

## **ANNUAL ASSESSMENT MEETING MINUTES**

UHWO Educator Preparation Programs (EPPs)  
Annual Assessment Meeting  
November 3, 2022  
9:00-10:30 am

Join Zoom Meeting  
<https://hawaii.zoom.us/j/91852912875>  
Meeting ID: 918 5291 2875

Present: Bonnie Bittman, Mary Heller, Cathy Ikeda, Laurie James, Rick Jones, Stephanie Kamai, Joy Mahiko, Paula Major, Jonathan Schwartz, Kristen Nakamoto

### **I. Program Modification Updates**

Secondary (EDSE) General Science: Removed BIOC 141, Biochemistry, because it is not relevant to the HTSB licensure content standards; added additional physical science course options to provide flexibility that will ensure teacher candidate timely progress towards program completion.

Secondary (EDSE) Math: EDUC 482, a 2-credit course, created and will be added as a requirement in EDSE Block 1 coursework. Estimated start date: Spring 2024.

### **II. CAEP National Accreditation: 2020-2027**

Effective Spring 2022 CAEP has revised its 8 Report Measures. Analysis of the data is now to be completed according to 4 Measures: Completer Effectiveness; Satisfaction of Employers and Stakeholder Involvement; Candidate Competency at Completion; Ability of Completers to Meet Licensing & State Requirements for Certification

ACEI-to-CAEP Standards: Elementary faculty reminded to update course Concentration Learning Outcomes (CLOs), replacing the former ACEI standards with CAEP Elementary Standards: Effective Spring 2023.

CAEP Standard 4 Impact on Student Learning: Phase-in Plan Update

New Teacher Hui: Data Collection & Reporting: Dr. Ikeda reports that the Hui meets once a semester to mentor elementary, middle-level, and secondary alumni in their first three years of teaching. Approximately 20 candidates attend each semester. One goal is to encourage alumni to ultimately become mentor teachers for our K-12 practicum and student teachers.

Research & Creative Endeavors: Questions regarding Impact on Student Learning were added to all surveys, in the context of online instruction during the COVID pandemic. In

Spring 2023, Dr. Bittman will conduct a validation study of those surveys sent to program completers, alumni, and mentor teachers. This is in keeping with our Continuous Improvement model.

HIDOE EES data re: Alumni Teachers: Dr. Kamai confirmed that the Hawai'i Department of Education does conduct evaluations of inservice teachers via their Educator Evaluation System (EES). The data reflects impact on student learning. Although typically unavailable, the Division will look into accessing alumni data via Hawai'i P-20 Partnerships for Education.

### **III. Reflections on B.Ed 2021-22 Program Evaluation Data: Trends & Issues**

#### **MEASURE 1: COMPLETER EFFECTIVENESS**

Mentor Teacher, Alumni, and Program Completers emailed survey response rate met and exceeded 50%.

#### **MENTOR TEACHERS**

Overall Strengths:

- Very positive
- Excellent UHWO staff; provide good feedback
- Set high expectations
- Field-based curriculum essential to preparing candidates for the workforce
- Program provides experiences in inclusion classrooms to benefit from multiple teacher perspectives.
- No concerns expressed over candidates' ability to reach target levels on all 10 InTASC Standards.

#### **1. Candidate Dispositions**

- The vast majority, 95-97% scored "no cause for concern." 2% Exceptional; 1% Cause for Concern. The 2 problematic candidates were in Elementary Block 1 & Block 2 courses: EDEE 406 and EDEE 426 practicums. Their university supervisors, in consultation with the mentor teachers, sent formal Professionalism Alerts to the 2 candidates in question. Remedial plans were put in place and successfully acted upon.

Some Mentors concerned about communications. Candidate personalities linked to dispositions, and shyness impacts their ability to "jump in" to assist. Recommendation: Mentors bear some responsibility to encourage candidates to assist them. The topic could be included in future Mentor Teacher Professional Development course offerings, and addressed in practicum seminars.

Mentors routinely suggest that Candidates need to spend more time in their classrooms, beyond the minimum 3 clock hours per week (45 hours per semester). Adjusting practicum seminar contact hours might empower this change; however, Candidates appreciate the flexibility as 80% work either full or part time during the semester. Recommendation: Encourage candidates to spend more the one day per week in their practicum classroom.

## 2. Candidate Preparedness

- CCSS: Concerns again raised in the context of Candidate's proper use of the Common Core State Standards (CCSS). Need better alignment of standards with assessments in lesson planning. Faculty will continue to require CCSS and HIDEOE Subject Matter Standards in all lesson plans. Caveat: Principals require the former HCPS Standards, which are still online, thus causing confusion. Recommendation: Continue to provide the proper link to the CCSS and Subject Matter Standards in all practicum and Student Teaching seminars.

Differentiation: Some Mentor Teachers, Alumni, and Teacher Candidates suggest more attention be given to differentiated instruction, addressing the needs of ELL and SPED students, while teaching lessons to the whole class.

Recommendations: Classroom management is studied in all methods and practicum seminars: one-on-one, dyad, small groups, and whole class. Greater emphasis to be made on how to address the needs of ELL & SPED students, while teaching the lesson to the whole class.

## 3. Impact on Student Learning

- 90% of Mentor Teachers rated impact on student learning as acceptable to excellent. 10% could not determine.

## PROGRAM COMPLETERS & ALUMNI

### 1. Candidate Preparedness:

- Very, very positive comments, overall.
- Majority of respondents felt well-prepared. No one felt unprepared.
- Specific concerns re: preparation to teach biology & environmental science. Botany course doesn't help that much because it is too specific. This concern has been addressed.
- Multiple school placements a major strength;
- Adapting practices to meet individual needs addressed in multiple classes;
- Case study particularly helpful;
- Encouraged to join mentors for school-wide activities.

### 2. Content Area Grades: No cause for concern

- Elementary Trends
  - i. English Language Arts always the highest % of A's earned, with the Social Studies the lowest % of A's.
  - ii. Science coursework yields lowest %, including "D" work in Physical & Earth Science.

- Secondary Trends
  - i. English Language Arts highest % of A's earned, followed by Math, then Social Studies. Math yielded the only "D" grades at 3%
- 3. Impact on Student Learning
  - Proud to have established a safe space for students who enjoyed coming to school.
  - Positive and productive experiences differentiating instruction successfully, including lots of hands-on experiences and multiple pedagogies including media, literacy strategies, group and individual work.
  - One Alumni reports EES data showed how well their students improved.
- 4. Improvement Recommendations: Topics to build upon across the B.Ed Program:
  - Better aligned science coursework for Middle-level/Secondary majors; this issue is being addressed.
  - State of the art computer technology skill building and resources
  - Social emotional learning for K-12 students
  - Efficient data collection to demonstrate impact on student learning
  - Effective strategies for communicating with parents
  - Classroom management and student engagement, especially in math

## **MEASURE 2: SATISFACTION OF EMPLOYERS AND STAKEHOLDERS INVOLVEMENT**

Teacher Candidates are routinely hired by principals even before they have completed their Student Teaching semester. Since 2009, all Program Completers who wish to begin their teaching career have been offered and accepted positions in Hawai'i Department of Education schools. Alumni Accolades this year include an elementary program completer from the first 2009 cohort who is now National Board-Certified Teacher (2021).

Recently principals have been requesting our outstanding Student Teachers to be Substitute Teachers while still in their Teacher Preparation Program. This occurrence is due to the extreme shortage of qualified teachers across the State of Hawai'i. During Spring 2022, six(6) Elementary and three(3) Secondary (2 Math; 1 English/SPED) candidates successfully completed their Student Teaching semester while serving as long-term substitute teachers. University supervisors worked closely with the Student Teacher in these instances, to insure proper mentoring occurred throughout the semester, prior to program completion.

Alumni Teaching in Hawai'i Schools, 2009-2022

- Total program completers= 353
- 266 (75%) alums are employed in Hawai'i schools, State-wide

## **MEASURE 3: CANDIDATE COMPETENCY AT COMPLETION**

- Graduation Rates: 100% recommended for licensure to the Hawaii Teacher Standards Board
- Education Student Success: UHWO Institutional Research Dashboard

**MEASURE 4: ABILITY OF COMPLETERS TO MEET LICENSING & STATE REQUIREMENTS FOR  
CERTIFICATION**

2021-22 Program Completer Recommendations; 100%

- 19 Elementary
- 18 Middle-level/Secondary
- 5 Special Education add-a-field license