

ANNUAL ASSESSMENT MEETING MINUTES^[1]_[SEP]

UHWO Educator Preparation Programs (EPPs)
Annual Assessment Meeting
October 15, 2021
9:00-10:30 am

Join Zoom Meeting
<https://hawaii.zoom.us/j/94345309515>

I. Program Modification Updates

HIST 281, 282, 151, 152: Quali Proposal in the Quali Workflow
MATH Area of Concentration: Modifications in the Quali Workflow

II. CAEP National Accreditation: 2020-2027

CAEP Revised 2022 Standards: R3.3 Foundational Academic Knowledge of Candidates

Evidence of Teacher Candidate reading, writing, and math foundational knowledge is found in 1) AY Program Completer Grades; 2) Bi-semester UHWO E Ala Pono Progress Reports; 3) Faculty generated Professionalism Alerts housed in the Education Division Lualaba website, for reference as needed; 4) Writing Intensive course data. Candidates whose basic skills are called to question are referred for tutorial assistance to the UHWO No'ēau Learning Center. Candidates deemed not professionally fit to continue are advised to change majors.

CAEP Standard 4: Program Impact---Phase-In Plan

Faculty reviewed our Phase-In Plan confirming the following actions to be developed and/or continued: Impact on Student Learning—Evidence derived from 1) Case Studies conducted on selected Principals, Mentor Teachers, and Alumni; 2) Hawai'i Department of Education Educator Effectiveness System (EES) data, if available; 3) New Teacher Hui; Induction & Mentoring Program; 4) Surveys of elementary, middle, and high school students. K-12 student survey possibilities will be placed on the Agenda for the December Teacher Education Advisory Council meeting. Faculty observed that it is difficult to get classroom-level data from administrator's one-on-one evaluations of alumni. New surveys will be validated. Validity and reliability of assessments will undergo continuous review and updated as indicated. Dr. Bonnie Bittman will provide expertise in these efforts.

III. Reflections on B.Ed 2020-21 Program Evaluation Data: Trends & Issues

CAEP ANNUAL ACCREDITATION: 8 REPORT MEASURES

1. IMPACT ON P-12 LEARNING AND DEVELOPMENT

Mentor Teachers, Teacher Candidates, and Program Completers all rate their impact on student learning as positive. Further evidence of Impact on P-12 Learning and Development is being pursued via the Education Division Phase-In Plan, as described above.

2. INDICATORS OF TEACHING EFFECTIVENESS

Mentor Teachers, Teacher Candidates, and Program Completers all felt satisfied with the program and, overall, well-prepared. No one reported being dissatisfied or unprepared, upon completion. Trends, Issues, & Concerns voiced via qualitative data were as follows:

Mentor Teachers, Teacher Candidates, and Program Completers routinely express the need for more training in Differentiated Instruction. Candidates and completers report that they do not observe differentiated teaching methods during their field experiences and student teaching. Mentors oftentimes confuse accommodations with differentiation. Given her expertise in Teaching Culturally and Linguistically Diverse Learners, Dr. Paula Major is available for consultations/guest speaker, as faculty address issues reported here.

Mentor Teachers and University Supervisors express concern over candidate misunderstanding the Standards (e.g., Common Core; New Science Standards) and the relationship between Standards and the Assessments that should be designed to demonstrate students have met the standards-based learning outcome.

InTASC Standards and Progressions 10, Leadership and Collaboration, scores are consistently lower in practicum versus student teaching, which is understandable. However, there are concerns over new teacher (alumni) burnout due to conflicts in the workplace. “Working with Others” is a soft skill that may not come naturally to all and is worth addressing during all field experiences and seminars leading up to program completion. Dispositions ratings, overall, reveal the majority of candidates are rated neither “high” nor “low,” which could also be a reflection of soft skills development.

Regarding Content Knowledge: with the exception of Math, Secondary Mentor Teachers gave low ratings on content knowledge in all other curricular areas. Mentors recommend that candidates teach more lessons in the content areas, as well as develop a deeper knowledge and understanding of the Standards.

Mentor Teachers and some Teacher Candidates have recommended an increase in time spent in the classroom, prior to student teaching. Currently Early Field and Practicum hours total 180+. Faculty agree it would not be possible to increase the 45-hour field-based experiences due to the fact that most candidates work full or part-time. It was also pointed out that the 45 hours need to be completed throughout the semester and not within the first 3-4 weeks.

Tends Over Time: University Supervisors score Elementary Practicum Students higher than do their Mentor teachers, whereas their scores for Middle-level/Secondary Practicum Candidates are lower than their Mentor teachers. During Student Teaching, Mentor Teachers evaluations of their Student Teachers are consistently higher than the University Supervisor’s scores. Faculty do not consider these discrepancies to be cause for concern, given the fact that each rater comes from a different place, especially in the context of day-to-day or weekly real-time observations.

Faculty will be cognizant of important concerns re: Differentiation; Standards-based Assessments; Work Place Leadership and Collaboration; Field-based Hours, as they plan for and deliver their respective foundational, methods, and practicum courses. Mentor Teacher Professional Development and training prior to supervising candidates is recommended. PD partnerships with the schools is a topic that could also be placed on the December Teacher Education Advisory Council agenda.

3. SATISFACTION OF EMPLOYERS AND EMPLOYMENT MILESTONES

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 has now National Board-Certified Teacher (2021).

4. SATISFACTION OF COMPLETERS

As described in #2 above, Program Completers are satisfied with the program, overall. Trends and issues, such as Differentiation, Standards, Leadership and Collaboration, are topics to be addressed during the quarterly New Teacher Hui gatherings where alumni teachers have to opportunity to discuss issues relative to both inservice and presevice teacher education.

5. GRADUATION RATES

As seen in the Student Success Dashboard, Education majors graduation rates for FY20 (Spring & Fall 2020 graduates) is not clearly indicated. FY 2021 Graduation Rates are not yet available. Mary will contact John Stanley to get a clearer picture of the actual graduation rates of our majors.

6. ABILITY OF COMPLETERS TO MEET LICENSING AND STATE REQUIREMENTS FOR CERTIFICATION

Given the nature and structure of our State Approved Teacher Preparation Programs, K-6, 6-8, 6-12, teacher candidates who successfully complete all graduation requirements are then eligible to be recommended for licensure to the Hawai'i Teacher Standards Board. To date, 274 program completers have met licensing requirements for certification.

7. ABILITY OF COMPLETERS TO BE HIRED IN EDUCATION POSITIONS FOR WHICH THEY HAVE BEEN PREPARED

As noted in #3 above, Teacher Candidates are routinely hired by school principals even before they have completed their Student Teaching semester. 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. Education Division Field Coordinator, Dr. Stephanie Kamai, works closely with the Student Teacher in these instances, to insure proper mentoring still takes place, prior to program completion.

8. STUDENT LOAN DEFAULT RATES AND OTHER CONSUMER INFORMATION

The most recent 2017, 3-year cohort default rate is 5.5%., down from the previous year of 6.8%. Data from 2020 is not yet available.