Patience) _____

Integrity, honesty, trustworthiness
(Genuine, Acts from a Consistent Philosophy) _____

Sense of Responsibility
(Takes Initiative & Demonstrate Completion / Closure) _____

Punctuality & Attendance
(Is Timely & Consistent) _____

Preparation & Planning
(Is Thorough, Accurate; Accommodates Stages of Development & Learner Diversity) _____

Degree & Kind of Participation
(Participates Fully w/ Enthusiasm & Cooperation) _____

General Intelligence & Insightfulness
(Shows Open Mindedness, Insightfulness & Adaptability) _____

General Knowledge
(Has a Grasp of: Philosophy, Curriculum, Methods, etc.) _____

Diligence & Application
(Works to Level of Capacity / Goes Beyond Expectation) _____

Skill in Communication
(Connects w/ Others; Demonstrates Clarity of Expression & Explanation) _____

Rapport w/ and Respect for Others
(Identification w/ & Concern for Others Regardless of Differences, Compassionate) _____

Total O&P Hrs. Completed

O&P Teacher/ Supervisor Signature

Date

***Please complete and return to the Field Services Director Fax# 808- 739-8379.**

Professional Dispositions

Procedure for Teaching and Assessing Dispositions in Coursework:

In each Education course, the instructor will discuss the dispositions along with the syllabus during the first week of class. Discussion will focus on how each disposition specifically relates to the work in the class.

At the beginning of each semester, each student will self-assess, providing specific evidence that standards are being met or a plan for improvement. This will be submitted to the instructor by the end of week 3.

Within two weeks after the end of the semester, every instructor will informally assess each teacher candidate in the class referring to the Dispositions Assessment form. Evidence is needed if the teacher candidate is not meeting the standard. If an instructor notes a serious repeated dispositional problem prior to the end of the semester, he or she will discuss it with the student when the problem is noted. Instructor will note the content and outcome of this meeting in a letter to be acknowledged with the student's signature. This letter will be attached to the Dispositions form. All Dispositions Assessments will be placed into the confidential student working file in the education department, and the advisor for the student's program will be notified. Upon their request, students will have the right to view these disposition forms. Students also have the right to dispute the assessments. If a student wishes to dispute the assessment, he or she must do so in a written letter, to be attached to the assessment form.

Students whose dispositions do not "meet expectations" as assessed by more than one member of the education division will be called to a formal meeting with two faculty members and their advisor to devise an improvement plan to address the issue(s). This plan will include specific suggestions for remediation, expected behaviors, and a timeline for improvement. The teacher candidate will meet with the faculty mentor until standards are met.

If standards have not been met by the time the student is ready to student teach, the involved faculty and advisor will meet with the dean to determine the course of action. This may include asking the student to leave the program.

Attachment 2.13 Dispositions Scoring Criteria

O&P Disposition Likert Scale: 1 (low) through 5 (high)

Chaminade University of Honolulu Professional Dispositions and Rubric

	Meets Expectations	Met Expectations (Please explain)	Needs Improvement (Please explain)
Collaboration HI-HTSB.9.9	<p>Contributes to group and class activities.</p> <p>Assumes fair share of responsibility.</p> <p>Works well with others in a respectful and productive manner.</p> <p>Is sensitive to others' feelings and opinions.</p>		
Communication HI-HTSB.1.3; 4.1; 9.8	<p>Communicates clearly, openly, and respectfully.</p> <p>Asks questions and seeks information in a suitable manner.</p> <p>Listens/Reads effectively and responds appropriately.</p>		
Effective Work Habits HI-HTSB.9.6	<p>Is consistently punctual.</p> <p>Follows through with completion of responsibilities without prompting</p> <p>Adequately prepares for teaching and learning situations</p> <p>Dresses appropriately for the situation.</p>		
Respect HI-HTSB.2.3; 9.4; 9.5; 9.8	<p>Shows respect for the cultures/talents of learners.</p> <p>Respects confidentiality of information.</p> <p>Shows respect for professionals across the field.</p>		
Reflection HI-HTSB.3.1; 9.2; 9.3	<p>Engages in self-assessment through reflection.</p> <p>Responds to feedback in a solution-oriented manner.</p>		
Interaction with students, peers, teachers and others HI-HTSB.2.3; 3.1; 9.1; 9.8	<p>Relates well to peers, faculty, staff and others.</p> <p>Shows some interest in getting involved with education-related opportunities outside of required coursework.</p>		

My Plan for

Improvement: _____

Attachment 4.1
Praxis II Content Areas

PB ECE Academic Year	Number of Completers	Overall GPA	PPST-Reading	PPST-Writing	PPST-Math	Praxis II Education of Young Children
AY2007-2008	0	---	---	---	---	---
AY2006-2007	2	3.90	179	175	174	187
AY2005-2006	7	3.75	178	174	176	180
AY2004-2005	6	3.80	176	176	176	179

Attachment 4.2
Content Specific Course Grades and GPAs

Final Course Grades from 2004-2007

Course Number	Course Name	Course Grade 'B' or Above
ED 632A	Montessori Methods	100%
ED 632B	Montessori Methods	100%
ED 640	Language Arts Methods	100%
ED 645	Math Methods	98%
ED 641	Integrated Curriculum	100%

Attachment 4.3
Assessment Courses for Candidate Ability to Plan Instruction

Final Course Grades from 2004-2007

Course Number	Course Name	Course Grade 'B' or Above
ED 632A	Montessori Methods	100%
ED 632B	Montessori Methods	100%
ED 640	Language Arts Methods	100%
ED 645	Math Methods	98%
ED 641	Integrated Curriculum	100%

Attachment 4.4
Assessment of Student Teaching Data

Student Teaching Evaluation Data

Graduate Early Childhood Education Academic Year	Number of Completers	Overall GPA	1. Focus on the Learner	2. Maintains Safe Secure Environment	3. Diversity	4. Effective Communication	5. Demonstrates Content Knowledge	6. Meaningful Learning Experiences	7. Active Learning Strategies	8. Assessment Strategies	9. Demonstrates Professionalism	10. School-Community Relationships
2007-2008	0	--	--	--	--	--	--	--	--	--	--	--
2006-2007	2	3.90	5.00	5.00	5.00	5.00	5.00	4.67	5.00	4.67	5.00	5.00
2005-2006	7	3.75	5.00	5.00	5.00	5.00	5.00	4.88	4.88	4.50	5.00	5.00
2004-2005	6	3.80	4.57	4.71	4.71	4.57	4.57	4.43	4.43	4.29	4.86	4.57

**Attachment 4.5
O&P Course Grades**

O&P Course Grades from 2004-2007

Years	O&P Course Number	O&P Course Name	O&P Hours	Course Grade 'B' or Above
2004-2005	ED 632A	Montessori Methods	10	100%
	ED 632B	Montessori Methods	10	100%
	ED 640	Language Arts Methods	10	100%
	ED 645	Math Methods	10	98%
2005-2007	ED 232	Montessori Philosophy	10	100%
	ED 632A	Montessori Methods	10	100%
	ED 632B	Montessori Methods	10	100%
	ED 640	Language Arts Methods	10	100%
	ED 645	Math Methods	10	98%
	ED 604	Managing School Environment	10	100%

Attachment 4.6
Alignment of HTSB Standards with Professional Teaching Dispositions

Collaboration HI-HTSB.9.9	<ul style="list-style-type: none"> -Contributes to group and class activities. -Assumes fair share of responsibility. -Works well with others in a respectful and productive manner. -Is sensitive to others' feelings and opinions.
Communication HI-HTSB.1.3 HI-HTSB.4.1 HI-HTSB.9.8	<ul style="list-style-type: none"> -Communicates clearly, openly, and respectfully. -Asks questions and seeks information in a suitable manner. -Listens/reads effectively and responds appropriately.
Effective Work Habits HI-HTSB.9.6	<ul style="list-style-type: none"> -Is consistently punctual. -Follows through with completion of responsibilities without prompting. -Adequately prepares for teaching and learning situations. -Dresses appropriately for the situation.
Respect HI-HTSB.2.3 HI-HTSB.9.4 HI-HTSB.9.5 HI-HTSB.9.8	<ul style="list-style-type: none"> -Shows respect for the cultures/talents of learners. -Respects confidentiality of information. -Shows respect for professionals across the field.
Reflection HI-HTSB.3.1 HI-HTSB.9.2 HI-HTSB.9.3	<ul style="list-style-type: none"> -Engages in self-assessment through reflection. -Responds to feedback in a solution-oriented manner.
Interaction with students/peers/teachers/others HI-HTSB.2.3 HI-HTSB.3.1 HI-HTSB.9.1 HI-HTSB.9.8	<ul style="list-style-type: none"> -Relates well to peers, faculty, staff and others. -Shows some interest in getting involved with education-related opportunities outside of required coursework.

Attachment 4.7
Effects on Student Learning

Student Teaching Seminar Course Grades 2004-2007

Academic Year	Course Number	Course Name	Course Grade 'B' or Above
2006-2007	ED 690	Student Teaching Seminar-Early Childhood Ed	100%
2005-2006	ED 690	Student Teaching Seminar-Early Childhood Ed	100%
2004-2005	ED 690	Student Teaching Seminar-Early Childhood Ed	100%