

<b>Graduate: Secondary Education</b>
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**Assessment Data\***

PB ELEM Academic Year	Number of Candidates	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	PPST-Reading	PPST-Writing	PPST-Math	Praxis II Content Area - Secondary English	Praxis II Content Area - Secondary Science	Praxis II Content Area - Secondary Social Studies	Praxis II Content Area - Secondary Math
AY2004-2005	16	3.87	4.53	4.60	4.53	4.63	4.39	4.62	4.63	4.63	4.75	4.63	189	185	186	174	152	164	133
AY2005-2006	12	3.83	4.83	4.83	4.75	4.75	4.92	4.75	4.75	4.75	4.92	4.75	178	173	177	173	167	175	143
AY2006-2007	17	3.89	4.07	4.33	4.13	4.40	4.13	4.13	4.00	4.00	4.53	4.20	181	179	183	170	156	189	
AY2007-2008	23	3.91	4.59	4.73	4.59	4.64	4.77	4.73	4.55	4.73	4.95	4.95	183	177	181	174	175	171	

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

Max GPA	4.00
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\*Due to the small number of students in undergraduate secondary education program, this data has been combined with undergraduate secondary program data.

**Analysis and Reflection**

The evaluation of teacher candidate performances is based on the following criteria: 1) admission requirements; and 2) the courses and field experiences requirements. The criteria are based on the requirements specified by the Hawaii Teachers Standards Board (HTSB). Assessments are aligned with the HTSB professional teaching standards. Assessments are also aligned with the standards of each national content area organization (e.g., The National Council for the Teachers of Mathematics). In the baccalaureate program, the two licensure areas are English and social studies. In the post baccalaureate program, the four licensure areas are English, social studies, mathematics and science. The Chaminade education division has embraced the concept of Plan, Teach, Assess, Reflect and Adapt (PTARA) in regards to teacher candidate outcomes. Only recently has PTARA been melded into the secondary education licensure program. Therefore, time is needed to gather data to evaluate the PTARA teacher candidate outcomes.

**Teacher Candidate Admission Evaluation**

The admission requirements for the undergraduate Adult Evening and Online Programs baccalaureate secondary education major with B.S. degree are closely monitored by the general education student advisor, the Adult Evening and Online Program director, satellite site advisors, and the education division field services advisor. Before being accepted into the education program and being eligible to enroll in education methods courses, the licensure undergraduate candidates must meet the standards for all admission requirements.

The admission requirements for masters in education post baccalaureate licensure program in secondary education are closely monitored by graduate services, post baccalaureate advisor, field services director and the dean of the education division. Before being accepted into the education

licensure program and being eligible to enroll in education methods courses, licensure post baccalaureate candidates must meet the standards for all admission requirements.

#### Teacher Candidate Courses and Field Experiences Evaluation

Formative evaluation throughout the undergraduate baccalaureate, secondary education licensure program is accomplished by the professors and each student's advisor, to ensure that: candidates have a B or better in all education courses; candidates maintain a cumulative GPA of 2.75 or higher; and candidates have observation and participation and student teaching evaluations that demonstrate satisfactory grades in meeting state standards.

Formative evaluation throughout the post baccalaureate, secondary education program is accomplished by the professors and each student's advisor, to ensure that: candidates have a B or better in all education courses; candidates maintain a GPA of 3.0 or higher; candidates have observation and participation and student teaching evaluations that demonstrate satisfactory grades in meeting state standards.

Summative evaluation for both the undergraduate baccalaureate and post baccalaureate secondary licensure programs are based on successful completion of the: 1) capstone project (portfolio) in the student teaching seminar course that contains the teacher candidates' experiences, and are related to the HTSB professional teaching standards; and 2) the passing of the Praxis exams in the PPST reading, PPST writing, PPST math, and the candidate's licensure subject area.

#### Strengths of the Secondary Licensure Programs

- Class sizes are relatively small so that the needs of each student can be well met.
- State and national standards are emphasized in the courses to ensure application in classroom management and curriculum.
- The varied backgrounds of the professors provide exposure to diverse teaching styles.
- Teacher candidates have performed very well in the capstone project in incorporating the ten HTSB professional teaching standards to their experiences. (See attachments of "Education Division Report on Student Teachers").

#### Weaknesses of the Secondary Licensure Programs

- Students from the military in the undergraduate baccalaureate licensure program are deployed to other areas of the world that affect the admission and course enrollment numbers.
- Very low enrollment in the undergraduate baccalaureate licensure program may cancel courses within a semester.

#### Analysis and Reflection on the Strengths and Weaknesses

- Continue to offer online courses so that military personnel enrolled at Chaminade can continue to take courses while they are off of the island.
- Low enrollment can cancel courses, however, independent studies and course substitutions can be considered to deliver a smooth transition in finishing the course work in a timely manner.