Program Self Study Report
Alternative Licensure

for the SATE Review of
Teacher Education Programs

Resubmitted July, 2006

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Date submitted: Spring 2006  
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Email: baileyj@byuh.edu

Program Report Status:
- Initial Review _X_ Rejoinder ______ Response to Condition

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

<table>
<thead>
<tr>
<th>Type of Program</th>
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Identify area(s): __Teaching English Second Language__
Section I. Contextual Information

(1) The Alternative Licensure Program (ALP) was proposed and approved by the State of Hawaii Department of Education in approximately 1993 to assist the State in acquiring and benefiting from the commitment and abilities of outstanding emergency hire teachers who for some reason did not take a SATE program but have the qualifications, along with a strong desire and evidence of capability to teach effectively. Under the guidelines for this program, graduates in relevant fields who have been hired to teach under the critical shortage regulations of the DoE and who are performing exceptionally according to the Teacher Performance and Licensing Standards in their classroom for at least one full year as recommended by their Principal and a licensed peer, can apply for admission.

Evidence of passing scores on both PRAXIS I Professional Skills tests and PRAXIS II content tests must be submitted along with other verification data including a letter from the Principal of their intent to hire this teacher upon completion of the ALP program. After a satisfactory interview with a School of Education faculty member and a successful observation of their classroom practice by the School of Education appointee, the teacher will be admitted to the program. While it is theoretically possible to have an elementary candidate in the ALP, it is in practice most often the secondary or special education areas that the teachers' practice in.

A review of NASDTEC guidelines and reports shows that almost all states either recommend a minimum number of credits in the major, or a pass on the PRAXIS II content tests as the criterion for acceptable preparation in the content area. We feel that the ALP program rests on firm ground in requiring passing scores in these tests for admission as evidence of the teacher's competence in the content area.

Typically the teacher has some natural, common sense or even trained skills in pedagogical practice which leads the Principal to recommend them in the first place as a candidate for the ALP. Through observations by the on-site cooperating teacher and separate announced and unannounced observations by faculty of the university, the teacher's ability to teach to the level required by the Hawaii Teacher Standards Board Teacher Performance and Licensing Standards is validated.

(2) Once the teacher candidate successfully completes the admission process, he/she is now a teacher licensing candidate in the Student Teaching experience. During the semester of student teaching, the teacher candidate will complete approximately six hundred hours in the school classroom. During this field experience, the teacher candidate must demonstrate full competence in fulfilling all
the duties of an elementary public school classroom teacher. The teacher candidate will be formally observed by his/her cooperating teacher, university faculty and university adjunct faculty. Upon concurrence of the university faculty and the cooperating teacher that the teacher candidate has met each and every one of the performance and licensing standards, he/she can be recommended as passing student teaching.

(3) Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program, not the school, college, or department of education (unless they are the same).

Admission:
Admission to the Alternative Licensing Program in the School of Education (S.O.E.) at the Brigham Young University Hawaii (BYUH) is by completion of an undergraduate degree in a related field, application, interview, and successful completion of PRAXIS I competency tests and PRAXIS II content tests. The formal application requires essays, demographic data, police reports, and copies of transcripts along with recommendations from the Principal and a licensed peer teacher. Successful experience for at least one year in the field of the degree is the primary prerequisite for admission to this program (The application and a completed packet is enclosed – see Attachment A). The interview seeks to determine the commitment of the teacher to the teaching profession. Teachers are expected to have a working knowledge of some of the issues surrounding the teaching profession, and be able to speak and think clearly. All interviews are completed by one examiner.

The S.O.E accepts the same passing scores on the PRAXIS I as set by the HSTB. Applicants who do not pass these beginning tests will not be admitted formally to the program.

Retention:
Retention in the ALP program is dependent firstly upon successful completion of all program requirements. Secondly, the teacher candidate must display the dispositions appropriate to a professional teacher. The S.O.E is in the process of piloting a system to assess this problematic area of concern. The intent is to make the student aware of the issues of disposition and to help them work for suitable ratings on the final rating given. Although time consuming, all S.O.E. faculty consider the rating of dispositions a vital part of the program. A student who is unable to resolve and not pass in a disposition issue after repeated counseling and evaluations would be removed from the program. To date no student has had to be removed because of disposition issues. Students have however had to be removed for other reasons such as inability to perform at an acceptable level in relation to the Teacher licensing standards.

The third point of evaluation is the actual performance in the field experiences.
within student teaching. Common evaluation forms are used in all majors within the SOE. These forms were extensively developed by consultation with Cooperating Teachers, Adjunct Field Staff, and University Professors. They are reviewed comprehensively at the end of each academic year. Inter-rater reliability is an issue requiring much training and discussion (during three business meetings) held with adjunct field personnel, and between faculty and teachers. The Field Services Coordinator monitors the levels of lesson ratings completed by CT’s. The CT’s who appear to be using the scales inappropriately (e.g. all 3’s which would denote superior performance in all areas) when other measures by the university do not support these ratings are reoriented via friendly discussion to the ideal use of the forms. The program chair also reviews all forms as they are completed looking for inter-rater reliability concerns and issues of student performance. CT’s are met with individually when they are new to the program, and discussions are held at each visit for observing purposes. Hence, few CT’s have much problem with the forms and any problems are minor. Students are required to write reflection papers to accompany all observations and attach the lesson plan. These reflection papers must address directly the lesson that they taught and the observation comments given.

Exit:

Students who successfully complete the ALP program have an additional measures to meet in order to be full licensing completers. The first is to pass the PRAXIS II PLT (Principles of Learning and Teaching) test.

Secondly, all field work needs to have Co-operating Teacher and University final reviews that show passes in all areas.

Students also must complete two formal folders. One of these is an employment folder that has simple requirements that would match the type of questions that might be asked at an oral interview. The second folder is a major folder that is focused on competency in the Hawaii Teacher Licensing Board’s ten teacher standards. At least three pieces of evidence are required within each standard, and comments linking the evidence to the standard need to be given for each piece of evidence used including the following:

a. Demonstrates the Content Knowledge Requirement
   
   (1) an awarded baccalaureate degree
   
   (2) demonstrated content competence consistent with the Hawaii Teacher Standards Boards’ Standard V: Demonstrates Knowledge of Content, meaning the effective teacher consistently demonstrates competency on content area(s) to develop student knowledge and performance, as measured by the following performance criteria:
   
   (a) Keeps abreast of current developments in content area(s)
(b) Teaches mastery of language, complex processes, concepts and principles unique to content area(s)
(c) Connects knowledge of content area(s) to students' prior experiences, personal interests and real-life situations
(d) Possesses an understanding of technology appropriate to the content area, e.g. computer-assisted instruction

(3) completion of the Educational Testing Service’s Praxis II content area test(s) with scores that meet the requirements set by the Hawaii Teacher Standards Board for the teacher candidate's major

b. Demonstrates the Pedagogical Skills Requirement:
(1) completion Student Teaching having successfully demonstrated command of skills consistent with the Hawaii Teacher Standards Boards’ standards as noted below:
   (a) I: Focuses on the learner. The effective teacher consistently engages students in appropriate experiences that support their development as independent learners.
   (b) II: Creates and maintains a safe and positive learning environment. The effective teacher creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation.
   (c) III: Adapts to learner diversity. The effective teacher consistently provides opportunities that are inclusive and adapted to diverse learners.
   (d) IV: Fosters effective communication in the learning environment. The effective teacher consistently enriches communication in the learning environment.
   (e) VI: Designs and provides meaningful learning experiences. The effective teacher consistently plans and implements meaningful learning experiences for students.
   (f) 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.
   (g) 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.

(2) completion of the Educational Testing Service’s Praxis II (the Principles of Learning and Teaching test) with scores that meet the requirements set by the Hawaii Teacher Standards Board for the teacher candidate’s major

c. Demonstrates the Professional Dispositions Requirement

(1) successfully meet the standard for each of the professional dispositions as defined by the School of Education on its Professional Dispositions Assessment form

(2) receive a “Pass” on the Student Teaching final reports for Standard IX: Professionalism as defined by the Hawaii Teacher Standards Board

d. Demonstrates the HTSB Standard X Requirement: Fosters Parent and School Community Relationships

(1) documents collaboration with parents and school community members

(2) documents efforts to seek opportunities to build strong partnerships with parents and community members

(3) documents support of activities and programs which encourage parents to participate actively in school-related organizations and activities

(4) documents efforts to establish open and active lines of communication with parents

(5) documents utilization of community resources to enhance student learning

(6) documents opportunities that enhanced professional growth by collaborating with university teacher education faculty

(4) Description of the relationship of the program to the unit’s conceptual framework.
(Response limited to one page.)

Starting with our mission statement, “...the School of Education prepares quality local and international teachers with the content knowledge, pedagogical skills, and professional dispositions required to meet the needs of students in today’s diverse and changing society who teach and model (1) lifelong learning and problem-solving abilities; (2) best current educational practices, balanced with gospel principles; and (3) caring, compassionate, and collaborative service in the home, school, church and community.”¹ The “content knowledge” part represents the “head” and our program

¹ Brigham Young University Hawaii Bulletin 2005-2006 General Catalog, p. 77.
requirements include firm guidelines for this part of the conceptual framework, including grade level requirements and grade point average requirements for general education courses, as well as courses in the major. These requirements are consistent from pre-admission into the program through the exit phase of the program.

The "pedagogical skills" part of the mission statement represents the "hands" and our program requirements are clearly outlined with regard to the demonstration of these skills. From methods courses in each of the subject areas to the portfolio that documents, with clear evidences, the successful utilization and implementation of these skills throughout field experiences, including Student Teaching, these requirements are clearly articulated and well documented.

The "professional dispositions" or "heart" portion of our mission statement are clearly articulated and represent the caring, compassionate, and collaborative nature of the church that sponsors our institution, as well as the general nature of both, the members of the church in general and, the nature of individuals who have chosen teaching as a career path. As Christa McAuliffe stated on behalf of all teachers to the public, "I touch the future . . . I teach."

This recognition of the individual in our quest to "touch the future" by "teaching" is resonated in the central image of the conceptual framework visual—the learner. Whether by chance or design, the first performance and licensing standard, Focuses on the Learner, is consistent with our program in that everything that is done is done with the learner central to that mission.

The hands which hold the world represent, among other things, the many hands that go into "focusing" on the "learner." The intricate maile and pikake lei which borders the bottom of the conceptual framework represent, like the many hands, the many and varied paths we take in this life, and yet, how we are still intertwined as one in mission and purpose as humans on this planet. Here in the School of Education, we work together, many hands, united in one purpose, to prepare our students to "touch the future" through "teaching" the "learners" they will have in their classrooms.

(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 assessments to the unit's assessment system. This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will need to address under SATE Unit Standard 2.

There are no unique program assessments within the Alternative Licensure teacher education program.
Attachment 1.1

Student Teaching Syllabus
Alternative Licensure
Eled 492, Sped 492, Sced 492

I. Course Overview:

Objective: This course is designed to validate that the enrolled students are actually teaching at or above the levels of the Teacher Performance and Licensing Standards as outlined by the Hawai‘i Teacher Standards Board.

Outcome: Students will be recommended for licensure with the State of Hawai‘i.

II. Course Rationale

The Hawai‘i Teacher Standards Board has approved this program as a vehicle to enable you to be recommended for licensure because you:
- have a bachelor’s degree in a related field,
- have been teaching in a critical shortage area in which you wish to be licensed for at least a year,
- do not have an initial teaching license,
- have been highly recommended by your Principal and a peer as one who meets the HTSB teacher performance and licensing standards.

This course is designed to evidence that you can apply standards-based principles of pedagogy, classroom management, and assessment.

III. Requirements:

Forms

There are six (6) different forms that will be used during your ALP semester. It is your responsibility to turn all forms in on time.

1. Student Teaching Observation Form. This form will be used each time a scheduled observation is done. Ensure all signatures are completed. Attach the lesson plan. Mail the completed form to the BYUH School of Education. E-mail a reflection of the observed lesson to the Student Teaching Administrator.

2. Checklist of Expectations Form. This form will be filled out by your cooperating teacher throughout the semester as each expectation has been completed. The white copy of this form will be due on or before the end of the 15th week of the semester. Previous Experience and course work will be considered in the meeting of these requirements.

3. Mid Year Student Teaching Evaluation. This form has several pages and
will be completed by your Cooperating Teacher at **Mid-Term** and is due by the 8th week of the semester. (If your school is on intercession on this date it is your responsibility to hand the form in prior to the deadline).

4. **Year End Student Teaching Evaluation.** This form is very similar to the mid-year form and will be completed by your cooperating teacher at the end of the semester. It is due before the end of the 15th week of the semester.

5. **Narrative Evaluation.** This form is on open response form to be completed by your cooperating teacher. It is due before the end of the 15th week of the semester.

**Teaching Requirements:**
You will be expected to have a **minimum of five observations by your cooperating teacher and five observations conducted by BYUH during the semester (10 total)**. Observations should be conducted in a variety of instructional situations. For example, if your teacher teaches reading, language arts, and math then you should be sure to be observed at least once in each area. When the teacher is subject specific, they should plan to be observed at least once in each level of the subject. For example, if the teacher has two world history classes and three U.S. history classes then you should be observed in both world history and U.S. history.

**Lesson Observation Schedule:**

+ By the end of the 3rd week of the semester you should have completed 1 BYUH observation and 1 CT observations.
+ By the end of the 5th week of the semester you should have completed 1 more BYUH observation and 1 more CT observation.
+ By the end of the 9th week of the semester you should have completed 1 more BYUH observation and 1 more CT observation.
+ By the end of the 11th week of the semester you should have completed 1 more CT observation.
+ By the end of the 13th week of the semester you should have completed the remaining CT observation.
+ **The remaining 2 BYUH observations will be done on an unannounced basis during the semester. In order for this to occur you will need to get your teaching schedule and the dates of your solo period to the Student Teaching Administrator by the end of the 8th week. In addition, at every second journal entry, you will need to email a two-week teaching schedule that will include events such as assemblies, class speakers, field trips, or any other changes that will be happening during that time period.**

**IV. Other requirements for Student Teaching:**

**Lesson Plans**
Although you are an experienced teacher we are expecting to see evidence of your ability to write detailed standards based lesson plans to guide your
instruction. We have provided examples of different types of lesson plan formats in your handbook under Lesson Planning. Observers will expect to see a copy of the lesson plan they are formally observing so please have it ready.

Journal
Weekly journals written to the guidelines provided in the Handbook in Appendix-A should be submitted each week by email to the designated professor.

Student Teaching Binder
Appendix B in the Handbook outlines the items that should be included in your student teaching binder. This binder will be due for review on December 10th, along with your other binders. It will be graded using the rubric found in the Student Teaching handbook.

Employment Portfolio
Appendix D in your handbook gives guidelines regarding the development of an employment portfolio. You will hand this in December 10th and it will be graded pass/fail. NOTE: If your portfolio is given a failing grade you will not be allowed to pass student teaching until such time as your portfolio has been redone and given a passing grade.

Performance Outcomes Portfolio
There is a Portfolio Outcomes Portfolio grading sheet in your handbook under the Forms section which provides examples of items that might be included in this portfolio. This portfolio is also due on December 10th and will be graded as a pass/fail. NOTE: If your portfolio is given a failing grade you will not be allowed to pass student teaching until such time as your portfolio has been redone and given a passing grade.
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.

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<th># of Program Completers</th>
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## Attachment 1.3
### Faculty Expertise and Experience

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<th>Assignment: Indicate the role of the faculty member</th>
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<th>Tenure Track</th>
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<td>John L. Bailey</td>
<td>Ph.D., Instructional Science Brigham Young University</td>
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<td>Teaching or other professional experience in P-12 schools</td>
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<td>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</td>
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<td><em>Published “Computer in Education” article, Computers in Schools</em></td>
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<td><em>Director, PUFB (Profound Understanding for Math) math project for elementary teachers</em></td>
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<td><em>Director, International Teacher Education Project</em></td>
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<tr>
<td>Brent Chowen</td>
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<td><em>REACH nationally certified trainer</em></td>
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<td>Barry Mitchell</td>
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- Clinical supervision, K-12 (1997-present)
- Classroom teacher, 7-12 (1975-1997)
- Teacher, 7-12 (2000-2006)
- Clinical supervision (1999-2000)
- Principal, K-6 (1996-1999)
- Clinical Supervision, Univ. of Guam, (1995)
- Clinical supervision, K-12 (1996-present)
- Classroom teacher, 7-12 (1974-1996)
*Consultant, PUFM (Profound Understanding for Math) math project for elementary teachers
*Consultant, Windward District Schools Restructuring Project

<table>
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<tr>
<th>Faculty Member Name</th>
<th>Highest Degree, Field &amp; University</th>
<th>Assignment: Indicate the role of the faculty member</th>
<th>Faculty Rank</th>
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<tbody>
<tr>
<td>Colleen Tano</td>
<td>Ed.D. (ABD), Education (University of Southern California)</td>
<td>Faculty</td>
<td>Assistant Professor</td>
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<tr>
<td>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</td>
<td>Teaching or other professional experience in P-12 schools</td>
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<tr>
<td>• Clinical supervision, K-6 (2005-present)</td>
<td>• Classroom teacher,</td>
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<table>
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<tr>
<th>Faculty Member Name</th>
<th>Highest Degree, Field &amp; University</th>
<th>Assignment: Indicate the role of the faculty member</th>
<th>Faculty Rank</th>
<th>Tenure Track</th>
</tr>
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<tr>
<td>Ray H. Thompson</td>
<td>Ed.D., Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</td>
<td>Faculty</td>
<td>Professor</td>
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<tr>
<td>Teaching or other professional experience in P-12 schools</td>
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</tr>
<tr>
<td>• Student teaching supervision, special education, P-12 (2006-present)</td>
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<tr>
<td>• Internship supervisor, K-12 technology coordinators (1997-2006)</td>
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<td>• Student teaching supervision, special education, K-12 (1979-1992)</td>
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<tr>
<td>• Classroom teacher, special education, K-12 (1970-1977)</td>
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</thead>
<tbody>
<tr>
<td>Hiagi Wesley</td>
<td>Ed.D., Educational Leadership Brigham Young University</td>
<td>Faculty</td>
<td>Associate Professor</td>
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<tr>
<td>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major</td>
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<td>Highest Degree, Field &amp; University</td>
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<tr>
<td>Roy Winstead</td>
<td>Ed.D., Public School Administration and Supervision (Brigham Young University)</td>
<td>Faculty</td>
<td>Professor</td>
<td>Tenured</td>
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</table>

**Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years**

- Chair, SATE Review Team, UH Hilo (2005)
- Chair, SATE Review Team, Halau Wanana (2005)
- Member, SATE Standards Committee, HTSB

**Teaching or other professional experience in P-12 schools**

- Student teaching supervision, K-6, (1987-present)
- Curriculum supervisor, teacher evaluator, summer school principal, administrator assessment center evaluator, K-12 (1978-1987)
- Classroom teacher, K-12 (1972-1978)

**Contributions in the past 3 years**

- REACH nationally certified trainer
- SIOP certified trainer
- ESL Coordinator, K-12 (2000-2006)
- Clinical supervision (1999-2000)
- Principal, K-6 (1996-1999)
- Student teaching supervision, Univ. of Guam (1995)
## Section II. Assessments and Related Data

<table>
<thead>
<tr>
<th>Name of Assessment</th>
<th>Type or Form of Assessment</th>
<th>When Administered</th>
<th>Attachments</th>
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<td>1 Praxis I Reading, Writing, Mathematics Praxis II Content Tests</td>
<td>State licensure tests</td>
<td>Prior to formal admission into the School of Education</td>
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<tr>
<td>2 Admissions interview</td>
<td>Multiple forms: oral/written communication; essays; recommendations</td>
<td>For formal admission into the School of Education</td>
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<tr>
<td>3 Principal and Peer Teacher recommendations that the teacher demonstrates competence in meeting the requirements of the HTSB Teacher Performance and Licensing Standards</td>
<td>Ability to teach effectively based on one year minimum classroom assignment</td>
<td>Prior to acceptance to the program</td>
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<td>4 Professional Year Student Teaching Final Evaluation</td>
<td>Clinical experiences</td>
<td>Completion of student teaching</td>
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<tr>
<td>5 Performance Outcomes Portfolio</td>
<td>Portfolio</td>
<td>Completion of student teaching</td>
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<tr>
<td>6 Employment Portfolio</td>
<td>Portfolio</td>
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<td>7 Praxis II PLT</td>
<td>State licensure tests</td>
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1 See Attachment 2.1  
2 See Attachment 2.2  
3 See Attachment 2.3  
4 See Attachment 2.4  
5 See Attachment 2.5  
6 See Attachment 2.6  
7 See Attachment 2.7
Attachment 2.1
Praxis I: Pre-Professional Skills Tests (PPST)8
Reading, Writing and Mathematics

Data Table

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<th># of Candidates Passing the Test</th>
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Praxis II: Content Tests

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<td>2002-2003</td>
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8 Scores reported are inclusive of PPST tests and Computer-Based Tests (CBT)
# Attachment 2.2

## Admissions Interviewer Response Form

### Applicant’s Name: 

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<tr>
<th></th>
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<td>1.</td>
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<td>Notes/Comments:</td>
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<td>Transcript</td>
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<td>5.</td>
<td>Recommendation Form #2</td>
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<td>9.</td>
<td>Open Response Form (optional)</td>
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<td>Notes/Comments:</td>
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<td>11.</td>
<td>Interview</td>
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<td>12.</td>
<td>Overall professional judgment</td>
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<td>Notes/Comments:</td>
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</tbody>
</table>

Based on the above ratings, my **recommendation** is to ___ admit ___ not admit the applicant into teacher education.

**Explanation/Comments is/Conditions, etc._**


________________________________________

Signature of Interviewer

Date
To Whom It May Concern:

Re: BYUH Alternative Licensure Program
Thank you for expressing an interest in the State of Hawai‘i approved Alternative Licensure Program (ALP) which we offer here at Brigham Young University Hawai‘i.

The ALP program is designed to provide licensure only in the State of Hawai‘i for individuals who have been employed with the Hawai‘i Department of Education in a critical shortage area (either subject and/or geographical need, as determined by the Department) for at least 1 full school year in the area in which they are seeking the license, and have a bachelor’s degree (in a related field for secondary programs) but do not have an initial basic teaching license.

The individual must have taught full-time in a regular classroom for at least one school year in the area in which they are seeking the license and then be highly recommended by the principal of that school in order to be considered for this program. The principal must feel that the individual meets each of the ten standards required by the Hawai‘i Teacher Standards Board. At this point, the individual may fill out an application which would include the following requirements:

- Application for Admission to ALP
- Praxis I: PPST Reading/Writing/Math passing scores
- Praxis II tests: Content Knowledge Tests (Please note: Principles of Learning & Teaching test will be required by the end of program in order to be recommended to HTSB as a program completer)
- Resume
- Official Transcripts from all universities/colleges attended
- Principal’s Recommendation Form
- Peer Teacher’s Recommendation Form
- 3 Essay Responses and the Open Response
- Letter from Principal evidencing full-time employment for at least one year in the area in which they are seeking licensure
- Letter from principal stating his/her intention to rehire the individual for next term/year in the area in which they are seeking licensure
- $30 application fee

At this point the applicant would be interviewed by the Dean and faculty of the School of Education and if accepted, also fill out an application to BYU-H Center for Instructional Technology and Outreach (CITO) and pay for 1 semester of tuition (approx $2500 – see me for current tuition rates.) The applicant will continue teaching as employed, during which time he/she would complete the requirements of the ALP as outlined on the attached Student Teaching Syllabus.

After the semester has ended and the individual has successfully completed all requirements, including the necessary PRAXIS tests, they will be recommended for state licensure. However, where there is sufficient evidence of a major area of concern, the individual will be requested to take specified classes which will assist in their meeting the state standards for teaching. Then their performance will be reevaluated for recommendation for state licensure.

I hope this information is helpful to you. Please feel free to call me at 808 293-3891 or email to chingm@byuh.edu.

Sincerely,

Marilee Ching
Academic Advisor
School of Education - Brigham Young University – Hawai‘i
Instructions and Checklist for Completing the BYUH School of Education Admission Portfolio For the Alternative Licensing Program (ALP)

The following items must be contained in the portfolio and in the order as listed below:

1. Application for Admission Cover Sheet
2. Academic Advisor Verification Form
   Note: This form is to be completed by the School of Education Academic Advisor. Please allow at least one week for the Academic Advisor to complete this form and insert it in the designated place in your portfolio. At that time, the Academic Advisor will retain the completed portfolio and you will be contacted to schedule your interview.
   Requirements include:
   - PRAXIS I: PPST Reading, Writing, and Math tests
   - PRAXIS II: Content Knowledge tests
   - BYU-H Center for Instructional Technology & Outreach Application (available from Academic Advisor)
   - $30 application fee.
3. Resume
4. Official Transcripts
   Note: Be sure all transcripts containing courses applied towards the awarding of your baccalaureate degree, and/or other degree(s) as applicable, are included.
5. Principal’s Recommendation Form
6. Peer Teacher’s Recommendation Form
7. Essay Response #1
8. Essay Response #2
9. Essay Response #3
10. Open Response Form (Optional)
11. Hawaii State DOE employment verification
12. Letter from Principal stating his/her intention to rehire the applicant for next term/year if accepted into Alternative Teacher Licensing Program.
13. Preliminary observation completed satisfactorily.
Application for Admission to the
Alternative Licensing Program
School of Education
Brigham Young University-Hawaii

Applicant’s Name: __________________________          (First)          (Middle)          (Last)

Mailing Address: __________________________

Phone: __________________________          Email Address: __________________________

Statement of Understanding and Declaration of Fitness

As an applicant, I understand that the Alternative Licensing Program (ALP) is for individuals who are employed with the Hawaii Department of Education in the area in which they are seeking an initial basic teaching license and have a Bachelor’s degree (in a related field for secondary programs). To qualify for this alternate licensing route, individuals must be employed in those critical shortage areas (subject and/or caused by geographical placement, as determined by the Department), without the initial basic license required. To be eligible, the Department must verify with this institution that this program is an option for me to pursue the Department’s initial basic license.

Per my signature on this application, I attest to my understanding that, pursuant to state law,

- an employee background check and criminal history search are required for employment with the Department of Education,
- a record that includes felony and/or misdemeanor violations for which incarceration is a sentencing option would affect my continuance in the program,
- if I have a record involving: (a) violence; (b) alcohol or drug abuse; (c) sex offense; (d) offense involving children; and/or (e) any other circumstance which indicates a risk to the health, safety, and/or well-being of children, including failure to provide required information, non-compliance with fingerprinting requirements, falsification of information on the self-disclosure Form 90, questionable ability to responsibly manage, supervise, control or interact with children, or other unsuitable, inappropriate or non-professional behavior(s), that I will be terminated from this program.

I grant permission for the School of Education to contact the Department of Education to certify my suitability for admission into this program.

I also understand that my social security number is for identity verification only and will be kept confidential by the School of Education, except in official communications with the Department of Education. I also understand that falsification of any part of my application will be grounds for discontinuance in the program.

__________________________  __________________________  __________________________
Signature                  Social Security Number                Date
Applicant’s Name: ________________________________
(First) (Middle) (Last)

Applicant has the following Praxis I scores on file:

PPST Mathematics ( ) ________
PPST Reading ( ) ________
PPST Writing ( ) ________

2. Applicant has the following Praxis II scores on file:

Content Area Test: ________________________________

Score: ________ HI Pass: ________

Content Area Test: ________________________________

Score: ________ HI Pass: ________

3. Applicant has on file official transcript(s) from accredited institution(s) and has a cumulative grade point average of (must be at least 2.0 on a 4.0 scale):


4. Applicant has submitted a BYU-H Center for Instructional Technology & Outreach (CITO) Admission’s application.

5. Included the $30.00 application fee, payable to: BYU-Hawaii
Principal's Recommendation
Teacher Applicant to Alternative Licensing Program (ALP)
School of Education
Brigham Young University-Hawai‘i

Teacher Applicant's Name: ____________________________
Principal’s Name: ____________________________
School: ____________________________ Phone: ____________________________

Licensing Area Being Sought:
Elementary Special Education Secondary/Area: ____________________________

As the supervising principal, please mark the candidate’s demonstrated performance in each of the Hawaii Teacher Standards Board standards according to the following scale:

1 = Below the HTSB Teacher Performance and Licensing Standards;
2 = Meets the HTSB Teacher Performance and Licensing Standards;
3 = Well Above the HTSB Teacher Performance and Licensing Standards.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Circle Appropriate Rating</th>
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</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>I. Focuses on the Learner</td>
<td>1</td>
</tr>
<tr>
<td>II. Creates and maintains a safe and positive learning environment</td>
<td>1</td>
</tr>
<tr>
<td>III. Adapts to learner diversity</td>
<td>1</td>
</tr>
<tr>
<td>IV. Fosters effective communication in learning environment</td>
<td>1</td>
</tr>
</tbody>
</table>
Are there additional comments or information you feel the committee should be aware of that would be helpful in evaluating this candidate’s application for an alternative basic licensing program?

I verify that this applicant meets the requirements and recommend them for the BYUH Alternative Licensure Program, and agree to provide the supervision, 5 lesson observations and mid-semester and final reports required by the program.

---

Completed form should be mailed to:
Academic Advisor
School of Education
BYU-H # 1954
55-220 Kulanui Street
Laie, HI 96762
Peer Teacher’s Recommendation
Teacher Applicant to Alternative Licensing Program (ALP)
School of Education
Brigham Young University-Hawai‘i

Teacher Applicant’s Name: ____________________________
Peer Teacher’s Name: ____________________________
School: ____________________________ Phone: ____________________________

Licensing Area Being Sought:
Elementary Special Education Secondary/Area: ____________________________

As the peer teacher, please mark the candidate’s demonstrated performance in each of the Hawaii Teacher Standards Board Teacher Performance and Licensing standards according to the following scale:

1 = Below the HTSB Teacher Performance and Licensing Standards;
2 = Meets the HTSB Teacher Performance and Licensing Standards;
3 = Well Above the HTSB Teacher Performance and Licensing Standards.

<table>
<thead>
<tr>
<th>Standard</th>
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<tr>
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<tr>
<td>II. Creates and maintains a safe and positive learning environment</td>
<td>1 2 3</td>
</tr>
<tr>
<td>III. Adapts to learner diversity</td>
<td>1 2 3</td>
</tr>
<tr>
<td>IV. Fosters effective communication in learning environment</td>
<td>1 2 3</td>
</tr>
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</table>
Are there additional comments or information you feel the committee should be aware of that would be helpful in evaluating this candidate’s application for an alternative basic licensing program?

<table>
<thead>
<tr>
<th>V. Demonstrates knowledge of content</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>VI. Designs and provides meaningful learning experiences</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>VII. Uses active student learning strategies</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>VIII. Uses assessment strategies</td>
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<td>2</td>
<td>3</td>
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<tr>
<td>IX. Demonstrates professionalism</td>
<td>1</td>
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<td>3</td>
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<tr>
<td>X. Fosters parent and school community relationships</td>
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<td>3</td>
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Completed form should be mailed to:
Academic Advisor
School of Education
BYU-H # 1954
55-220 Kulanui Street
Laie, HI 96762
Attachment 2.3(cont’d)
Admission Packet including Principal & Peer Recommendation Form Attachment
Page 9 of 9

Essay Responses

In your best penmanship, using blue or black ink, respond to the following statements. Your responses must not exceed the front and back provided for each statement.

1. Explain your commitment to the teaching profession. Part of your response should address why you have chosen to be a teacher. The other part of your response should address any related experiences you have had that evidence your ability to teach according to the Hawai‘i Teacher Performance Licensing Standards (HTSB).

2. Explain using examples how your teaching focuses on the Hawaii Content and Performance Standards (HCPS) and incorporates the 6 General Learner Outcomes.

3. Explain how the unique personalities of your students impact on your teaching practices.

Open Response Form
(optional)

Instructions: While this portfolio attempts to provide a profile for the faculty on which to base admissions into the teacher education program, we recognize that individuals have unique goals, accomplishments, desires, etc., that may not be adequately addressed in the required documents. For that reason, this form is to be used to provide additional information that may assist the faculty in having a more complete profile of the applicant. Please do not write on the back of this form. Attach additional pages if needed. This form may be prepared using the computer, typewriter, or handwritten.
<p>| | | |</p>
<table>
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<td><strong>School</strong></td>
<td><strong>Grade</strong></td>
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<table>
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<tr>
<th><strong>Signatures:</strong></th>
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<tr>
<td>Student Teacher</td>
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<tr>
<td>Cooperating Teacher</td>
</tr>
<tr>
<td>University Coordinator</td>
</tr>
<tr>
<td>University Coordinator</td>
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</tbody>
</table>
Hawaii Teacher Standards

I. Focuses on the learner
The effective teacher consistently engages students in appropriate experiences that support their development as independent learners.

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

III. Adapts to learner diversity
The effective teacher consistently provides opportunities that are inclusive and adapted to diverse learners.

IV. Fosters effective communication in learning environment
The effective teacher consistently enriches communication in the learning environment.

V. Demonstrates knowledge of content
The effective teacher consistently demonstrates competency in content area(s) to develop student knowledge and performance.

VI. Designs and provides meaningful learning experiences
The effective teacher consistently plans and implements meaningful learning experiences for students.

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

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.

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

X. Fosters parent & school community relationships
The effective teacher establishes and maintains strong working relationships with parents and members of the school community to support student learning.
Attachment 2.4 (cont’d)
Year End Student Teaching Final Evaluation
Page 3 of 7

I. Focuses on the Learner
   1. Provides opportunities for students to assume responsibility for their own learning.
   2. Uses appropriate activities to promote students’ interests by nurturing their desire to learn and achieve.
   3. Demonstrates concern and interest in students by taking time to listen and respond to them.
   4. Relates instruction to students’ interests, experiences and/or real-life situations.
   5. Facilitates student’s development of positive self esteem.

Has met standard:   Yes ________  No ________
Comments:

II. Creates and Maintains a Safe and Positive Learning Environment
   1. Promotes empathy and mutual respect among students.
   2. Knows and follows school/classroom routines & procedures that foster self-control, self-discipline & responsibilities to others.
   3. Models a caring attitude.
   4. Establishes a positive and appropriate teacher relationship with students.
   5. Demonstrates a joy of learning to students.
   6. Demonstrates an ability for spontaneous decision-making.
   7. Provides learning experiences which engage students as individuals and as members of collaborative groups.

Has met standard:   Yes ________  No ________
Comments:

III. Adapts to Learner Diversity
   1. Develops a positive rapport with all students.
   2. Designs instruction in response to learners’ cultural and linguistic differences.
   3. Designs instruction to provide for learners’ differences in development, multiple intelligences and achievement levels.
   4. Modifies instruction to include learners with special needs, if applicable.
   5. Demonstrates commitment to helping every student experience success.

Has met standard:   Yes ________  No ________
Comments:
IV. Fosters Effective Communication in Learning Environment
1. Speaks clearly and appropriately when communicating with children and with other adults.
2. Uses a variety of questioning strategies to lead stimulating discussions.
5. Uses vocabulary that is appropriate for students’ ages and interests.
6. Writes legibly in manuscript or cursive for classroom purposes.
7. Demonstrates active listening and sensitivity to verbal and nonverbal communication.

Has met standard: Yes ________ No ________
Comments:

V. Demonstrates Knowledge of Content
1. Demonstrates knowledge of major concepts, content and methods in content areas.
2. Applies knowledge of methods from education courses to teaching practices.
3. Connects knowledge of content areas to students’ prior experiences, personal interests and real-life situations.

Has met standard: Yes ________ No ________
Comments:

VI. Designs and Provides Meaningful Learning Experiences
1. Plans and implements logical and sequential lessons that are relevant to learners’ needs.
2. Provides learning experiences and instruction based on curricular goals.
3. Diagnostic information, tests and other assessment procedures are used in planning.
4. Links concepts and key ideas to students’ prior experiences and understandings.
5. Provides knowledge/experiences that help students relate learning to everyday life.
6. Lessons foster higher order thinking skills.
7. Lesson plans clearly state & teach for mastery of concepts, processes and principles contained in Hawaii’s Content and Performance Standards.
8. Provides knowledge and experiences that help students make life and career decisions.
9. Utilizes material and equipment to create a media-rich environment.

Has met standard: Yes ________ No ________
Comments:
IV. Fosters Effective Communication in Learning Environment
1. Speaks clearly and appropriately when communicating with children and with other adults.
2. Uses a variety of questioning strategies to lead stimulating discussions.
5. Uses vocabulary that is appropriate for students' ages and interests.
6. Writes legibly in manuscript or cursive for classroom purposes.
7. Demonstrates active listening and sensitivity to verbal and nonverbal communication.

Has met standard:    Yes   No  
Comments: 

V. Demonstrates Knowledge of Content
1. Demonstrates knowledge of major concepts, content and methods in content areas.
2. Applies knowledge of methods from education courses to teaching practices.
3. Connects knowledge of content areas to students' prior experiences, personal interests and real-life situations.

Has met standard:    Yes   No  
Comments: 

VI. Designs and Provides Meaningful Learning Experiences
1. Plans and implements logical and sequential lessons that are relevant to learners' needs.
2. Provides learning experiences and instruction based on curricular goals.
3. Diagnostic information, tests and other assessment procedures are used in planning.
4. Links concepts and key ideas to students' prior experiences and understandings.
5. Provides knowledge/experiences that help students relate learning to everyday life.
6. Lessons foster higher order thinking skills.
7. Lesson plans clearly state & teach for mastery of concepts, processes and principles contained in Hawaii's Content and Performance Standards.
8. Provides knowledge and experiences that help students make life and career decisions.
9. Utilizes material and equipment to create a media-rich environment.

Has met standard:    Yes   No  
Comments: 

Page 5 of 7
VII. Uses Active Student Learning Strategies
1. Involves students in setting goals, in planning & selecting tasks, and in assessing the quality of performance & products.
2. Helps students to question, problem-solve and access resources.
3. Provides challenging learning experiences which develop higher order thinking skills.
4. Varies instructional roles (e.g., facilitator, coach, co-learner, audience) in relation to the content, purpose of instruction and students' needs.
5. Engages students in active, hands-on, creative, open-ended & problem-based learning experiences.
6. Provides opportunities for students to apply and practice what is learned.
7. Uses available technologies as tools for teaching and learning.

Has met standard: Yes __________ No __________

Comments:

VIII. Uses Assessment Strategies
1. Evaluates students' performances and products objectively and fairly.
2. Uses a variety of appropriate assessment strategies to enhance knowledge about learners.
3. Involves students in developing assessment standards and criteria.
4. Engages students in self-assessment activities and personal goal setting.
5. Uses information about students' experiences, strengths, needs and progress.
6. Maintains appropriate and accurate records of student achievement.
8. Communicates students' progress to students, parents and colleagues, as needed.

Has met standard: Yes __________ No __________

Comments:

IX. Demonstrates Professionalism
1. Models honesty, fairness, and respect for individuals.
2. Assumes responsibility for own behavior.
3. Conducts self ethically in professional matters.
4. Demonstrates an appropriate sense of humor.
5. Displays enthusiasm and enjoyment for teaching and students.
6. Student is dressed to a professional standard.

Has met standard: Yes __________ No __________

Comments:
IX. Demonstrates Professionalism
1. Demonstrates a commitment to professional growth and ongoing career development.
3. Accepts evaluative feedback professionally and adjusts performance accordingly.
4. Is punctual in attendance, planning and honors commitments.
5. Keeps current with knowledge of issues and trends in education.
6. Demonstrates initiative and resourcefulness.
7. Assumes and willingly fulfills teaching and school responsibilities.
8. Works collaboratively with other professionals.
Has met standard: Yes No
Comments:

X. Fosters Parent & School Community Relationships
1. Collaborates with parents and school personnel to support the learning needs of students.
2. Seeks opportunities to build strong partnerships with parents and community members.
3. Supports school related activities and programs that encourage parents to actively participate.
4. Establishes open and active lines of communication with parents.
5. Utilizes school/community resources to enhance student learning.
Has met standard: Yes No
Comments:

Student's Initials ________

White - BYU-HC    Yellow - CT    Pink - Student
Purpose: The purpose of this portfolio is for you to demonstrate how your effectiveness as a teacher in the Hawaii Teacher Performance and Licensing Standards and your implementation of the Hawaii Content Performance Standards has had an impact on the learners in your classroom. This is a step beyond the formal observations that have been done during your classroom teaching and is a component of the evaluation process that demonstrates your knowledge, skills, and dispositions as a teacher candidate in the BYUH School of Education.

Directions: Carefully select evidence that demonstrates your competence as a teacher and the effects you've had on your students' learning. (** Please remember that any artifact that is considered confidential should have all identifying information removed). Then write a personal statement for each standard explaining how you've met the standard based on the evidence provided. When preparing this statement, you will need to reflect on the performance criteria that is included under each standard. Your evidence should support these (some if not all) performance criteria and not just the broad standard.

I. Focuses on the learner
The effective teacher consistently engages students in appropriate experiences that support their development as independent learners.

Evidence to demonstrate this standard may include (but are not limited to) two or more of the following:
- Lesson plans
- Lesson plans showing connections to IEP's
- Student work with teacher feedback
- Student journals
- Reading Logs

Has met standard: Yes ___ No ___
Comments:

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

Evidence to demonstrate this standard may include (but are not limited to) two or more of the following:
- Lesson plans
- Tribes Lessons
- Cooperative Learning Lessons
- Photographs
- Videos
- Copies of posted rules and consequences
- Copies of behavioral intervention plans, contracts, Functional Behavioral Analysis, etc.

Has met standard: Yes ___ No ___
Comments:
III. **Adapts to learner diversity**
The effective teacher consistently provides opportunities that are inclusive and adapted to diverse learners.

*Evidence to demonstrate this standard may include (but are not limited to) two or more of the following:*
- Lesson plans
- Tribes lessons
- Lessons utilizing multiple intelligences
- Computer searches
- Resource Bibliographies
- Pre-test/Post-test comparison data
- Student work with teacher feedback
- Photographs

Has met standard: Yes ______ No _____
Comments:

IV. **Fosters effective communication in learning environment**
The effective teacher consistently enriches communication in the learning environment.

*Evidence to demonstrate this standard may include (but are not limited to) two or more of the following:*
- Lesson plans
- Videos
- Student work
- Examples of teacher made visuals
- Photographs

Has met standard: Yes ______ No _____
Comments:

V. **Demonstrates knowledge of content**
The effective teacher consistently demonstrates competency in content area(s) to develop student knowledge and performance.

*Evidence to demonstrate this standard may include (but are not limited to) two or more of the following:*
- Lesson plans
- Computer searches
- Student work
- Photographs
- Meeting/Conference handouts

Has met standard: Yes ______ No _____
Comments:
VI. Designs and provides meaningful learning experiences
The effective teacher consistently plans and implements meaningful learning experiences for students.

Evidence to demonstrate this standard may include (but are not limited to) some of the following:

- Lesson plans/unit plans
- Graphic organizers
- Outcomes of projects
- Photographs
- Pre-test/Post-test data
- Examples of rubrics and graded student work

Has met standard: Yes ___ No ___
Comments:

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.

Evidence to demonstrate this standard may include (but are not limited to) some of the following:

- Lesson plans
- Photographs
- Student work
- Student projects- plans & examples

Has met standard: Yes ___ No ___
Comments:

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.

Evidence to demonstrate this standard may include (but are not limited to) some of the following:

- Lesson plans
- Student portfolios
- Gradebook
- Pre-test/Post-test data
- Notes/Letters to parents etc.
- Student work with rubrics and written evaluation
- Student journals

Has met standard: Yes ___ No ___
Comments:
IX. **Demonstrates professionalism**
The effective teacher continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally.

*Evidence to demonstrate this standard may include (but are not limited to) some of the following:*

- Meeting/Conference handouts
- List of professional books and journals read
- Examples of team projects
- List of school activities you've participated in
- Formal evaluations demonstrating implementation of feedback
- Journal entries
- Curriculum alignment
- Grade level planning
- Professional memberships

Has met standard: Yes □ No □
Comments: ____________________________

X. **Fosters parent & school community relationships**
The effective teacher establishes and maintains strong working relationships with parents and members of the school community to support student learning.

*Evidence to demonstrate this standard may include (but are not limited to) some of the following:*

- Record of IEP participation
- Notes/Letters written to parents etc.
- Notes/letters received from parents etc.

Has met standard: Yes □ No □
Comments: ____________________________
Attachment 2.6
Employment Portfolio

Employment Portfolio Evaluation Form

Teacher Candidate's Name: ________________________________
Evaluator's Name: ________________________________

The Employment Portfolio is due at the end of Student Teaching. It is to your advantage to begin thinking about it at the beginning of O&P so that selected samples of student's work, photographs of bulletin boards and student activities can be collected throughout the year. The employment portfolio must include the following:

- a one page resume using a professional looking font and printed on bond paper
- a statement of your philosophy of education
- a statement of your philosophy of discipline
- letters of recommendation (no more than 3)
- teaching evaluation(s)
- lesson plan(s) corresponding to each evaluation
- an IEP you’ve written (for special education and dual licensing majors only)
- list of the education classes you’ve taken and any other relevant coursework
- photographs of students working and/or bulletin boards

Additional items to be included in your portfolio (at least 3 of the following):

- honors and awards you’ve received
- previous certifications and diplomas
- history/information of your school (O&P/Student Teaching)
- other documentation attesting to your teaching abilities
- examples of student work
- examples of significant teaching materials you have produced
- a video of your teaching

Presentation format guidelines: use sheet protectors and a new, professional-looking binder
Attachment 2.7
Praxis II Principles of Learning and Teaching
Data Table

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<th>Academic Year</th>
<th># of Candidates Taking the Test</th>
<th># of Candidates Passing the Test</th>
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<tr>
<td>2002-2003</td>
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Section III. Standards\textsuperscript{9} Assessment Chart

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<tr>
<th>HTSB Standard</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>#6</th>
<th>#7</th>
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<tr>
<td>I. Focuses on the Learner: The effective teacher candidate consistently engages students in appropriate experiences that support their development as independent learners.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>II. Creates and Maintains a Safe and Positive Learning Environment. 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.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>III. Adapts to Learner Diversity. The effective teacher candidate consistently provides opportunities that are inclusive and adapted to diverse learners.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>IV. Fosters Effective Communication in the Learning Environment. The effective teacher candidate enriches communication in the learning environment.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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</tr>
<tr>
<td>• V.1: Keeps abreast of current developments in content area(s) by demonstrating that he/she knows his/her discipline and understands how knowledge in the discipline is created, organized, and linked to other disciplines.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>• V.2: Teaches mastery of language, complex processes, concepts and principles unique to content area(s) by demonstrating that he/she: (a) designs instruction that addresses the core skills, concepts, and ideas of the discipline to help students meet the goals of the Hawaii Content and Performance Standards System and General Learner Outcomes, (b) selects instructional materials and resources based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts and (c) represents and uses differing viewpoints, theories, and methods of inquiry when teaching concepts of the discipline.</td>
<td>✔️</td>
<td>✔️</td>
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<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>• V.3: Possesses an understanding of technology appropriate to the content area, e.g. computer assisted instruction and utilizes the school's current technologies to facilitate learning in the content area(s) by demonstrating that he/she incorporates appropriate technological resources to support student exploration of the disciplines.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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<td>✔️</td>
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<td>✔️</td>
</tr>
<tr>
<td>• V.4: Connects knowledge of content area(s) to students’ prior experiences, personal interests and real-life situations by demonstrating that he/she: (a) uses a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations that help students develop conceptual understanding and (b) generates multiple paths to knowledge and encourages students to see, question, and interpret concepts from a variety of perspectives.</td>
<td>✔️</td>
<td>✔️</td>
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</tr>
</tbody>
</table>

\textsuperscript{9}Refers to the ten licensing and performance standards established by the Hawaii Teacher Standards Board (HTSB)
VI. Designs and Provides Meaningful Learning Experiences. The effective teacher candidate consistently plans and implements meaningful learning experiences for students.

VII. Uses Active Student Learning Strategies. The effective teacher candidate consistently uses a variety of active learning strategies to develop students' thinking, problem-solving and learning skills.

VIII. Uses Assessment Strategies. The effective teacher candidate consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.

IX. Demonstrates Professionalism. The effective teacher candidate continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally.

X. Fosters Parent and School Community Relationships. The effective teacher candidate establishes and maintains strong working relationships with parents and members of the school community to support student learning.
Section IV. Evidence for Meeting Standards

I. Focuses on the Learner: The effective teacher candidate consistently engages students in appropriate experiences that support their development as independent learners.

A. Assessment #3: The Principal and Peer teacher are asked to confirm that the applicant has demonstrated performance which meets or exceeds this Standard.

B. Assessment #4: Professional Year Student Teaching Final Evaluation. During the teacher candidate’s semester of Student Teaching every evaluated lesson taught uses the School of Education’s “Student Teaching Observation Form.” Items related to Standard I are found under three of the six categories measured by that form (parenthetical items refer to the Observation Form codes for that item):

1. Management of Instructional Time
   a. gets the class started quickly (A2)
   b. maintains a high level of student time on task (A3)

2. Instructional Presentation
   a. matches lesson to maturity level of students and degree of difficulty is appropriate (B2)
   b. connects concepts to prior knowledge and experiences (B4)
   c. instructional transitions are efficient and smooth (B8)
   d. uses lesson plan to guide instruction (B11)
   e. adjusts the lesson plan during the lesson as needed (B12)
   f. modifications made for learning needs of individual students are noted in lesson plan (B14)

3. Instructional Monitoring of Student Performance
   a. circulates during class work to check students’ performance (D1)
   b. uses strategies to include the reticent learner (D2)

Teacher candidates must receive a “Met Standard” rating by their Cooperating Teacher and the university faculty in all ten of the standards and meet all professional dispositions as a part of becoming a program completer.

C. Assessment #5: Performance Outcomes Portfolio. By the end of Student Teaching, teacher candidates submit their portfolio for evaluation by the faculty using the “Professional Outcomes Portfolio Evaluation Form.” Teacher candidates have received a copy of the form used to evaluate their portfolios to use as a guide in compiling their evidences under each of the ten performance and licensing standards. By becoming familiar with the suggested evidences on the form, teacher candidates also have the opportunity to internalize how each of the suggested evidences might be used to demonstrate successful performance for each of the ten standards.

10 See Attachment 4.3
11 See Attachment 2.7
standards.

For example, for Standard I: Focuses on the Learner, the following suggested evidences for demonstrating this standard include: lesson plans, lesson plans showing connections to IEP’s, lesson observation comments by evaluators, student work with teacher feedback, student journals, reading logs, photographs, personal statement(s), and any other item(s) the teacher candidate might consider appropriate.

Samples of teacher candidate portfolios have been collected and retained for review. We believe these samples will clearly show that our teacher candidates have sufficient knowledge and skills in understanding the standards and providing appropriate evidences to demonstrate not only their understanding, but the success of implementing that knowledge and skills in their classroom with the students they have stewardship over.

Teacher candidates must receive a “Met Standard” on each of the ten standards for the portfolio. If any area is deemed below standard, the teacher candidate must continue working on the portfolio until the university faculty consider it at an acceptable standard for someone desiring to be a program completer.

D. Assessment #6: Employment Portfolio. The employment portfolio is designed to give a potential employer a snapshot of the essential standards based skills of the teacher candidate. Along with the resume, statements of philosophy of education and discipline, and letters of reference, the teacher candidate is advised to include evidences of their own or student work which meet the requirements of this standard.

II. Creates and Maintains a Safe and Positive Learning Environment. 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.

A. Assessment #3: The Principal and Peer teacher are asked to confirm that the applicant has demonstrated performance which meets or exceeds this Standard.

B. Assessment #4: Professional Year Student Teaching Final Evaluation. During the teacher candidate’s semester of Student Teaching, every lesson taught is evaluated using the School of Education’s “Student Teaching Observation Form.”12 Items related to Standard II are found under three of the six categories measured by that form (parenthetical items refer to the Observation Form codes for that item):

12 See Attachment 4.3
1. Management of Instructional Time
   a. gets the class started quickly (A2)
   b. maintains a high level of student time on task (A3)

2. Instructional Presentation
   a. varies the pace of the lesson to suit activity and pupil responses (B7)
   b. lesson engages and encourages student participation (B9)
   c. adjusts the lesson plan during the lesson as needed (B12)
   d. modifications made for learning needs of individual students are noted in lesson plan (B14)

3. Management of Student Behavior
   a. handles routine matters in a pattern that is consistently successful (E1)
   b. uses pro-active effective systems to consistently govern verbal participation (E2)
   c. has rules and procedures to consistently and effectively govern student classroom movement (E3)
   d. effectively manages behavior of all students during activities/transition (E4)
   e. reinforces models of appropriate behavior (E5)
   f. overall, uses management methods which are appropriate and effective (E6)

C. Assessment #5: Performance Outcomes Portfolio. By the end of Student Teaching, teacher candidates submit their portfolio for evaluation by the faculty. Teacher candidates have received a copy of the form used to evaluate their portfolios to use as a guide in compiling their evidences under each of the ten performance and licensing standards. By becoming familiar with the suggested evidences on the form, teacher candidates also have the opportunity to internalize how each of the suggested evidences might be used to demonstrate successful performance for each of the ten standards.

For example, for Standard II: Creates and Maintains a Safe and Positive Learning Environment, the following suggested evidences for demonstrating this standard include: lesson plans; Tribes lesson plans; Cooperative Learning lesson plans; lesson observation comments by evaluators; photographs; videos; copies of posted rules and consequences; copies of behavioral intervention plans, contracts, functional behavioral analysis, etc.; personal statement(s), and any other item(s) the teacher candidate might consider appropriate. Samples of teacher candidate portfolios have been collected and retained for review. We believe these samples will clearly show that our teacher candidates have sufficient knowledge and skills in understanding the standards and providing appropriate evidences to demonstrate not only their understanding, but the success of implementing that knowledge and
skills in their classroom with the students they have stewardship over.

D. Assessment #6: Employment Portfolio. The employment portfolio is designed to give a potential employer a snapshot of the essential standards based skills of the teacher candidate. Along with the resume, statements of philosophy of education and discipline, and letters of reference, the teacher candidate is advised to include evidences of their own or student work which meet the requirements of this standard.

### III. Adapts to Learner Diversity
The effective teacher candidate consistently provides opportunities that are inclusive and adapted to diverse learners.

A. Assessment #3: The Principal and Peer teacher are asked to confirm that the applicant has demonstrated performance which meets or exceeds this Standard.

B. Assessment #4: Professional Year Student Teaching Final Evaluation. During the teacher candidate’s semester of Student Teaching every lesson taught is evaluated using the School of Education’s “Student Teaching Observation Form.” Items related to Standard III are found under two of the six categories measured by that form (parenthetical items refer to the Observation Form codes for that item):

1. Instructional Presentation
   
   a. assignments are clear and developmentally appropriate (B10)
   
   b. uses lesson plan to guide instruction (B11)
   
   c. teaches to different learning styles as noted in lesson plan (B13)
   
   d. modifications made for learning needs of individual students are noted in lesson plan (B14)

2. Instructional Monitoring of Student Performance
   
   a. uses strategies to include the reticent learner (D2)

C. Assessment #5: Performance Outcomes Portfolio. By the end of Student Teaching, teacher candidates submit their portfolio for evaluation by the faculty. Teacher candidates have received a copy of the form used to evaluate their portfolios to use as a guide in compiling their evidences under each of the ten performance and licensing standards. By becoming familiar with the suggested evidences on the form, teacher candidates also have the opportunity to internalize how each of the suggested evidences might be used to demonstrate successful performance for each of the ten standards.

For example, for Standard III: Adapts to Learner Diversity, the following suggested evidences for demonstrating this standard include: lesson plans, Tribes lesson plans, lessons utilizing multiple intelligences, lesson observation comments.

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13 See Attachment 4.3
by evaluators, computer searches, resource bibliographies, pre-test/post-test comparison data, student work with teacher feedback, photographs, personal statement(s), and any other item(s) the teacher candidate might consider appropriate.

Samples of teacher candidate portfolios have been collected and retained for review. We believe these samples will clearly show that our teacher candidates have sufficient knowledge and skills in understanding the standards and providing appropriate evidences to demonstrate not only their understanding, but the success of implementing that knowledge and skills in their classroom with the students they have stewardship over.

D. Assessment #6: Employment Portfolio. The employment portfolio is designed to give a potential employer a snapshot of the essential standards based skills of the teacher candidate. Along with the resume, statements of philosophy of education and discipline, and letters of reference, the teacher candidate is advised to include evidences of their own or student work which meet the requirements of this standard.

IV. Fosters Effective Communication in the Learning Environment. The effective teacher candidate enriches communication in the learning environment.

A. Assessment #2: The interview and preliminary observation give the university a context to evaluate the potential candidate’s ability to express themselves professionally and to communicate with other adults and students.

B. Assessment #3: The Principal and Peer teacher are asked to confirm that the applicant has demonstrated performance which meets or exceeds this Standard.

C. Assessment #4: Professional Year Student Teaching Final Evaluation. During the teacher candidate’s semester of Student Teaching every lesson taught is evaluated using the School of Education’s “Student Teaching Observation Form.” Items related to Standard IV are found under three of the six categories measured by that form (parenthetical items refer to the Observation Form codes for that item):

1. Instructional Presentation
   a. matches lesson to maturity level of students and degree of difficulty is appropriate (B2)
   b. includes focus and/or review in instructional presentation (B3)
   c. presents instruction clearly and understandably to students (B6)
   d. uses lesson plan to guide instruction (B11)

2. Communication Skills
   a. speaks fluently and precisely, using standard English (C1)

14 See Attachment 4.3
b. voice modulation and volume used appropriately (C2)
c. uses non-verbal communication (gestures, expressions, eye contact, etc.) effectively (C3)
d. demonstrates congruence between verbal and non-verbal communication (C4)
e. uses spelling, penmanship and grammar which are accurate, neat, and clear (C5)

3. Instructional Monitoring of Student Performance
   a. circulates during class work to check students’ performance (D1)
   b. poses a range of appropriate questions, low to high, in the cognitive, affective, reflective domain (D3)
   c. poses questions one at a time with adequate wait time provided (D4)
   d. provides feedback on student responses to encourage growth (D5)

D. Assessment #5: Performance Outcomes Portfolio. By the end of Student Teaching, teacher candidates submit their portfolio for evaluation by the faculty. Teacher candidates have received a copy of the form used to evaluate their portfolios to use as a guide in compiling their evidences under each of the ten performance and licensing standards. By becoming familiar with the suggested evidences on the form, teacher candidates also have the opportunity to internalize how each of the suggested evidences might be used to demonstrate successful performance for each of the ten standards.

For example, for Standard IV: Fosters Effective Communication in the Learning Environment, the following suggested evidences for demonstrating this standard include: lesson plans, videos, student work, lesson observation comments by evaluators, examples of teacher made visuals, photographs, personal statement(s), and any other item(s) the teacher candidate might consider appropriate. Samples of teacher candidate portfolios have been collected and retained for review. We believe these samples will clearly show that our teacher candidates have sufficient knowledge and skills in understanding the standards and providing appropriate evidences to demonstrate not only their understanding, but the success of implementing that knowledge and skills in their classroom with the students they have stewardship over.

E. Assessment #6: Employment Portfolio. The employment portfolio is designed to give a potential employer a snapshot of the essential standards based skills of the teacher candidate. Along with the resume, statements of philosophy of education and discipline, and letters of reference, the teacher candidate is advised to include evidences of their own or student work which meet the requirements of this standard.
V. Demonstrates Knowledge of Content. The effective teacher candidate consistently demonstrates competency in content area(s) to develop student knowledge and performance.

V.1: Keeps abreast of current developments in content area(s) by demonstrating that he/she knows his/her discipline and understands how knowledge in the discipline is created, organized, and linked to other disciplines.

A. Assessment #1: Passing scores on the Praxis II content tests and a baccalaureate degree in the content area being taught indicate a knowledge of the discipline and its links to other subjects.

B. Assessment #3: The Principal and Peer teacher are asked to confirm that the applicant has demonstrated performance which meets or exceeds this Standard.

C. Assessment #4: Professional Year Student Teaching Final Evaluation. The “3” is coded as “Distinguished” and is intended to be used in cases where the teacher candidate has truly “distinguished” himself/herself in performing that teaching behavior/practice as a seasoned classroom teacher. Otherwise, the “2” rating is used to assess the teacher candidate as having “met” the standard, while the “1” rating is used to identify performance that “does not meet the standard.”

The formative data collected from these observations is used to complete the “Year End Student Teaching Evaluation Form.” Teacher candidates must receive a “Has met standard” rating by their Cooperating Teacher and the university faculty in this Standard.

D. Assessment #5: Performance Outcomes Portfolio. By the end of Student Teaching, teacher candidates submit their portfolio for evaluation by the faculty. Teacher candidates have received a copy of the form used to evaluate their portfolios to use as a guide in compiling their evidences under each of the ten performance and licensing standards. By becoming familiar with the suggested evidences on the form, teacher candidates also have the opportunity to internalize how each of the suggested evidences might be used to demonstrate successful performance for each of the ten standards.

For example, for Standard V: Demonstrates Knowledge of Content, the following suggested evidences for demonstrating this standard include: lesson plans, computer searches, student work, lesson observation comments by evaluators, photographs, list of course work, meeting/conference handouts, personal

15 See Attachment 2.5
16 See Attachment 2.7
statement(s), and any other item(s) the teacher candidate might consider appropriate.

Samples of teacher candidate portfolios have been collected and retained for review. We believe these samples will clearly show that our teacher candidates have sufficient knowledge and skills in understanding the standards and providing appropriate evidences to demonstrate not only their understanding, but the success of implementing that knowledge and skills in their classroom with the students they have stewardship over.

Teacher candidates must receive a “Met Standard” on each of the ten standards for the portfolio. If any area is deemed below standard, the teacher candidate must continue working on the portfolio until the university faculty consider it at an acceptable standard for someone desiring to be a program completer.

E. Assessment #6: Employment Portfolio. The employment portfolio is designed to give a potential employer a snapshot of the essential standards based skills of the teacher candidate. Along with the resume, statements of philosophy of education and discipline, and letters of reference, the teacher candidate is advised to include evidences of their own or student work which meet the requirements of this standard.

F. Assessment #7: Praxis II PLT. One of the requirements to be a program completer includes having passed the Praxis II PLT test. These scores must be on file with the School of Education and the pass score used is that set by the state licensing agency, the Hawaii Teacher Standards Board.

The Educational Testing Service, publisher of the Praxis Series of tests gives the following explanation for each of the tests assessed in this category:

Principles of Learning and Teaching: Grades K-6 (0522): 17
- test is designed to assess a beginning teacher’s knowledge of a variety of job-related criteria
- questions may require the examinee to do any of the following: demonstrate understanding of the importance of an aspect of teaching, demonstrate understanding of the principles of learning and teaching underlying an aspect of teaching, or recognize when and how to apply the principles of learning and teaching underlying an aspect of teaching

V.2: Teaches mastery of language, complex processes, concepts and principles unique to content area(s) by demonstrating that he/she: (a) designs instruction that addresses the core

17Educational Testing Service (ets.org). The Praxis Series ™ Tests at a Glance. About This Test in “Principles of Learning and Teaching: Grades K-6 (0522).”
skills, concepts, and ideas of the discipline to help students meet the goals of the Hawaii Content and Performance Standards System and General Learner Outcomes, (b) selects instructional materials and resources based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts and (c) represents and uses differing viewpoints, theories, and methods of inquiry when teaching concepts of the discipline.

A. Assessment #1: Praxis I Reading, Writing and Mathematics. Passing these three assessments is considered essential in measuring basic core skills in those three critical content areas. Although it is only one of several items contained in the complete admissions process into the teacher education program, without passing scores, the applicant may not proceed in the School of Education as a teacher candidate.

B. Assessment #3: The Principal and Peer teacher are asked to confirm that the applicant has demonstrated performance which meets or exceeds this Standard.

C. Assessment #4: Professional Year Student Teaching Final Evaluation.

During Student Teaching, the “Student Teaching Observation Form”\textsuperscript{18} is used. The only difference in it and the observation form used in O&P is the addition of a rating of “3” on the form. The “3” is coded as “Distinguished” and is intended to be used in cases where the teacher candidate has truly “distinguished” himself/herself in performing that teaching behavior/practice as a seasoned classroom teacher. Otherwise, the “2” rating is used to assess the teacher candidate as having “met” the standard, while the “1” rating is used to identify performance that “does not meet the standard.”

The formative data collected from these observations is used to complete Section V: Demonstrates Knowledge of Content on the “Year End Student Teaching Evaluation Form.”\textsuperscript{19} Teacher candidates must receive a “Has met standard” rating by their Cooperating Teacher and the university faculty in this Standard.

D. Assessment #5: Performance Outcomes Portfolio. Although teacher candidates are introduced to the fact early in their program that they will conclude Student Teaching with a Performance Outcomes Portfolio, serious attention is given to it in the O&P and Student Teaching semesters. By the end of Student Teaching, teacher candidates submit their portfolio for evaluation by the faculty. Teacher candidates have received a copy of the form\textsuperscript{20} used to evaluate their portfolios to use as a guide in compiling their evidences under each of the ten performance and

\textsuperscript{18} See Attachment 4.3
\textsuperscript{19} See Attachment 2.5
\textsuperscript{20} See Attachment 2.7
licensing standards. By becoming familiar with the suggested evidences on the form, teacher candidates also have the opportunity to internalize how each of the suggested evidences might be used to demonstrate successful performance for each of the ten standards.

For example, for Standard V: Demonstrates Knowledge of Content, the following suggested evidences for demonstrating this standard include: lesson plans, computer searches, student work, lesson observation comments by evaluators, photographs, list of course work, meeting/conference handouts, personal statement(s), and any other item(s) the teacher candidate might consider appropriate.

Samples of teacher candidate portfolios have been collected and retained for review. We believe these samples will clearly show that our teacher candidates have sufficient knowledge and skills in understanding the standards and providing appropriate evidences to demonstrate not only their understanding, but the success of implementing that knowledge and skills in their classroom with the students they have stewardship over.

Teacher candidates must receive a “Met Standard” on each of the ten standards for the portfolio. If any area is deemed below standard, the teacher candidate must continue working on the portfolio until the university faculty consider it at an acceptable standard for someone desiring to be a program completer.

E. Assessment #6: Employment Portfolio. The employment portfolio is designed to give a potential employer a snapshot of the essential standards based skills of the teacher candidate. Along with the resume, statements of philosophy of education and discipline, and letters of reference, the teacher candidate is advised to include evidences of their own or student work which meet the requirements of this standard.

F. Assessment #7: Praxis II PLT. One of the requirements to be a program completer includes having passed the Praxis II PLT test. These scores must be on file with the School of Education and the pass score used is that set by the state licensing agency, the Hawaii Teacher Standards Board.

The Educational Testing Service, publisher of the Praxis Series of tests gives the following explanation for each of the tests assessed in this category:

*Principles of Learning and Teaching: Grades K-6 (0522)*

• test is designed to assess a beginning teacher’s knowledge of a

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21Educational Testing Service (ets.org). The Praxis Series™ Tests at a Glance. About This Test in “Principles of Learning and Teaching: Grades K-6 (0522).”
variety of job-related criteria
- questions may require the examinee to do any of the following:
  demonstrate understanding of the importance of an aspect of teaching,
  demonstrate understanding of the principles of learning and teaching
  underlying an aspect of teaching, or recognize when and how to apply
  the principles of learning and teaching underlying an aspect of teaching

| V.3: Possesses an understanding of technology appropriate to the content area, e.g. computer assisted instruction and utilizes the school's current technologies to facilitate learning in the content area(s) by demonstrating that he/she incorporates appropriate technological resources to support student exploration of the disciplines. |

A. Assessment #1: Passing scores on the Praxis II content tests and a baccalaureate degree in the content area being taught indicate a knowledge of the discipline and its links to other subjects.

B. Assessment #3: The Principal and Peer teacher are asked to confirm that the applicant has demonstrated performance which meets or exceeds this Standard.

C. Assessment #4: Professional Year Student Teaching Final Evaluation. The Cooperating Teacher makes a "cumulative" assessment of the use of technology over the semester in order to complete Standard VII: Uses Active Student Learning Strategies, item #7, Uses available technologies as tools for teaching and learning on the Student Teaching Final Evaluation Form and makes a recommendation to the University Faculty indicating competence or lack of competence.

D. Assessment #5: Performance Outcomes Portfolio. Although teacher candidates are introduced to the fact early in their program that they will conclude Student Teaching with a Performance Outcomes Portfolio, serious attention is given to it in the O&P and Student Teaching semesters. By the end of Student Teaching, teacher candidates submit their portfolio for evaluation by the faculty. Teacher candidates have received a copy of the form used to evaluate their portfolios to use as a guide in compiling their evidences under each of the ten performance and licensing standards. By becoming familiar with the suggested evidences on the form, teacher candidates also have the opportunity to internalize how each of the suggested evidences might be used to demonstrate successful performance for each of the ten standards.

For example, for Standard VII: Uses Active Student Learning Strategies, the following suggested evidences for demonstrating the technology portion of this standard include: lesson plans/unit plans, outcomes of projects (samples), lesson

22 See Attachment 2.7
observation comments by evaluators, photographs, examples of rubrics and graded student work, personal statement(s), and any other item(s) the teacher candidate might consider appropriate.

Samples of teacher candidate portfolios have been collected and retained for review. We believe these samples will clearly show that our teacher candidates have sufficient knowledge and skills in understanding the standards and providing appropriate evidences to demonstrate not only their understanding, but the success of implementing that knowledge and skills in their classroom with the students they have stewardship over.

Teacher candidates must receive a “Met Standard” on each of the ten standards for the portfolio. If any area is deemed below standard, the teacher candidate must continue working on the portfolio until the university faculty consider it at an acceptable standard for someone desiring to be a program completer.

E. Assessment #6: Employment Portfolio. The employment portfolio is designed to give a potential employer a snapshot of the essential standards based skills of the teacher candidate. Along with the resume, statements of philosophy of education and discipline, and letters of reference, the teacher candidate is advised to include evidences of their own or student work which meet the requirements of this standard.

V.4: Connects knowledge of content area(s) to students’ prior experiences, personal interests and real-life situations by demonstrating that he/she: (a) uses a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations that help students develop conceptual understanding and (b) generates multiple paths to knowledge and encourages students to see, question, and interpret concepts from a variety of perspectives.

A. Assessment #3: The Principal and Peer teacher are asked to confirm that the applicant has demonstrated performance which meets or exceeds this Standard.

B. Assessment #4: Professional Year Student Teaching Final Evaluation. During Student Teaching, the “Student Teaching Observation Form”23 is used. The “3” rating is coded as “Distinguished” and is intended to be used in cases where the teacher candidate has truly “distinguished” himself/herself in performing that teaching behavior/practice as a seasoned classroom teacher. Otherwise, the “2” rating is used to assess the teacher candidate as having “met” the standard, while the “1” rating is used to identify performance that “does not meet the standard.”

23 See Attachment 4.3
The formative data collected from these observations is used to complete Section V: Demonstrates Knowledge of Content on the “Year End Student Teaching Evaluation Form.” Teacher candidates must receive a “Has met standard” rating by their Cooperating Teacher and the university faculty in this Standard.

C. Assessment #5: Performance Outcomes Portfolio. Although teacher candidates are introduced to the fact early in their program that they will conclude Student Teaching with a Performance Outcomes Portfolio, serious attention is given to it in the O&P and Student Teaching semesters. By the end of Student Teaching, teacher candidates submit their portfolio for evaluation by the faculty. Teacher candidates have received a copy of the form used to evaluate their portfolios to use as a guide in compiling their evidences under each of the ten performance and licensing standards. By becoming familiar with the suggested evidences on the form, teacher candidates also have the opportunity to internalize how each of the suggested evidences might be used to demonstrate successful performance for each of the ten standards.

For example, for Section V: Demonstrates Knowledge of Content, the following suggested evidences for demonstrating this standard include: lesson plans, computer searches, student work, lesson observation comments by evaluators, photographs, list of coursework, meeting/conference handouts, personal statement(s), and any other item(s) the teacher candidate might consider appropriate.

Samples of teacher candidate portfolios have been collected and retained for review. We believe these samples will clearly show that our teacher candidates have sufficient knowledge and skills in understanding the standards and providing appropriate evidences to demonstrate not only their understanding, but the success of implementing that knowledge and skills in their classroom with the students they have stewardship over.

Teacher candidates must receive a “Met Standard” on each of the ten standards for the portfolio. If any area is deemed below standard, the teacher candidate must continue working on the portfolio until the university faculty consider it at an acceptable standard for someone desiring to be a program completer.

E. Assessment #6: Employment Portfolio. The employment portfolio is designed to give a potential employer a snapshot of the essential standards based skills of the teacher candidate. Along with the resume, statements of philosophy of education...
and discipline, and letters of reference, the teacher candidate is advised to include evidences of their own or student work which meet the requirements of this standard.

F. Assessment #7: Praxis II PLT. One of the requirements to be a program completer includes having passed the Praxis II PLT test. These scores must be on file with the School of Education and the pass score used is that set by the state licensing agency, the Hawaii Teacher Standards Board.

The Educational Testing Service, publisher of the Praxis Series of tests gives the following explanation for each of the tests assessed in this category:

**Principles of Learning and Teaching: Grades K-6 (0522)**

- test is designed to assess a beginning teacher’s knowledge of a variety of job-related criteria
- questions may require the examinee to do any of the following: demonstrate understanding of the importance of an aspect of teaching, demonstrate understanding of the principles of learning and teaching underlying an aspect of teaching, or recognize when and how to apply the principles of learning and teaching underlying an aspect of teaching

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**VI. Designs and Provides Meaningful Learning Experiences.** The effective teacher candidate consistently plans and implements meaningful learning experiences for students.

A. Assessment #3: The Principal and Peer teacher are asked to confirm that the applicant has demonstrated performance which meets or exceeds this Standard.

B. Assessment #4: Professional Year Student Teaching Experience. During Student Teaching, the “Student Teaching Observation Form” is used. The “3” rating is coded as “Distinguished” and is intended to be used in cases where the teacher candidate has truly “distinguished” himself/herself in performing that teaching behavior/practice as a seasoned classroom teacher. Otherwise, the “2” rating is used to assess the teacher candidate as having “met” the standard, while the “1” rating is used to identify performance that “does not meet the standard.”

The formative data collected from these observations is used to complete Section VI: Designs and Provides Meaningful Learning Experiences on the “Year

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26Educational Testing Service (ets.org). The Praxis Series Tests at a Glance. About This Test in “Principles of Learning and Teaching: Grades K-6 (0522).”

27 See Attachment 4.3
End Student Teaching Evaluation Form." Teacher candidates must receive a “Has met standard” rating by their Cooperating Teacher and the university faculty in this Standard.

C. Assessment #5: Performance Outcomes Portfolio. By the end of Student Teaching, teacher candidates submit their portfolio for evaluation by the faculty. Teacher candidates have received a copy of the form used to evaluate their portfolios to use as a guide in compiling their evidences under each of the ten performance and licensing standards. By becoming familiar with the suggested evidences on the form, teacher candidates also have the opportunity to internalize how each of the suggested evidences might be used to demonstrate successful performance for each of the ten standards.

For example, for Standard VI: Designs and Provides Meaningful Learning Experiences, the following suggested evidences for demonstrating this standard include: lesson plans, graphic organizers, outcomes of projects (samples), lesson observation comments by evaluators, photographs, pre-test/post-test data, examples of rubrics and graded student work, personal statement(s), and any other item(s) the teacher candidate might consider appropriate. Samples of teacher candidate portfolios have been collected and retained for review. We believe these samples will clearly show that our teacher candidates have sufficient knowledge and skills in understanding the standards and providing appropriate evidences to demonstrate not only their understanding, but the success of implementing that knowledge and skills in their classroom with the students they have stewardship over.

D. Assessment #6: Employment Portfolio. The employment portfolio is designed to give a potential employer a snapshot of the essential standards based skills of the teacher candidate. Along with the resume, statements of philosophy of education and discipline, and letters of reference, the teacher candidate is advised to include evidences of their own or student work which meet the requirements of this standard.

E. Assessment #7: Praxis II PLT. One of the requirements to be a program completer includes having passed the Praxis II PLT test. These scores must be on file with the School of Education and the pass score used is that set by the state licensing agency, the Hawaii Teacher Standards Board.

The Educational Testing Service, publisher of the Praxis Series of tests gives the following explanation for each of the tests assessed in this category:

28 See Attachment 2.5
Principles of Learning and Teaching: Grades K-6 (0522):29

- test is designed to assess a beginning teacher's knowledge of a variety of job-related criteria
- questions may require the examinee to do any of the following: demonstrate understanding of the importance of an aspect of teaching, demonstrate understanding of the principles of learning and teaching underlying an aspect of teaching, or recognize when and how to apply the principles of learning and teaching underlying an aspect of teaching

VII. Uses Active Student Learning Strategies. The effective teacher candidate consistently uses a variety of active learning strategies to develop students' thinking, problem-solving and learning skills.

A. Assessment #3: The Principal and Peer teacher are asked to confirm that the applicant has demonstrated performance which meets or exceeds this Standard.

B. Assessment #4: Professional Year Student Teaching Experience. During Student Teaching, the “Student Teaching Observation Form”30 is used. The “3” rating is coded as “Distinguished” and is intended to be used in cases where the teacher candidate has truly “distinguished” himself/herself in performing that teaching behavior/practice as a seasoned classroom teacher. Otherwise, the “2” rating is used to assess the teacher candidate as having “met” the standard, while the “1” rating is used to identify performance that “does not meet the standard.”

The formative data collected from these observations is used to complete Section VI: Designs and Provides Meaningful Learning Experiences on the “Year End Student Teaching Evaluation Form.”31 Teacher candidates must receive a “Has met standard” rating by their Cooperating Teacher and the university faculty in this Standard.

C. Assessment #5: Performance Outcomes Portfolio. By the end of Student Teaching, teacher candidates submit their portfolio for evaluation by the faculty. Teacher candidates have received a copy of the form used to evaluate their portfolios to use as a guide in compiling their evidences under each of the ten performance and licensing standards. By becoming familiar with the suggested evidences on the form, teacher candidates also have the opportunity to internalize how each of the suggested evidences might be used to demonstrate successful performance for each

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29Educational Testing Service (ets.org). The Praxis Series™ Tests at a Glance. About This Test in “Principles of Learning and Teaching: Grades K-6 (0522).”
30 See Attachment 4.3
31 See Attachment 2.5
of the ten standards.

For example, for Standard VII: Uses Active Student Learning Strategies, the following suggested evidences for demonstrating this standard include: lesson plans, photographs, student work, lesson observation comments by evaluators, student projects (plans and examples), personal statement(s), and any other item(s) the teacher candidate might consider appropriate. Samples of teacher candidate portfolios have been collected and retained for review. We believe these samples will clearly show that our teacher candidates have sufficient knowledge and skills in understanding the standards and providing appropriate evidences to demonstrate not only their understanding, but the success of implementing that knowledge and skills in their classroom with the students they have stewardship over.

D. Assessment #6: Employment Portfolio. The employment portfolio is designed to give a potential employer a snapshot of the essential standards based skills of the teacher candidate. Along with the resume, statements of philosophy of education and discipline, and letters of reference, the teacher candidate is advised to include evidences of their own or student work which meet the requirements of this standard.

E. Assessment #7: Praxis II PLT. One of the requirements to be a program completer includes having passed the Praxis II PLT test. These scores must be on file with the School of Education and the pass score used is that set by the state licensing agency, the Hawaii Teacher Standards Board.

The Educational Testing Service, publisher of the Praxis Series of tests gives the following explanation for each of the tests assessed in this category:

Principles of Learning and Teaching: Grades K-6 (0522)\(^{32}\)

- test is designed to assess a beginning teacher’s knowledge of a variety of job-related criteria
- questions may require the examinee to do any of the following: demonstrate understanding of the importance of an aspect of teaching, demonstrate understanding of the principles of learning and teaching underlying an aspect of teaching, or recognize when and how to apply the principles of learning and teaching underlying an aspect of teaching

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\(^{32}\)Educational Testing Service (ets.org). The Praxis Series TM Tests at a Glance. About This Test in “Principles of Learning and Teaching: Grades K-6 (0522).”
VIII. Uses Assessment Strategies. The effective teacher candidate consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.

A. Assessment #3: The Principal and Peer teacher are asked to confirm that the applicant has demonstrated performance which meets or exceeds this Standard.

B. Assessment #4: Professional Year Student Teaching Experience. During Student Teaching, the “Student Teaching Observation Form”33 is used. The “3” rating is coded as “Distinguished” and is intended to be used in cases where the teacher candidate has truly “distinguished” himself/herself in performing that teaching behavior/practice as a seasoned classroom teacher. Otherwise, the “2” rating is used to assess the teacher candidate as having “met” the standard, while the “1” rating is used to identify performance that “does not meet the standard.”

The formative data collected from these observations is used to complete Section VI: Designs and Provides Meaningful Learning Experiences on the “Year End Student Teaching Evaluation Form.”34 Teacher candidates must receive a “Has met standard” rating by their Cooperating Teacher and the university faculty in this Standard.

C. Assessment #5: Performance Outcomes Portfolio. Although teacher candidates are introduced to the fact early in their program that they will conclude Student Teaching with a Performance Outcomes Portfolio, serious attention is given to it in the O&P and Student Teaching semesters. By the end of Student Teaching, teacher candidates submit their portfolio for evaluation by the faculty. Teacher candidates have received a copy of the form used to evaluate their portfolios to use as a guide in compiling their evidences under each of the ten performance and licensing standards. By becoming familiar with the suggested evidences on the form, teacher candidates also have the opportunity to internalize how each of the suggested evidences might be used to demonstrate successful performance for each of the ten standards.

For example, for Standard VIII: Uses Assessment Strategies, the following suggested evidences for demonstrating this standard include: lesson plans, student portfolios, gradebook, pre-test/post-test data, lesson observation comments by evaluators, notes/letters to parents, student work with rubrics and written evaluations, student journals, personal statement(s), and any other item(s) the teacher candidate might consider appropriate. Samples of teacher candidate portfolios have been collected and retained for review. We believe these samples

33 See Attachment 4.3
34 See Attachment 2.5
will clearly show that our teacher candidates have sufficient knowledge and skills in understanding the standards and providing appropriate evidences to demonstrate not only their understanding, but the success of implementing that knowledge and skills in their classroom with the students they have stewardship over.

D. Assessment #6: Employment Portfolio. The employment portfolio is designed to give a potential employer a snapshot of the essential standards based skills of the teacher candidate. Along with the resume, statements of philosophy of education and discipline, and letters of reference, the teacher candidate is advised to include evidences of their own or student work which meet the requirements of this standard.

E. Assessment #7: Praxis II PLT. One of the requirements to be a program completer includes having passed the Praxis II PLT test. These scores must be on file with the School of Education and the pass score used is that set by the state licensing agency, the Hawaii Teacher Standards Board.

The Educational Testing Service, publisher of the Praxis Series of tests gives the following explanation for each of the tests assessed in this category:

Principles of Learning and Teaching: Grades K-6 (0522)\textsuperscript{35}

- test is designed to assess a beginning teacher’s knowledge of a variety of job-related criteria
- questions may require the examinee to do any of the following: demonstrate understanding of the importance of an aspect of teaching, demonstrate understanding of the principles of learning and teaching underlying an aspect of teaching, or recognize when and how to apply the principles of learning and teaching underlying an aspect of teaching

\textbf{IX. Demonstrates Professionalism. The effective teacher candidate continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally.}

A. Assessment #2: Admissions Interview. Students desiring to complete the Alternative Licensure Program must be formally admitted into the School of Education. The Admissions Interview actually contains quite a few pieces of information in order to assess the student’s suitability for being admitted into a teacher education program. One, students must complete a “Declaration of Fitness” statement. This statement speaks to the “professionalism” of a teacher since it deals with areas of offense that would make it inappropriate for an individual to be in an elementary classroom.

\textsuperscript{35}Educational Testing Service (ets.org). The Praxis Series \textsuperscript{TM} Tests at a Glance. About This Test in “Principles of Learning and Teaching: Grades K-6 (0522).”
Another item requires the intended major to view and pass the test on bloodborne pathogens, an area of concern in the public schools. Students view a video made by the Hawaii Department of Education and then take a short test. Personnel in the School of Education check the test and if the student misses more than one on the test, they must correct their response(s). Otherwise, they are considered to have passed the test.

Students are required to have passing scores on the PPST Reading, Writing and Mathematics tests, a cumulative grade point average of 2.0 or higher, an academic map with intended graduation date on file with the Academic Advisor, and an accounting of the number of hours that will be completed by the time the student completes the program. These items are verified on a form in the packet by the Academic Advisor.

The admissions process also requires two letters of recommendation from persons outside the School of Education. The forms provide a checklist of items including oral and written communication skills, judgment, initiative, collaborative skills, and scholastic aptitude. The form also allows the writer to speak to the likelihood of the applicant to be a successful classroom teacher.

The completed packet also includes three questions the applicant must respond to in their own handwriting. There is also one open-ended form for the applicant to add anything they’d like to share with the faculty.

When the admissions packet is complete, the interview is scheduled. After reviewing the admissions packet information, faculty conducting the interview ask several questions of the applicant. Some of the questions are printed on the instructions sheet for the admissions packet so the applicant has a chance to prepare their responses ahead of time. In addition, the faculty interviewing ask a few questions in order to assess the applicant’s ability to respond to questions extemporaneously.

At the conclusion of the interview, the two interviewing faculty compare their individual evaluation rating sheets36 and make a determination as to the admissibility of the applicant. If there are any concerns by either or both of the interviewers, a second interview with different faculty is requested. All four faculty must concur in the decision regarding the applicant’s admissibility.

B. Assessment #3: The Principal and Peer teacher are asked to confirm that the applicant has demonstrated performance which meets or exceeds this Standard.

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36 See Attachment 2.2
C. Assessment #4: Professional Year Student Teaching Experience. During Student Teaching, the "Student Teaching Observation Form"\(^{37}\) is used. The "3" rating is coded as "Distinguished" and is intended to be used in cases where the teacher candidate has truly "distinguished" himself/herself in performing that teaching behavior/practice as a seasoned classroom teacher. Otherwise, the "2" rating is used to assess the teacher candidate as having "met" the standard, while the "1" rating is used to identify performance that "does not meet the standard."

The formative data collected from these observations is used to complete Section VI: Designs and Provides Meaningful Learning Experiences on the "Year End Student Teaching Evaluation Form."\(^{38}\) Teacher candidates must receive a "Has met standard" rating by their Cooperating Teacher and the university faculty in this Standard.

D. Assessment #5: Year End Student Teaching Final Evaluation. During the teacher candidate's semester of Student Teaching every evaluated lesson taught uses the School of Education's "Observation Form."\(^{39}\) The "3" is coded as "Distinguished" and is intended to be used in cases where the teacher candidate has truly "distinguished" himself/herself in performing that teaching behavior/practice as a seasoned classroom teacher. Otherwise, the "2" rating is used to assess the teacher candidate as having "met" the standard, while the "1" rating is used to identify performance that "does not meet the standard."

The formative data collected from these observations is used to complete Section IX: Demonstrates Professionalism on the "Year End Student Teaching Evaluation Form."\(^{40}\) Teacher candidates must receive a "Has met standard" rating by their Cooperating Teacher and the university faculty in this Standard.

E. Assessment #5: Performance Outcomes Portfolio. By the end of Student Teaching, teacher candidates submit their portfolio for evaluation by the faculty. Teacher candidates have received a copy of the form used to evaluate their portfolios to use as a guide in compiling their evidences under each of the ten performance and licensing standards. By becoming familiar with the suggested evidences on the form, teacher candidates also have the opportunity to internalize how each of the suggested evidences might be used to demonstrate successful performance for each of the ten standards.

For example, for Standard IX: Demonstrates Professionalism, the following

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\(^{37}\) See Attachment 4.3
\(^{38}\) See Attachment 2.5
\(^{39}\) See Attachment 4.3
\(^{40}\) See Attachment 2.5
suggested evidences for demonstrating this standard include: meeting/conference handouts, list of professional books and journals read, examples of team projects, list of school activities participated in, formal evaluations demonstrating implementation of feedback, lesson observation comments by evaluators, journal entries, curriculum alignment, grade level planning, professional memberships, certificates, attendance card, honor code agreement, personal statement(s), and any other item(s) the teacher candidate might consider appropriate. Samples of teacher candidate portfolios have been collected and retained for review. We believe these samples will clearly show that our teacher candidates have sufficient knowledge and skills in understanding the standards and providing appropriate evidences to demonstrate not only their understanding, but the success of implementing that knowledge and skills in their classroom with the students they have stewardship over.

Teacher candidates must receive a “Met Standard” on each of the ten standards for the portfolio. If any area is deemed below standard, the teacher candidate must continue working on the portfolio until the university faculty considers it at an acceptable standard for someone desiring to be a program completer.

F. Assessment #6: Employment Portfolio. The employment portfolio is designed to give a potential employer a snapshot of the essential standards based skills of the teacher candidate. Along with the resume, statements of philosophy of education and discipline, and letters of reference, the teacher candidate is advised to include evidences of their own or student work which meet the requirements of this standard.

X. Fosters Parent and School Community Relationships. The effective teacher candidate establishes and maintains strong working relationships with parents and members of the school community to support student learning.

A. Assessment #4: Professional Year End Student Teaching Final Evaluation. Unlike the other standards, Standard X has no specific observable behavior on the current School of Education’s “Observation Form.”41 When lessons are observed that include community resources, the observer makes note of that in their comments. As for the “relationships” portion of this standard, evidences are collected by the teacher candidate and included in their performance portfolio. The Cooperating Teacher, who is in the position of knowing the day to day interactions with those in the school community and the parents, has the opportunity to assess the teacher candidate on the Student Teaching mid-term and final evaluation form by marking “not pass” or “pass” for the standard as measured by the following items:

41 See Attachment 4.3
1. utilizes school/community resources to enhance student learning
2. collaborates with parents and school personnel to support the learning needs of students
3. supports school related activities and programs that encourage parents to actively participate
4. establishes open and active lines of communication with parents
5. utilizes school/community resources to enhance student learning

B. Assessment #5: Performance Outcomes Portfolio. Although teacher candidates are introduced to the fact early in their program that they will conclude Student Teaching with a Performance Outcomes Portfolio, serious attention is given to it in the O&P and Student Teaching semesters. By the end of Student Teaching, teacher candidates submit their portfolio for evaluation by the faculty. Teacher candidates have received a copy of the form used to evaluate their portfolios to use as a guide in compiling their evidences under each of the ten performance and licensing standards. By becoming familiar with the suggested evidences on the form, teacher candidates also have the opportunity to internalize how each of the suggested evidences might be used to demonstrate successful performance for each of the ten standards.

For example, for Standard X: Fosters Parent and School Community Relationships, the following suggested evidences for demonstrating this standard include: record of IEP participation, notes/letters written to parents, notes/letters received from parents, lesson observation comments by evaluators, newsletters, use of community resources, photographs, personal statement(s), and any other item(s) the teacher candidate might consider appropriate. Samples of teacher candidate portfolios have been collected and retained for review. We believe these samples will clearly show that our teacher candidates have sufficient knowledge and skills in understanding the standards and providing appropriate evidences to demonstrate not only their understanding, but the success of implementing that knowledge and skills in their classroom with the students they have stewardship over.

C. Assessment #6: Employment Portfolio. The employment portfolio is designed to give a potential employer a snapshot of the essential standards based skills of the teacher candidate. Along with the resume, statements of philosophy of education and discipline, and letters of reference, the teacher candidate is advised to include evidences of their own or student work which meet the requirements of this standard.
Candidate was honest and forthright in all dealings with students, teachers and school personnel. There was no evidence of lying, cheating, plagiarizing, or any other type of deception.

☐ Meets Expectation  ☐ Does not meet standard for the following reason(s):

Candidate showed respect for the teacher/supervisor and others in authority with whom he/she interacts (e.g., courtesy, appropriate body language, recognition of experience/expertise of teacher/supervisor, acceptance of feedback, appropriate use of title). Candidate also showed respect for all he/she came in contact with by acknowledging the experience and expertise of teachers/supervisors and recognizing the opportunity to benefit from this additional experience and training.

☐ Meets Expectation  ☐ Does not meet standard for the following reason(s):

Candidate contributed positively in class by demonstrating an openness for learning, paying attention, supporting the teacher and classmates (regardless of any differences such as racial/ethnic, religious or cultural), contributing positively to the learning of classmates in whole or group activities, avoiding conflicts, and refraining from disruptive activities (e.g., talking on phone, eating, reading newspaper, carrying on a conversation).

☐ Meets Expectation  ☐ Does not meet standard for the following reason(s):

Candidate turned in assignments on time; and addressed all details and requirements adequately. In class, he/she had read assigned materials, often contributed meaningfully to class discussions, and carried a full share of the work in all cooperative activities. In class, candidate came fully prepared, having read assignments and completed all other activities assigned or suggested outside of class. Such preparation also allowed the candidate to make contributions in class.

☐ Meets Expectation  ☐ Does not meet standard for the following reason(s):

Candidate attended class and/or other program activities, following the School of Education policy.

☐ Meets Expectation  ☐ Does not meet standard for the following reason(s):

*All professional dispositions must be demonstrated in order to pass Standard IX: Professionalism as established by the Hawaii Teacher Standards Board.
Attachment 4.1 (cont’d)
Professional Dispositions Assessment
Page 2 of 2

**Professional Dispositions Assessment**

Candidate was on time to class and other program activities or obligations and stayed through the entire class period or activity; remained involved and participated throughout the entire time.

- [ ] Meets Expectation  - [ ] Does not meet standard for the following reason(s):

**Flexibility:**

Candidate accepted and adjusted to changes that affected assignments or class activities, fulfilled assignments and completed work despite problems or obstacles that arose. Showed ingenuity and creativity when faced with problems or obstacles in fulfilling assignments.

- [ ] Meets Expectation  - [ ] Does not meet standard for the following reason(s):

**Initiative:**

Candidate demonstrated a positive attitude toward class work and interaction with classmates, and worked on his/her own to solve problems, improve circumstances and complete tasks. He/She was observant of needs or opportunities for service and took action without being asked.

- [ ] Meets Expectation  - [ ] Does not meet standard for the following reason(s):

**Commitment/Loyalty:**

Candidate demonstrated commitment to the program/profession by consistently making choices to honor his/her commitment and the responsibilities associated with classes, etc. over other activities (e.g., family reunions, concerts, vacations).

- [ ] Meets Expectation  - [ ] Does not meet standard for the following reason(s):

**Dress and Grooming:**

Candidate meets the expectations of the Honor code and shows his/her commitment to professionalism by dressing in conservative clothing that clearly sets him/her apart from the students he/she teaches.

- [ ] Meets Expectation  - [ ] Does not meet standard for the following reason(s):

**Being a Reflective Learner:**

Candidate demonstrates the ability to reflect and improve performance by actively seeking ways to assess his/her abilities and deepen knowledge of classroom practice and student learning.

- [ ] Meets Expectation  - [ ] Does not meet standard for the following reason(s):

The teacher education faculty  - [ ] recommend  - [ ] do not recommend this individual to continue in the teacher education program.

_________  ___________  ___________
Student Signature  Date  Faculty Signature

Page 2 of 2  June 200_
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## Attachment 4.2

### Student Teaching Lesson Observation Form

**Page 1 of 3**

- **□ ELED**  Brigham Young University Hawaii School of Education **□ LP Book**
- **□ SPED**  Student Teaching Observation Form **□ ST Binder**
- **□ DUAL**  **□ Sign In**
- **□ SCED**  **□ LP Approved**

### Student Teacher

- School Subject
- Number of Students
- Grade
- Ages
- Date
- Time

### Cooperating Teacher

#### A. Management of Instructional Time

1. Has materials, supplies and equipment ready at the start of the lesson (VI)
2. Gets the class started quickly (II, III)
3. Maintains a high level of student time on task (II, III)
4. Manages allocated time effectively to ensure learning takes place (VII)

#### B. Instructional Presentation

1. Lesson plan is complete, clearly written, and follows Hawaii content standards with clear measurable outcomes (VI)
2. Matches lesson to maturity level of students and degree of difficulty is appropriate (I, IV)
3. Includes focus and/or review in instructional presentation (IV, VI)
4. Connects concepts to prior knowledge & experiences (I, V, VI)
5. Uses examples/demonstrations which are relevant & developmentally & contextually appropriate (VI)
6. Presents instruction clearly and understandably to students (IV, V, VI)
7. Varies the pace of the lesson to suit activity and pupil responses (II, VI)
8. Instructional transitions are efficient and smooth (I, VI)
9. Lesson engages and encourages student participation (II, VIII)
10. Assignments are clear and developmentally appropriate (III, VI)
11. Uses lesson plan to guide instruction (III, IV, VI)
12. Adjusts the lesson plan during the lesson as needed (II)
13. Teaches to different learning styles as noted in lesson plan (III)
14. Modifications made for learning needs of individual students are noted in lesson plan
15. Lesson in concert with IEP objectives as needed and shown in the lesson plan (VIII)
16. Assessment demonstrates objectives were met (VI)
17. Includes appropriate closure in instructional presentation (VI)

---

1 = Does not meet Standard  
2 = Meets Standard  
3 = Distinguished  
NA = Not Applicable

White- Supervisor  Yellow- Cooperating Teacher  Pink- Student

---
### C. Communication Skills

1. Speaks fluently and precisely, using standard English (IV)  
2. Voice modulation and volume used appropriately (IV)  
3. Uses non-verbal communication (gestures, expressions, eye contact etc.) effectively (IV)  
4. Demonstrates congruence between verbal and non-verbal communication (IV)  
5. Uses spelling, penmanship and grammar which are accurate, neat, and clear (IV)

### D. Instructional Monitoring of Student Performance

1. Circulates during class work to check students' performance (I,IV)  
2. Uses strategies to include the reticent learner  
3. Poses a range of appropriate questions, low to high, in the cognitive, affective, reflective domain (IV,VI)  
4. Poses questions one at a time with adequate wait time provided (IV)  
5. Provides feedback on student responses to encourage growth (IV, VII)

### E. Management of Student Behavior

1. Handles routine matters in a pattern that is consistently successful (II, VI, VII)  
2. Uses pro-active effective systems to consistently govern verbal participation (II, VI, VII)  
3. Has rules and procedures to consistently and effectively govern student classroom movement (II, VI, VII)  
4. Effectively manages behavior of all students during activities/transitions (II, VI, VII)  
5. Reinforces models of appropriate behavior  
6. Overall, uses management methods which are appropriate and effective (II)

### F. Professional Dispositions

1. Demonstrates professionalism in manner of dress (BYUH standards) (IX)  
2. Demonstrates professionalism in manner of speech (BYUH standards) (IX)  
3. Demonstrates professional behavior (IX)  
4. Demonstrates an enjoyment of teaching and being with students

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1 = Does not meet Standard  
2 = Meets Standard  
3 = Distinguished  
NA = Not Applicable

White = Supervisor  
Yellow = Cooperating Teacher  
Pink = Student
Attachment 4.2 (cont'd)
Student Teaching Lesson Observation Form
Page 3 of 3

Comments:

Post Conference Held (Date): ____________ Observer Initials: ______ Student Initials: ______

Distribution: White – Supervisor; Yellow – Cooperating Teacher; Pink – Student
Section V. Use of Assessment Results to Improve Candidate and Program Performance

The following table shows program changes based on each of the assessments for the Alternative Licensure program:

<table>
<thead>
<tr>
<th>Assessment #</th>
<th>Change(s) in Program since last SATE Review Based on Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Praxis I Reading, Writing, Mathematics</td>
<td>The Praxis I Reading, Writing and Mathematics tests are required of all students entering a teacher education program in the School of Education. To assist students, the SOE makes available on a voluntary basis and for a small fee the Plato company’s computer-based tutorial for the PPST, Learning Plus. In addition, students are advised to utilize the web-based test study materials made available by the producer of the tests, Educational Testing Service (ETS). The Academic Advisor for the SOE also has available in her office copies of study guides on a week-long checkout basis.</td>
</tr>
<tr>
<td>2. Admissions Interview</td>
<td>Working together with the mindset of being teacher educators rather than segregated as elementary, secondary, special education, or Alternative Licensure all four programs have worked together to develop a common admissions packet and process. As a result, a set of common questions are asked all applicants. A common rating sheet is used by each interviewer to determine if the applicant has “Met” or “Not Met” the criteria for each area contained in the packet, including the interview. This has proven helpful in several ways, including the ability of faculty from different “programs” to assist in the process, as two faculty members are required to conduct each interview and evaluate the admissions packet.</td>
</tr>
<tr>
<td>5. Professional Year Student Teaching Final Evaluation</td>
<td>Per implementation of the performance and licensing standards by the Hawaii Teacher Standards Board, the School of Education aligned it’s evaluation forms to clearly show each of the standards and whether the teacher candidate had “Met” or “Not Met” each standard. These changes affected the Mid-Term and Final Evaluation Forms for both semesters of field experience in the Professional Year: Observation &amp; Participation and Student Teaching. In addition, the individual lesson observation form was reviewed by faculty in order to determine where each item on the lesson observation form aligned with the HTSB Standards.</td>
</tr>
<tr>
<td>6. Performance</td>
<td>In keeping with the shift to demonstrate how the K-6 students’</td>
</tr>
</tbody>
</table>
Outcomes Portfolio

learning had been impacted for good by the teacher candidate, the School of Education implemented a performance outcomes portfolio requirement for the program. The portfolio must clearly show evidences for each and every one of the ten HTSB Standards by the end of the Student Teaching Field Experience. The portfolio is evaluated by one or more of the faculty using a checklist of items to ensure teacher candidates have "Met" the Standard to be considered acceptable. Students who do not "meet" this assessment are given additional time to correct deficiencies to an acceptable level before they are allowed to complete the program.

8. Praxis II PLT & Content Area tests

Until school year 2004-2005, teacher candidates were not required to take the Praxis II PLT to be graduated and recommended as program completers. Prior to the 2004-2005 school year, the School of Education faculty discussed in depth and then determined it was time to align program requirements under the three headings required by the new accreditation standards: content knowledge, pedagogical skills and professional dispositions. As a result of those discussions, the decision was made to require all teacher candidates to take the Praxis II and PLT as part of the assessment package to become a program completer. The tests, from Praxis I through PLT are a part of the complete list of requirements for being a program completer that each Professional Year student has in their handbook. The requirements are also discussed throughout the program in various courses and the Academic Advisor includes these testing requirements in her orientation with each student as their academic map is planned. The use of the tests as a part of the program completion requirements is just that, a "part" of the complete requirements. The decision was deliberately made not to use another test to measure competence of teacher candidates for the following reasons. One, teacher candidates already have to take the Praxis II and PLT for licensing in the State of Hawaii, so another set of tests to measure teacher competence seemed redundant. Two, the costs of having teacher candidates take another set of tests seemed financially unwise and unnecessary.

In addition to the changes noted in the above table, all teacher candidates complete a School of Education "Exit Interview" prior to leaving the university. This form asks specific questions about various aspects of the teacher education
preparation and allows students to make additional comments, suggestions, etc. about each of those areas. In addition, on the last page, the open response question allows teacher candidates to comment on anything not addressed in the previous questions.

Oftentimes, students will take the opportunity to make additional positive comments about their experiences. Others also take the opportunity to make suggestions on how to improve the experience.

A very significant change in the School of Education since the last SATE Review has been the addition of nearly two dozen adjunct faculty to help supervise teacher candidates during the O&P and Student Teaching Field Experiences. In all cases, this adjunct faculty is comprised of licensed classroom teachers. In almost all cases, this adjunct faculty is composed of retired teachers of the Hawaii Department of Education. The two exceptions are two university faculty spouses who are licensed teachers from the State of Utah. The School of Education has had the benefit of over five decades of classroom experience with the combined expertise of this adjunct faculty. Their service cannot be measured. They have provided invaluable feedback at our coordination meetings held at the start and end of each semester. Their feedback has led to changes in program procedures, policies, etc. almost at every coordinating meeting.

Our adjunct faculty also provides a public relations network between the university and the individual schools’ teachers and principals. Because of the standing within the community these adjuncts have, they know many of the Department of Education teachers and administrators. As a result of these “connections,” our adjunct faculty has made it possible to recruit and retain many of the Cooperating Teachers we have and to even have placements in some of the schools we partner with.

In addition, the adjunct faculty is able to conference with the teacher candidates and makes suggestions on how to improve and point out where there are strengths. Often, the teacher candidates seem to take more seriously the adjunct’s suggestions than they do those of the university faculty! But, to have the expertise of this “expanded faculty,” if you will, is nothing but a plus for our teacher candidates. Secondarily, this “expanded faculty” is certainly a value to the School of Education faculty in providing the extra “eyes” to mentor and supervise the teacher candidates. With a relatively small faculty, the extra help is sorely needed and very much appreciated! Needless to say, many of the “highlights” of our program are a direct result of the contributions our adjunct faculty has made.