

ANNUAL ASSESSMENT MEETING MINUTES

UHWO Educator Preparation Programs (EPPs)
Annual Assessment Meeting
December 1, 2023, 9:20-11:00 am
Join Zoom Meeting
<https://hawaii.zoom.us/j/92130670459>

Meeting began: 9:20 a.m.

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

I. **MAHALO NUI** to everyone for your time and efforts in analyzing the data to which you were assigned.

II. CAEP NATIONAL ACCREDITATION: 2020-2027

- Fall 2023 CAEP Conference Takeaways (Mary, Jonathan, Joy)
- Our Assessment Strategies were validated, in general
 - Measure 1 Website Data to be re-organized
 - Differentiate Alumni (Program Completers) & Teacher Candidate data
 - Validate assessments, as needed (e.g., surveys)
 - Reminder: ACEI-to-CAEP Standards required (Crosswalk, attached)
- Standard 4: Program Completer (Alumni) Data
 - Alumni years 1-2-3. Consider offering a \$25 Amazon gift card incentive to fuel more survey responses from alumni.
 - Impact on Student Learning (CAEP Standard 4 Resource, attached). Need to gather more data from Alumni.
 - Data Sources: Surveys; HIDEOE EES; Portfolios; New Teacher Hui. Do principals evaluate teachers in years 1, 2, 3? Yes, that is the EES data.
- SPED “CAEP Advanced” Program Completer Data is forthcoming: Update the Accreditation Website to include 2022-23 data re: Inservice teachers (10) who earned their SPED/Mild-Moderate teaching license in Spring 2023.

III. REFLECTIONS ON B.Ed 2022-23 Program Data: Trends & Issues:

MEASURE I: COMPLETER EFFECTIVENESS Questions to Consider

ALUMNI

- How do Program Completers (Alumni) rate their “Impact on Student Learning”?
- What are the visible trends re: positive data and negative concerns?
- Is the trending data similar to or different from years past?
 - Differentiated Instruction

- Understanding the Standards
- Leadership & Collaboration
- Content Knowledge

Alumni Survey: 12% response rate: Elementary only/1st year teachers only.

- How can response rate be improved among 1st, 2nd, and 3rd year alums?
- Do any questions need to be added/deleted?
- Item 26 relates to Alums Impact on Student Learning.
- How can this survey be used to get more information about Program Completers Impact on Student Learning?

What other data sources do we need to secure, to demonstrate Program Completer Impact on Student Learning?

- HIDOE Evaluations: Seek DXP assistance in getting UHWO 1st year teacher evaluations for AY 22-23, 23-24, 24-25
- Principal Evaluations of UHWO 1st, 2nd, 3rd year teachers
- Program Completer portfolios [Stephanie is securing at least 3 from Spring 2023].
- New Teacher Hui [Upload qualitative data provided by Cathy].

A. ALUMNI [Program Completers] (Jonathan & Mary)

SUMMARY: 13 Elementary and 13 Secondary graduates were surveyed; 12% response rate was low (12%). Need to remind alumni to participate in the survey. Alumni who did reply were very pleased with the UHWO program and felt very prepared for working as classroom teachers.

What our Teacher Preparation Program did best:

- Working together with my peers, emphasizing group work.
- I learned to teach a diverse groups of students.
- You taught me everything I know.

Comments re: "Impact on Student Learning"

- I would gladly say that I have created that safe space for my students in my classroom.
- This was done by building relationships in the beginning of school year and the opportunity for students to respond throughout the lesson.
- Looking at EES data helped me understand assessment.
- Going to assessment meetings at my school were very useful.

Alumni Suggestions for Program Improvement:

- *How to work with difficult colleagues (Trending data)
- Computer technology and classroom management
- *More leaning about standards (Trending data)
- More management practice
- More learning about social emotional well-being
- Special education reading course would be helpful.

CONTINUOUS IMPROVEMENT:

- Develop a plan to improve response rates.
- Recommend Special Education licensure pathway for those seeking extended information on how best to work with special needs students.
- Continue to clarify HIDOE content area standards when in conflict with what is presented in Practicums and Student Teaching: CCSS vs HCPS (Still required by some Principals).
- Consider role-playing activities, as well as readings, in the context of working with difficult people.
- Social emotional well-being is a “hot topic.” Consider using literature for children and young adults in this context.

B. GRADUATE EXIT SURVEY (Preservice Candidates) (Cathy & Stephanie)

Summary: 33 Elementary, 11 Secondary, and 2 Special Education Dual Licensure. 14 EDEE & 3 EDSE respondents; 17/46 = 37% Response rate.

The Learner & Learning

- 17% and 83% felt prepared to well-prepared, respectively
- Strong approval in the areas of staff, faculty, & mentor support, as well as the ability to translate theory and research into classroom practice.

Content Knowledge; Application of Content; Instructional Practice

- 59% and 53% felt prepared to well-prepared, respectively
- Strong support provided re: strategies, skills & resources. For example:
 - Scaffolding
 - Differentiation
 - Content-specific tools
 - Lesson Planning
 - Assessment strategies
 - Use of assessment data to inform practice

Professional Responsibility: Positive comments provided about having participated in traditional teacher preparation activities aimed at instilling professionalism, such as:

- opportunity for candidates to teach in different grade levels and communities
- observation and feedback coaching in the candidate’s classroom
- collaboration with peers
- self-reflection on lesson

CONTINUOUS IMPROVEMENT:

- To increase response rate, consider having student teachers complete survey during final semester seminar.

C. MENTOR TEACHER EVALUATION OF PROGRAM (Mike & Jonathan)

Summary: 54/115, 47% response rate. 1/3 from fall 2022, 2/3 from spring 2023. Data includes mentor teachers in early field, practicum and student teaching and is not disaggregated. Mentor teachers note that the strength of our teacher education program is the field experience, while repeatedly calling for candidates to spend more time in the mentor's classroom. Lowest scores given in the areas of management, differentiation, and assessment; highest scores shown in math and science content knowledge. 97% extremely pleased with the UHWO teacher preparation program and would mentor again.

CONTINUOUS IMPROVEMENT

- Disaggregate data by type of field experience being evaluated; blind UHWO supervisor name if identified.
- Discuss how to increase time spent in the field, but not at the expense of the non-traditional student who works full or part-time while in college.
- Remind mentors that our field experience model is not the same as UH Manoa's "OP" [Observation/Participation] model.
- Increase attention to classroom management, differentiation, and assessment across all blocked courses and student teaching.

D. TEACHER CANDIDATE EVALUATION OF FIELD EXPERIENCE (Bonnie & Paula)

Summary: Fall 2022: 46/110, 41.8% response rate; Spring 2023: 62/116, 62% response rate. The survey results indicate students at UHWO are overwhelmingly satisfied with their field experience in K-12 classrooms, as well as the support given by members of the UHWO faculty and their mentor teachers. Data was not disaggregated by field experience: Early Field and various elementary and middle-level/secondary blocked coursework with practicums. "Very Satisfied" ratings were ranged from a "low" 56% for "Instructional Practice: My mentor teacher modeled and communicated with me about formal and informal assessment strategies," to a "high" 80% for "Professional Responsibilities: My mentor teacher exhibited professional behaviors by making me feel welcome in their classroom, and for Instructional Practice: My university supervisor, or EDEF 201 Instructor, provided helpful suggestions on positive and effective classroom management strategies." There were no major areas of concern, overall.

CONTINUOUS IMPROVEMENT:

- The average 47% response rate exceeds the CAEP acceptable threshold of 20%; nevertheless, candidates should be strongly encouraged to fill out the survey, especially those in spring semester courses where the response rate dropped by 12% during AY 2022-23.
- Encourage mentor teachers to continue to model and communicate teaching strategies and resources.
- Encourage mentor teachers to continue to model and communicate formal and informal assessment strategies.

- Reminder: this data cannot be disaggregated by field experience due to our small program offerings. To do so would inadvertently identify individual faculty's courses, which are evaluated separately via student course evaluations.

**E. FIELD EXPERIENCE EVALUATIONS OF STUDENT TEACHING: (Laurie & Jonathan)
Mentor Teachers & University Supervisors**

Summary: Mentor Teacher Response Rates: 84% Elementary; 60% Secondary. University supervisors consistently score candidates higher than mentor teachers. Mentor teachers scored candidates lowest on InTASK progressions 5.2, 8.2, and 10.2, while University Supervisors lowest ratings were in progressions 6.2, 7.2, and 7.3. Mentor teachers scored candidates highest on InTASK progressions 9.1, 9.2, and 9.3, while University Supervisors highest ratings were in progressions 3.1, 9.3, and 10.2. Disaggregated data reveals Secondary mentor teachers scored candidates (6-12) lower than Elementary mentor teachers scored Elementary candidates (K-6).

CONTINUOUS IMPROVEMENT:

- Data trends over time reveal Mentor Teachers' candidate ratings to be consistently lower than university supervisors. This observation may be due to the fact that mentor teachers interact with, observe, and mentor their student teachers on a daily basis for a minimum 15 weeks. The mentors' perspectives are therefore quite different from the university supervisor who will have observed and interacted on site with the student teacher a minimum 3-4 times throughout the semester. A closer look at high vs low scoring by mentors and university supervisors is advised.
- Mentors and university supervisors rated candidates high on Progression 9.3: "The teacher practices the profession in an ethical manner." Professionalism is a hallmark of our teacher preparation programs, and it is gratifying to know that candidates are perceived well by all who interact with them during their Student Teaching semester.
- There were no common low ratings between mentors and university supervisors. However, opposing views are seen in data for Progression 10.2, "The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and to advance the progression." Mentor teachers gave candidates low scores, while university supervisors rated the candidates highly. One reason could be the fact that Student Teachers participate in a "Lesson Study" seminar project in which they literally engage in Progression 10.2 "Target" objective: "The Teacher candidate engages in action research that provides evidence of effective teaching and positive impact on student learning; results are shared within the school, as well as the community at large." Mentor teachers are viewing this progression on a much broader scale situated in the student teaching semester as a whole.
- Areas of Concern: Mentor teachers rated candidates low on progressions that speak to their understanding of content knowledge (8.2) and their ability to engage student in critical thinking (5.2). University supervisors concerns were revealed on low scores all of which are associated with analyzing and using assessment (data) to inform practice (6.2, 7.2, & 7.3).

- University faculty who teach content area methods courses, as well as content-driven practicum seminars, should take notice of the low ratings and determine if adjustments might need to be made to their respective course objectives (student learning outcomes).

F. DISPOSTITIONS (Joy & Rick)

Summary: Each semester, university supervisors rate all candidate dispositions across all field-based coursework: Early Field, Practicums, and Student Teaching. Survey results show consistent “No cause for Concern” ratings among 96%-100% of candidates. Mentor teacher evaluation of candidate dispositions is seen in the Mentor Teacher Program Evaluation survey. On a scale of 1-3, data also indicates no cause for concern in the areas of “Professional demeanor and attitude” (2.52 average) and “Collegiality and ability to work collaboratively” (2.57 average). Qualitative data from the mentor teacher program evaluation reveals strong, positive feedback for teacher candidates regarding professionalism, communication skills, and readiness to learn; an appreciation for the collaborative program and staff support; candidates’ effective contributions to the classroom and satisfactory completion of tasks; and praise for UHWO’s role in preparing candidates.

CONTINUOUS IMPROVEMENT

- Faculty will continue to utilize its “Professionalism Alert” policy and procedures, in order to maintain the “No Cause for Concern” dispositions ratings that are consistent across all field experiences and in line with mentor teacher observations.
- Mentor Teacher example recommendations to enhance candidate professionalism:
 - increase field hours
 - participate in beginning-of-the-year routines & orientations
 - engage in “practice scenarios” in which candidates would
 1. focus on relationship-building & lifestyle awareness in teaching
 2. learn to embrace constructive criticism
 3. understand how continuous self-reflection improves one’s knowledge, skills, and dispositions, as they emerge into the profession.

G. CANDIDATE KNOWLEDGE OF CONTENT (Mary)

Summary: Elementary Education Graduating Seniors: N=32 . No areas of concern with regard to content area grades earned during the candidates’ 4-year program of study. Overall, 97% of all grades earned were A, B, or C. Highest percentage (61=64%) of “A” grades were earned in the English Language Arts, Mathematics, and The Arts, followed by Science (37=52%) and the Social Studies (51%). Lowest percentages were in science areas, with 3% D grades earned. No D grades were reported in other content areas.

Middle-level & Secondary Education Graduates: N=10. No areas of concern noted. Overall, 100% of grades earned were A, B, or C in English and Mathematics subject areas. There was more variability in the Social Studies, with 80-90% of grades earned were A, B, or C. D grades occurred in a minority of candidates. “Professional Program” grades refers to ML/SE Content

Area Methods coursework where again 100% of candidates earned A (77.5%), B (17.5%), or C (5%) grades.

CONTINUOUS IMPROVEMENT

- These grades do not reflect the candidate’s ability to “apply content and curricular knowledge in the elementary classroom,” per CAEP Elementary Standard 2.
- Content Area Methods coursework (e.g., candidate’s Best Lesson Plan) + Practicum Seminar grades that reveal effective lesson planning, instruction, and reflection is needed to supplement the content area grades earned. This would be in addition to the Practicum data that we already collect.
- Data table needs to be edited because it refers to graduating seniors, not “program completers,” who are defined as Alumni, according to CAEP.

H. ILO WRITING ASSESSMENT EVALUATIONS

Summary: Four Education Division faculty teach “Writing Intensive” courses (EDEF 310 (K-12); EDEF 404 (K-12); EDEE 424 (K-6) EDEE/EDSE/EDML 492 (K-12) address the UHWO Institutional Learning Outcome (ILO) #1: Effective Communication/Writing. Data reveals high levels of achievement across all UHWO Writing Dimensions, ranging from low target scores of 62% (Dimension 5) to high targets at 100% (Dimensions 2, 4, & 5). Ten years of longitudinal data (2013-2023) ranges reveal well above average target scores, 69% (Dimensions 2 & 3: Content Development & Genre/Disciplinary Conventions) and 85% (Dimension 1, Context & Purpose for Writing).

CONTINUOUS IMPROVEMENT

- Faculty incorporate the composing process into their courses, workshop drafts, and provide instructor and peer feedback, in order to help candidates reach target student learning outcomes. Problems with writing content and process are dealt with on an individual basis throughout the semester, with referrals to the UHWO No’eau Learning Center for tutorial support, as needed.

I. SIGNATURE ASSIGNMENT EVALUATIONS

Summary: All Education Division Faculty require a final “Signature Assignment” designed to illustrate candidate mastery of InTask standards. As seen in the Selected Signature Assignment data, the percent of candidates reaching target standards varies within and across assignments. In general, the scores are at or above the 50th percentile, with the lowest target scores appearing in Elementary Science Methods (15%-70%) and the highest in Elementary Language Arts methods (94%-100%), which is understandable since it is a Writing Intensive course, and the final project would have been workshopped. Middle-level/Secondary assignments were also at or above the 50th percentile, with the lowest target scores appearing in EDML/EDSE English Methods (50%) and the highest in the entry-level, Early Field Experience “Mini Lesson Plan” where spring semester candidates all reached target (100%) on Standards 1, 3, & 9.

CONTINUOUS IMPROVEMENT

- Faculty continuously review the impact of their signature assignments on candidate learning and revise/update as needed.

- Middle-level and/or Secondary “Best Lesson Plan” Signature Assignment should also be included on the Accreditation website.

MEASURE 2: SATISFACTION OF EMPLOYERS AND STAKEHOLDERS

A. ALUMNI EMPLOYMENT 2023: 100% of candidates (N=44) were offered teaching positions

Summary: 31/33 Elementary and 9/11 Middle-level/Secondary (3 English; 1 Math; 5 Social Studies) accepted positions, were hired in Spring 2023, and began their teaching careers in Fall 2023.

- **Long-Term Substitute Teacher (Residency Pilot) Data:** 11/31 Elementary candidates and 8/11 Middle-level/Secondary candidates served as Residents during Spring 2023.

CONTINUOUS IMPROVEMENT

- UHWO Education Division Residency Pilot, in place since AY 2021-22, is continuously reviewed in order to determine best practice, policy, and procedures in support of the following: The Hawai’i Department of Education; Teacher Candidates; Education Division faculty.

MEASURE 3: CANDIDATE COMPETENCY AT COMPLETION

- Graduation Rates: [Education Student Success Dashboard \(Fall 2022\)](#)
- Licensed Teachers: [Program Completers for 2022-23](#) (PDF)
 - 100% of graduates are recommended for licensure to the Hawaii Teacher Standards Board (HTSB)

Measure 4: ABILITY OF COMPLETERS TO BE HIRED

- Fact Sheet: [Fall 2022 Education Fact Sheet](#)
 - 75% of our Alumni are employed in Hawai’i schools (statewide) vs. national & local statistics that 1 in 2 teachers leave the profession within 5 years.