

## ANNUAL ASSESSMENT MEETING MINUTES

UHWO Educator Preparation Programs (EPPs)  
Annual Assessment Meeting  
November 1, 2024, 9:30-10:50 am  
Meeting began: 9:30 a.m. Via Zoom

**Present:** Bonnie Bittman; Michael Hayes; Mary Heller; Cathy Ikeda; Laurie James; Rick Jones; Stephanie Kamai; Joy Mahiko; Paula Major; Jeffrey Moniz; Kristen Nakamoto; Koeun Park; 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 2024 CAEP Conference Takeaways (Mary & Joy)  
We will determine the Fall 2026 virtual site visit dates by our December faculty meeting. Mary will suggest reasonable 3-day events, M-W-F or W-Th-F, in consultaion with VCAA Barkhoff & Chancellor Benham.
- Our Assessment Strategies were validated, in general.
  - Measure 1 Website Data properly organized
  - Differentiate Program Completer & Teacher Candidate data
  - Confirm survey validation (Jonathan): Bonnie initiated it and it's good. Mary wants something in writing. Bonnie will confirm via email.
- Standard 4: Program Completer (Alumni) Data
  - Targeting 1st Year Alumni Impact on Student Learning: There was a 36% response rate; a 20% minimum response rate is required. Qualitative examples have not yet been provided but will be following up with 1st year alums.
  - Data Sources: Surveys; HODOE EES + Portfolios + New Teacher Hui: Alumni Lyle Horie, Lydia Saffery, Richard Stange now take the lead with New Teacher Hui. Next meeting will be in December. Cathy will inform us re: meetin date
  - Employer Satisfaction: Principal Interviews. Jonathan is in touch with Stephanie to identify and engage with elementary and secondary principals.
- SPED "CAEP Advanced" Program Completer Data
  - CAEP defines In-service teacher add-a-field licensure program as "Advanced" licensure, compared to "Initial" licensure for preservice teacher candidates. The distinction will be made as we report completion data for both pathways. The HTSB does not use the term "Advanced" in this instance, instead using the "Add-a-Field" designation for In-service teachers.

III. **REFLECTIONS ON B.Ed 2023-24 Program Data: Trends & Issues**

- What are our strengths?
- What are our recommendations for *Continuous Improvement*?

**MEASURE 1: Completer Effectiveness**  
***Impact on P-12 Learning and Development***

**PROGRAM COMPLETERS** (Mary & Koeun)

**ALUMNI SURVEY**

**Summary:** 30 Elementary and 11 Secondary alumni were surveyed; a 26% response rate was double that of the previous year. Surveys reveal overall satisfaction with their Education Preparation Program (EPP) and ability to be successful during the first year of teaching.

Example comments re: what UHWO did best to prepare them for their teaching career:

- Multiple field experiences, including practicums and student teaching
- Creating standards-based lesson plans
- Using data to monitor student progress
- Collaborating with students and colleagues to promote student growth
- Engaging in self-evaluations of the impact my teaching has on students

**CONTINUOUS IMPROVEMENT** suggestions include more attention be given to the following:

- Classroom Management
- Computer Technology, especially in field-based seminar courses
- SPED, ELL, & Differentiation Strategies
- Collaborating with parents and community members

**SPECIAL EDUCATION (SPED) ADVANCED LICENSURE SURVEY** (Joy)

**Summary:** 10 In-service Teachers participated in the Special Education Advanced Licensure program during AY 2023-24. All teachers successfully completed the program, which includes passage of the SPED Praxis exam. Following is a summary of the Advanced Licensure Survey, completed by the teacher and reflective of their knowledge, skills, and abilities across all 10 InTASC standards, which were further aligned with the professional standards of the Council for Exceptional Children.

- **The Learner and Learning** (Standards #1, #2, and #3) The majority of teacher candidates felt adequately or very well-prepared to address the core areas of learning development, learner differences, and learning environments. The strongest area appears to be **Learning Differences** (Standard #2), where most respondents felt "well-prepared," suggesting effective program support in understanding individual differences and developing inclusive communities. **Learner Development** and **Learning Environment** (Standards #1 and #3) also show strong results with a larger portion of candidates rating themselves as "prepared" rather than "well-prepared." This could be targeted areas for further enhancement, possibly by increasing opportunities to focus collaborative learning and maximizing learner growth through engagement strategies.
- **Content Knowledge** (Standards #4 and #5) Teachers feel confident in their foundational understanding and ability to teach core discipline concepts, as evidenced by the strong "well-prepared" rating for Standard #4. Half of the respondents felt "prepared" (versus "well-

prepared") in Application of Content (Standard #5). This is an opportunity to support teachers in bridging content knowledge with authentic activities in the classroom.

- **Instructional Practice** (Standards #6, #7, and #8) Assessment and Planning for Instruction have similar results with 67% “well prepared” and 33% “prepared” which suggests that the program’s approach to assessment and instruction is effective and well-received. Whereas Instructional Strategies was evenly split with 50% toward “well-prepared” and “prepared”. Integrating educational media and technology appears to be a key strength, aligned with preparation in assessment and planning.
- **Professional Responsibility** (Standard #9 and #10) A majority (67%) of respondents felt "well-prepared" in engaging in ongoing Professional Learning and Ethical Practice, while 33% rated themselves as "prepared." No respondents felt "unprepared." Teachers feel equipped to reflect on their choices and actions and adapt their practices to meet the diverse needs of learners, families, and the community. Leadership and Collaboration was evenly split suggesting that the program can be enhanced by focusing on collaborative practices that are particularly beneficial in special education.
- **Alumni Feedback:** Students gain valuable insights from mentors, guest speakers and real-world applications. Students felt well-prepared in IEP writing, legal knowledge, and differentiated instruction. Some wished for additional guidance on documentation, but overall, the program offered a practical and supportive experience that left them confident in their special education roles.

## CONTINUOUS IMPROVEMENT

- **Program Impact:** Based on all 10 standards, the overall program impact reflects a solid preparation of teacher candidates in key areas essential to effective teaching. The data shows strong confidence in **content knowledge, assessment practices, and instructional planning**, with most candidates feeling well-prepared in creating inclusive, engaging learning environments. The program also emphasizes **professional responsibility**, where candidates are well-equipped for continuous learning and ethical reflection on their practices. Areas for growth include **instructional strategies** and **application of content**, where some candidates feel only adequately prepared, indicating potential for enhanced training in diverse, innovative methods for engaging students. **Leadership and collaboration** also show varied responses, suggesting an opportunity for deeper focus on these skills. Overall, the program appears highly effective in preparing teacher candidates, with a strong foundation in content, inclusivity, and professional ethics, positioning completers to support learner growth.

## TEACHER CANDIDATES

### GRADUATE EXIT SURVEY (Preservice Candidates) (Stephanie & Cathy)

**Summary:** 18 Elementary and 18 Secondary Preservice Teacher Candidates were surveyed. 100% Response Rate. Overall, Graduates felt prepared to well-prepared in the context of all 10 InTASC standards. Qualitative data revealed two prevalent response themes: Support & Application

The Learner & Learning: Excellent support provided via

- UHWO staf faculty, HIDOE mentors, & peers
- Relevant standards based activities and lesson planing
- Empahasis on diversity and reflections on teaching and learning

Content,& Application of Content: Example strategies, skills & resourses provided

- Scaffolding; Collaborative problem solving; Differentiation'content specific tools; Management tools; Bridging students with content; Critical thinking; Curriculum mapping

Instructional Practice: Candidates felt successful in the following areas:

- Lesson planning; Impelementing technology; Student engagement; Formative assessment; Differentiation; Scaffolding; Receiving & using feedback; Summative assessment; Guided questions; Educational Games

Professional Responsibility: Examples focused on continuous learning via

- Ongoing professional development, cocnferences, workshops, teacher institute
- Observation and feedback coaching in the candidate's classroom
- Collaboration with peers; Self-reflection on lessons & reflective practice

### **CONTINUOUS IMPROVEMENT**

- Suggestions focused upon Candidates ability to integrate Native Hawaiian language history and culture in order to promote and perpetuate traditional ways of knowing.
- 21% of graduates felt "unprepared" with comments ranging from "it was a big focus" to "We did not really learn how to incoporate this into our classroom."
- Faculty will discuss future curriculum and instruction options to address this important component of our program, which is grounded in both Insitutional and Education Division mission and vision.

### **MENTOR TEACHER EVALUATION OF PROGRAM (Mike & Jonathan)**

**Summary:** Mentor Teacher Program Evaluations focus on the Early Field Experience, Practicum(s) and Student Teaching. Dissagregated (Elementary vs Middle-leve/Secondary). Data identifies critical strengths and needs throughout the 4-year program of study, which in turn assists in Continuous Improvements efforts. 97% of mentors were "likely" or "highly likely" to mentor again.

#### **Example Field Experience Strengths:**

- Candidates enter the field early and often throughout their B.Ed program of study.
- Continued emphasis on professionalism, resulting in excellent dispositions among teacher candidates.
- Flexible scheduling that allows working teacher candidate, such as EAs.
- Supportive and responsive professors who collaborate with mentors and students.
- Candidates are invested in the community and look to stay close to the schools where they have participated in practicums and/or student teaching.

### **CONTINUOUS IMPROVEMENT**

- More attention be given to balancing school and work.
- Introduce candidates to the Danielson framework/rubrics, in addition to InTASC standards.
- Solo teaching should take place in consecutive weeks.
- Provide opportunities communicate with parents.
- Increase focus on time and behavior management, as well as SEL (Social/Emotional Learning)

## TEACHER CANDIDATE EVALUATION OF FIELD EXPERIENCE (Bonnie & Paula)

**Summary:** AY 2023-24 aggregated data revealed a 62% response rate across all early field, practicum, and student teaching experiences. Overall, teacher candidates were very satisfied with their placements.

### Example Field Experience Strengths:

- Mentor Teacher exhibited professional behaviors and made me feel welcome in their classroom.
- Mentor Teacher modeled and communicated well re: formal & informal assessment strategies.
- Mentor Teacher gave timely and constructive feedback on ways to improve.
- Univ. Supervisor was accessible and communicative when I needed guidance.
- Univ. Supervisor provided constructive ways to improve my lesson planning and implementation.

### CONTINUOUS IMPROVEMENT

- No suggestions were given.

## **INDICATORS OF TEACHING EFFECTIVENESS**

### PROGRAM COMPLETERS

#### INITIAL LICENSURE

#### EDUCATOR EFFECTIVENESS (EES) SYSTEM EVALUATIONS (Mary):

- **Summary:** 39 of 42 UHWO BEd graduates began their first year of full-time teaching during AY 2023-2024. We reached out to each and asked if they would consider volunteering their 1st year EES evaluations given by their respective school principals. 12 of the 39 (32%) responded to the ask: 10 elementary and 2 secondary. The data shows all ratings at the "Proficient" level, to include standards associated with Classroom Environment, Instruction, Core Professionalism, Teacher Practice, Student Success Plan, Student Growth & Learning, and Overall Effectiveness Rating. We are very proud of our Alumni who go on to be exemplary teachers in Hawai'i Schools.

#### ADVANCED LICENSURE

#### KNOWLEDGE OF CONTENT

- **Summary:** All 10 Special Education (SPED) Advanced Licensure completers achieved an overall GPA of 4.0. All completers passed the required SPED Praxis exam on the first try and were recommended for licensure to the Hawai'i Teacher Standards board. There are no areas of concern with regard to content knowledge.

#### DISPOSITIONS

- **Summary:** The high scores in the INTASC Standards align with the high scores in dispositions, as both professional behavior and instructional skills are essential to achieving an "Exceptional" level in practical, collaborative environments. Although there were no "causes for concern", the program may want to continue evaluating professional behaviors surrounding ethical decision making in the special education environment.

## SIGNATURE ASSIGNMENTS

- **Summary:** The SPED Advanced Rubrics 2023-24 data for standards-based assessments shows that across all **INTASC Standards (1–10)** in each course—SPED 450 (Comprehensive Evaluation and the IEP), SPED 470 (Collaboration and IEP Compliance), and SPED 492 (Portfolio Self-Evaluation)—candidates scored **2.0 (Exceptional)**, achieving 100% in all standards. This means that all candidates met or exceeded the expectations across the board, showing a strong grasp of content knowledge, instructional practice, and professional responsibility as outlined by INTASC standards.

## TEACHER CANDIDATES

### FIELD EXPERIENCE EVALUATIONS: PRACTICUMS (Jeff, Laurie, & Jonathan) Mentor Teachers & University Supervisors

**Summary:** Mentor Teacher and University Supervisor return rates improved: Fall 2023: 51 of 62 mentors and 6 of 6 University Supervisors; Spring 2024: 41 of 42 mentors and 7 of 9 in Spring 2024. This can be attributed to repeated reminders provided to all mentors and supervisors in response to deficient rates of return the previous year. In general, University Supervisor ratings were higher than Mentor Teachers.

### Notable Strengths

- Aggregated Data---Elementary: High target ratings given by mentor teachers on the following InTASC Progressions during Fall 2023 and Spring 2024, respectively: Progression 1, Learner Development (45.1%; 53.66%); Progression 2 Learning Differences (Spring only 48.72%); Progression 3.1, Learning Environments (50%; 63.41%) and Progression, Professional Learning & Ethical Practice 9.1 (43%; 57.50%). University Supervisors highest ratings were given on Progressions 7.1 & 7.2, Planning for Instruction; 8.2, Instructional Strategies; and 10.1, Leadership and Collaboration.
- Aggregated Data---Secondary: University Supervisor return rates were perfect. The number of candidates who achieved target for progressions far exceeded the number reported by mentors. The Spring candidates scored far better than Fall candidates. On all progressions, candidates who achieved target exceeded 83%. Many achieved 91% with two achieving 100%.

### Watch Areas

- Elementary: Block 1: Lowest number of candidates who achieved target was Progression 8.1, Instructional Strategies (8%) and Progression 5.2 (9%), Application of Content. As would be expected, scores nevertheless improved in Block 2. The improvement in ratings by university supervisors is most notable, as it went from many 0 scoring target to around 50% scoring target. Overall, return rates were strong as there was a concentrated effort to ensure 100% returns per the Fall 2023 assessment meeting. Block 3 The lowest number who achieved target from Mentors were on Progressions 7.1, Planning for Instruction; 8.1, 8.2, Instructional Strategies (27%); and Progression 10.1 Leadership and Collaboration (20%). University Supervisors scored Block 3 candidates lowest on Progressions 6.1 and 6.2, Assessment.

- Secondary: The number of candidates who achieved target never exceeded 50%. Most were in the twenties and teens. Lowest levels were on Progression 10, Leadership and Collaboration, which is a finding similar to last year where no students achieved target. There were several progressions with a high number of N/As.

## CONTINUOUS IMPROVEMENT

- University Supervisors, in coordination with the Field Coordinator, will continue to encourage mentors to submit their evaluations of teacher candidates. Concerns have been expressed over the complexity of the assessment rubric, which breaks down the InTASC progressions and may be overwhelming to some. Faculty will study the issue and determine a reasonable remedy that does not compromise the data collection process.
- 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).

## FIELD EXPERIENCE EVALUATIONS OF STUDENT TEACHING (Mary & Jonathan)

### Mentor Teachers & University Supervisors

**Summary:** Mentor Teacher and University Supervisor Response Rates: 94% Elementary; 90% Secondary. Return rates were significantly improved over last academic year, indicating strong engagement among mentors and supervisors. Overall average scores suggest that Student Teacher candidates are generally performing well on 10 InTASC standards + 11 progressions, scoring at or above the 50<sup>th</sup> percentile on most standards. Middle-level/Secondary student teachers achieved higher target scores than their elementary counterparts on 9 of the 11 standards & progressions; however, the elementary target percentile ratings on these same measures were not significantly lower.

### Notable Strengths

- Among the highest target percentiles for Elementary Education Student Teachers were Standard 1, Learner Development (66.11%/University Supervisor Rating) and Standard 9.2, Professional Learning and Ethical Practice (62.5%/Mentor Teacher rating).
- Middle-level/Secondary Student Teachers' top two highest rankings were for Standard 10.1, Leadership and Collaboration (77.79%/University Supervisor) and Standard 4, Content Knowledge (77.78%/University Supervisor).

## CONTINUOUS IMPROVEMENT

- University Supervisor ratings continue to trend higher than Mentor Teachers' evaluations. This observation is likely due the differing observational perspectives: mentor teachers interact with, observe, and mentor their student teachers on a daily basis for a minimum 15 weeks. Conversely, the university supervisor 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 advisable.
- Data reveals a general consensus among mentors and supervisors across 19 of the 21 standards/progressions. As in 2023, Mentor Teachers gave the lowest target ratings to

elementary student teachers on Standard 10.2, Leadership and Collaboration: “The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and to advance the profession,” while University Supervisors rated the same Student Teachers highly.

- One reason for this discrepancy, which has occurred in previous cycles, is that Student Teachers participate in a “Lesson Study” seminar project that directly aligns with the Standard. Here the Teacher candidates engage 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, however, view the progression on a much broader scale situated in the overall student teaching semester.
- University Supervisor and Mentor Teacher low target Elementary Student Teacher ratings were comparable as follows:
  - Standard 3.2, Learning Environment (29.41%/Mentor Teacher; 33.33%/University Supervisor: “The teacher manages the learning environment to engage learners actively.” This particular result echoes Alumni Continuous Improvement suggestion that more attention be given to “Classroom Management.”
  - Standard 6.1 Assessment: (23.53%/Mentor Teacher; 27.78%/University Supervisor) “The teacher uses, designs or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives;”
  - Standard 6.2 Assessment: (37.50%/Mentor Teacher; 27.58%/University Supervisor): “The Teacher uses assessment to engage learners in their own growth.”
  - Standard 8.1. Instructional Strategies: (29.41%/Mentor Teacher; 38.89%/University Supervisor: “The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners;”
  - Standard 8.2 Instructional Strategies: (31.25%/Mentor Teacher; 38.89%/University Supervisor) “The teacher encourages learners to develop deep understanding of content areas, makes connections across content, and applies content knowledge in meaningful ways.”
- University Supervisor and Mentor Teacher low target Middle-level/Secondary Student Teacher ratings were varied, with no comparable scores shown.
  - Standard 3.2, Learning Environments (37.50% Mentor Teacher). “The teacher manages the learning environment to engage learners actively.” This particular result echoes Alumni Continuous Improvement suggestion that more attention be given to “Classroom Management.”
  - Standard 5.1, Application of Content (38.46% Mentor Teacher) “The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues.”
  - Standard 5.2, Application of Content (35.71%/Mentor Teacher) “The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.

- Standard 7.3, Planning for Instruction (27.78%, University Supervisor) “The teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs.”
- Standard 8.2 Instructional Strategies: (21.43%/Mentor Teacher; 38.89%/University Supervisor) “The teacher encourages learners to develop deep understanding of content areas, makes connections across content, and applies content knowledge in meaningful ways.”
- **Recommendations:** Faculty should be mindful that both Assessment and Instructional Strategy standards revealed the lowest target percentiles among Elementary Student Teachers, as rated by both Mentors and Supervisors. Planning for Instruction and Instructional Strategies revealed low target ratings among Middle-level and Secondary Student Teachers. Given the data, adjustments to methods course and practicum seminar objectives may be warranted.
- The presence of non-submissions from mentors (one in Elementary and two in Middle-Level/Secondary) suggests potential gaps in mentorship that could impact candidate preparation. Addressing these weaknesses through targeted support and resources for mentor teachers could enhance the overall effectiveness of the student teaching experience.

#### **DISPOSITIONS** (Rick & Joy)

**Summary:** Faculty apply the Dispositions rubric at the end of each semester in all field experience courses: Early Field, Practicums, and Student Teaching. Overall Trends: The majority of candidates scored a 1 ("No Cause for Concern") across all criteria, with very few scoring 0 ("Cause for Concern"), in this case only one student during the fall 2023 semester. In comparison, the number of candidates earning a score of 2 ("Exceptional") has markedly increased from the 2023 data. This indicates a general trend towards increasing satisfactory performance with a continued focus on improvement in specific areas.

- Highest Mean Score: " Teaching for Social Justice " has the highest mean score (1.076), suggesting that most candidates are rated positively in this area. It is important to note that this was the lowest performing disposition in 2023. The number of students earning a 2, jumped from N=0 or 0.0% in 2023 to N=15.25 or 8.09% in 2024.
- Lowest Mean Score: " Reflective and Inquiry-Driven Approach" has the lowest mean score for 2024 (1.0675) indicating a slightly lower performance in this area compared to others. It is interesting to note that while this average is lowest this year, it is higher than in 2023's average of 1.0052 and the number of students earning a 2 increased from N=2 or 1.03% to N=14.7 or 7.27%.
- Score Distribution Variations: There is only slight variation in scores with Standard Deviation ranging from a low of 0.2705 to a high of 0.2836. This is attributed to an overall increase in candidates scoring 2.

#### **ADVANCED LICENSURE PATHWAY.**

- Special Education Advanced Licensure Practicum. N=10 In-Service Teachers 100% were rated 2: “Exceptional” on all Dispositions

## 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 given in Program Evaluation:
  - The teacher candidate this semester was exceptionally professional. I personally do not know what UHWO does to teach candidates on professionalism, but just letting them know the expectations would be good. Also, each school has their own norms for professionalism so you may need to reach out to the schools on what their expectations are
  - I believe that the UHWO program trains and equips teacher candidates to exhibit excellent dispositions towards teaching and learning through field placement. I think teacher candidates sometimes need to be reminded that getting feedback and applying that feedback isn't a negative thing but a stepping stone.

## CANDIDATE KNOWLEDGE OF CONTENT (Mary)

**Summary:** Elementary Education Graduating Seniors: N=18 . No areas of concern with regard to content area grades earned during the candidates’ 4-year program of study. Overall, 99% of all grades earned were A, B, or C. Two social studies “D” grades were recorded. Highest percentages of “A” grades were earned in the Mathematics (94%), Health/PE (92%), and the English Language Arts (86%), followed by the Social Studies (70%) and the Arts (67%). The lowest percentages of “A” grades again occurred and the Sciences (Biological, 67%; Earth Science (61%).

Middle-level & Secondary Education Graduates: N=18. No areas of concern noted. Overall, 98% of grades earned were A, B, or C. Four(4) English and two(2) Math “D” grades were recorded. Highest percentages of “A” grades were seen in Sociology (83%), Anthropology (73%), and History 70%), followed by Hawaiian-Pacific Studies (58%), Math (57.5%, Political Science (56%), Biology (55.5%), and English (55%). “Professional Program” grades refers to ML/SE Content Area Methods coursework where again 100% of candidates earned A (74%), B (18%), or C (8%) 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.
- Application of content knowledge should be further analyzed in the context of Blocked content area methods courses and practicums. Relevant data would be observed via Signature Assignments, such as the candidate’s “Best Lesson Plan.”

## **ILO WRITING ASSESSMENT EVALUATIONS (Mary)**

**Summary:** Faculty teach four upper division “Writing Intensive” courses that address the UHWO institutional Learning Outcome (ILO) #1: Effective Communication/Writing. Data reveals overall 50% or higher target levels of achievement across all WI Dimensions. High ratings are due in large part to the fact the WI courses required Writer’s Workshops whereby candidates receive instructor and peer reviews of their work in progress. Final drafts are then submitted at the end of the semester. The lowest target rating (27%) occurred in Dimension 2, “Content Development” in the context of EDEF 310, Education in American Society, N=11. The highest target ratings (100%) were report in Dimension 2, “Content Development,” and Dimension 3, “Genre & Disciplinary Dimensions,” in the context of EDEF 424, Elemenary Language Arts Methods, N=42.

### **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.

## **SIGNATURE ASSIGNMENT EVALUATIONS (All Faculty)**

- **Summary:** All Education Division Faculty require a final “Signature Assignment” designed to illustrate candidate mastery of InTask standards and progressions. 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 this year’s lowest target scores again appearing in Elementary Science Methods and Block 3 Practicum (28%-83%) and the highest in Elementary Language Arts methods (88%-100%), which is understandable since it is a Writing Intensive course, as the final project would have been workshopped.
- Middle-level/Secondary assignments were also at or above the 50<sup>th</sup> percentile, with the lowest target scores appearing in EDML/EDSE English Methods (33%-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. Secondary Math Methods evaluations reveal low 25% target scores on InTASC Standard 5, while low target scores were also recorded for English Language Arts Methods, @ 33% for InTASC Standards and Progressions, 1.1 & 8.2. Middle-level and/or Secondary “Best Lesson Plan” during the Student Teaching Semester revealed relatively below average target scores, ranging from 22% on InTASC 8 to 55% on InTASC Standards 1, 2, & 10. Action Research scores were also well below average on Standard 2 (22%) and Standard 9 (33%).

### **CONTINUOUS IMPROVEMENT**

- Faculty continuously review the impact of their signature assignments on candidate learning, revise and update as needed.
- Low target scores in Science Methods appears to be an ongoing issue and will be analyzed to determine what may be a reason for the trend.

- Middle-level/Secondary faculty are encouraged to evaluate Block 1 & Block 2 Best Lesson Plan, Reflection, and Presentation.

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

**ALUMNI EMPLOYMENT 2024:** 100% of candidates (N=35) were offered teaching positions

**Summary:** 14/18 Elementary and 16/18 Middle-level/Secondary (5 English; 3 Math; 2 Biology; 6 Social Studies) accepted positions, were hired in Spring 2024, and began their teaching careers in Fall 2024.

- **Long-Term Substitute Teacher/Residency Data:** 9/18 Elementary candidates and 3/18 Middle-level/Secondary candidates served as Residents during their Spring 2024 Student Teaching Semester.

### **CONTINUOUS IMPROVEMENT**

- UHWO Education Division Residency Program, 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. To date we have secured mentor teacher and university supervisor resources, in support of the program and the ongoing need for qualified HIDEOE substitute teachers.

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

As shown in the data table provided, 100% of program completers were recommended for their Initial or advanced teaching license, to include Elementary (K-6) and Secondary (6-12) Biology, English, Math, Social Studies, and SPED. This year's completers for the Advance Special Education teaching license were all In-service teachers whose Initial teaching license ranged from Elementary (K-6) to Middle-level (6-8) Math and English.

- Graduation Rates (2023-24)  
[Education Student Success Dashboard \(Fall 2023\)](#)
- 100% of graduates were recommended for licensure to the Hawai'i Teacher Standards Board.  
[Program Completers: Initial Teaching License](#) (PDF)  
[Program Completers: SPED Advanced Teaching License](#) (PDF)

### ***MEASURE 4: ABILITY OF COMPLETERS TO BE HIRED***

- Fact Sheet: [Fall 2023 Education Fact Sheet](#) (PDF)
  - 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.
  - 2024 Hawai'i State Teacher of the Year awarded to a UHWO graduate