

**Elementary Teacher Education Continuous Improvement Plan  
AY 2013-2020**

<b>Unit Operation Expectations</b>	<b>Assessments &amp; Data Source</b>
	<i>Disaggregated Data by Semester &amp; AY</i>
<b>Candidate Proficiency</b> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Skills</li> <li>• Dispositions</li> </ul>	<ul style="list-style-type: none"> <li>• Praxis I &amp; II Test Scores</li> <li>• GPA</li> <li>• Signature Assignment Scores</li> <li>• Field &amp; Clinical Experience Evaluations</li> <li>• Candidate Knowledge of Content/Grades</li> <li>• Professionalism Alerts: Grades First</li> <li>• Candidate course evaluations</li> <li>• Candidate Exit Surveys</li> <li>• No'eau Learning Center Tutorial Records</li> <li>• PPAT: S15 Pilot; F16 Implementation</li> </ul>
<b>Field Experience Quality</b> <ul style="list-style-type: none"> <li>• Student-centered instruction</li> <li>• Positive effect on student learning</li> <li>• Culturally responsive pedagogy</li> <li>• Diverse field placements</li> <li>• Technology available &amp; utilized in the service of learning</li> <li>• Collaborations with all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate reflections</li> <li>• Candidate impact on student learning</li> <li>• Candidate course evaluations</li> <li>• Candidate interviews &amp; surveys</li> <li>• Mentor Teacher surveys</li> <li>• Principal surveys* via HIDEOE</li> <li>• Field Experience Coordinator reports</li> <li>• Field experience placement records</li> <li>• Division faculty recommendations</li> <li>• Teacher Education Advisory Council minutes</li> </ul>
<b>Recruitment &amp; Retention</b> <ul style="list-style-type: none"> <li>• Recruit diverse candidates</li> <li>• Recruit diverse faculty &amp; staff</li> <li>• Maintain positive learning environment</li> <li>• Establish equitable practices for all</li> <li>• Provide academic support system</li> <li>• Praxis exam resources</li> </ul>	<ul style="list-style-type: none"> <li>• UHWO Admissions Guidelines</li> <li>• Recruitment policies &amp; procedures</li> <li>• Cultural, ethnic, &amp; gender diversity data</li> <li>• Candidate course evaluations</li> <li>• Candidate interviews &amp; surveys</li> <li>• Records of complains &amp; appeals</li> <li>• Referrals to No'eau Learning Center</li> </ul>
<b>Program Completer Profile</b> <ul style="list-style-type: none"> <li>• Employment location</li> <li>• Teaching performance</li> <li>• Impact on student learning</li> <li>• Retention</li> <li>• Diversity of work environment</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate exit interviews &amp; surveys</li> <li>• Principal &amp; mentor teacher surveys</li> <li>• Alumni surveys</li> <li>• 1<sup>st</sup> year induction activities record</li> <li>• School-assigned mentor or reviews</li> <li>• Division online website communications</li> </ul>
<b>Professional Development</b> <ul style="list-style-type: none"> <li>• Promote graduates' life-long learning</li> <li>• Support faculty needs to remain current in their fields</li> <li>• Ensure reasonable faculty loads in support of research agenda</li> <li>• Provide resources to support</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development course offerings to inservice professionals</li> <li>• Budgeted professional conference participation for faculty &amp; staff</li> <li>• Professional resources uploaded to unit Laulima website.</li> <li>• University-sponsored professional development workshops via UHWO</li> </ul>

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technology currency, training, &  
usage.

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Center for Teaching & Learning  
Excellence (CTLE)

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