



UNIVERSITY
of HAWAII®
WEST O'AHU



Education Division

Candidate Proficiencies Aligned Professional, State, and Institutional Standards

Delivering High Quality Instruction that Addresses the Needs of the Whole Child

Candidate Proficiencies (Learning Outcomes)	Professional Standards: Association for Childhood Education International ACEI/NCATE	Hawai'i Teacher Standards Board (HTSB)/InTASC Model Core Teaching Standards & Hawai'i Department of Education General Learner Outcomes (GLOs)	UH West O'ahu Institutional Learning Outcomes
<p>The Teacher Candidate will</p> <ul style="list-style-type: none"> *maintain rigorous professional standards for teaching that, in turn, help students meet high standards for learning across all content areas. *understand that educational theory & research, as well as field and clinical experiences, inform practice and guide their development as highly qualified teachers. *develop and maintain positive learning environments where students' cognitive, social, emotional, and physical well-being will flourish. *utilize technology in the service of learning. 	<p>ACEI 2. Curriculum Specific standards (2.1-2.7) for English Language Arts, Science, Mathematics, Social Studies, Arts, Health Education, Physical Education.</p> <p>ACEI 3.1. Integrating and Applying Knowledge for Instruction Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.</p>	<p>HTSB/InTASC #4 Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>HTSB/InTASC #5. Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p>HTSB/InTASC #7 Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Disciplinary knowledge: Demonstrate knowledge of the purview, processes and contributions associated with an academic discipline.</p> <p>Written Communication: Demonstrate clear and effective writing about relevant information for an intended audience.</p> <p>Oral Communication: Demonstrate clear and effective speaking skills about relevant information when communicating with an intended audience.</p> <p>Critical Thinking: Demonstrate critical thinking skills by applying information to make well reasoned arguments or solve a problem.</p>

	<p>ACEI 1. Development, Learning, and Motivation Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p> <p>ACEI 4. Assessment for Instruction Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p> <p>ACEI 3.5. Communication to Foster Learning Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</p>	<p>HTSB/InTASC #1 Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>HTSB/InTASC #6 Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p><i>GLO-Quality Producer:</i> The ability to recognize and produce quality performance and quality products.</p> <p>HTSB/InTASC #8 The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p><i>GLO-Effective and Ethical User of Technology:</i> The ability to use a variety of technologies effectively and ethically.</p>	
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Embracing Social Justice and Equity for All

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<p>The Teacher Candidate will...</p> <p>*believe in the dignity of all people and, therefore, be aware of and reflect upon issues of cultural diversity and equity, in the context of culturally responsive teaching and effective learning.</p> <p>*engage in collaborating and cooperating with students, families, community, and education faculty and staff in support of student learning and school-wide improvement efforts.</p> <p>‘Auamo kuleana (responsible and responsive)</p> <p><i>Ho‘okaulike</i> (equity; equality)</p> <p><i>Aloha</i> (compassion, empathy, kindness)</p>	<p>ACEI 3.2. Adaptation to Diverse Students. Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</p> <p>ACEI 5.2. Collaboration with Families, Colleagues and Community Agencies Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues and agencies to promote the intellectual, social, emotional, and physical growth of children.</p>	<p>HTSB/InTASC #2 Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>HTSB/InTASC #10 Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p> <p>GLO-Community Contributor: The understanding that it is essential for human beings to work together.</p>	<p>Written Communication: Demonstrate clear and effective writing about relevant information for an intended audience.</p> <p>Oral Communication: Demonstrate clear and effective speaking skills about relevant information when communicating with an intended audience.</p> <p>Cultural Awareness: Demonstrate knowledge of different cultures, sub-cultures or cultural phenomena through the study of art, music, history, literature, ideas, language or cross-cultural research.</p> <p>Critical Thinking: Demonstrate critical thinking skills by applying information to make well reasoned arguments or solve a problem.</p>

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Becoming Reflective Practitioners and Life-long Learners

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<p>The teacher candidate will ...</p> <p>*teach in a caring, student-centered manner, differentiating instruction as needed to enable all to succeed because all students <i>can</i> learn.</p> <p><i>Mauli</i> (living human spirit and cultural center)</p> <p>*develop professional virtues, qualities, attitudes, and ethical behaviors expected of highly qualified teachers.</p> <p>*become reflective practitioners who continuously seek ways to improve their instruction through life-long professional development</p> <p><i>Nanalu</i> (reflective practitioner)</p> <p><i>Ho'omake'aka</i> (sense of humor)</p>	<p>ACEI 3.3. Development of Critical Thinking, Problem Solving, and Performance Skills Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.</p> <p>ACEI 3.4. Active Engagement in Learning Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.</p> <p>ACEI 5.1. Professional Growth, Reflection, & Evaluation Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.</p>	<p>HTSB/InTASC #8 The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p>GLO-Complex Thinker: The ability to perform complex thinking and problem solving</p> <p>HTSB/InTASC #3 Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p> <p>HTSB/InTASC #9 Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p>GLO-Self-Directed Learner: The ability to be responsible for one's own learning.</p> <p>GLO-Effective Communicator: The ability to communicate effectively.</p>	<p>Written Communication: Demonstrate clear and effective writing about relevant information for an intended audience.</p> <p>Oral Communication: Demonstrate clear and effective speaking skills about relevant information when communicating with an intended audience.</p> <p>Critical Thinking: Demonstrate critical thinking skills by applying information to make well reasoned arguments or solve a problem.</p> <p>Community Engagement: Demonstrate engagement with campus life, the broader community or service to others through the use of co-curricular resources, participation in extra-curricular activities or service learning.</p>

References

Association for Childhood Education International (ACEI). (2013).
<https://acei.org/images/stories/documents/ACEIElementaryStandardsSupportingExplanation.5.07.pdf>

Hawai'i Department of Education: General Learner Outcomes (2013)
<http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/LearnerOutcomes/Pages/home.aspx>

Hawai'i Teacher Standards Board (HTSB): *Teacher Performance Standards* (July 1, 2014)
<http://www.htsb.org/standards/teacher/>

UHWO Division of Education *Conceptual Framework* (2012). 2013 NCATE Exhibit Room.
<http://www.uhwo.hawaii.edu/about-us/accreditation/ncate/>

UHWO *Faculty Senate Handbook* (2013).
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