

**Exhibit 2a.1a**

**Table 1**

**State & Professional Standards Alignment**

Elementary Teacher Education Courses	Hawai'i Teacher Standards Board (HTSB) <sup>1</sup> Association for Childhood Education International (ACEI) <sup>2</sup>									
	1 1	2 3.4	3 3.2	4 3.5	5 2.1- 2.7	6 3.1	7 3.3	8 4.0	9 5.1	10 5.2
EDEF 201	1		1			1			1	
EDEF 200	1	1							1	
ETEC 297	1	1	1			1			1	1
EDEF 310			1						1	
EDEE 324	1	1		1	1		1			
EDEE 325	1	1		1	1		1			
SPED 405	2		2	2						
EDEE 422	2		2		2			2		
EDEE 424	2		2		2			2		
EDEE 426	2	2	2	2	2	2	2			
EDEE 432	2				2			2	2	2
EDEE 434	2	1			2	2	2	1	2	2
EDEE 436			2		2	2				2
EDEE 442		2		2	2	2		2		
EDEF 444	2		2	2				2		
EDEE 446	2		2		2			2		2
EDEE 490	3	3	3	3	3	3	3	3	3	3
EDEE 492							3		3	3
General Education					1-3					

1= Introduced 2=Extended 3=Refined

<sup>1</sup> Division Learning Outcomes (DLOs)

<sup>2</sup> Concentration (Elementary Education) Learning Outcomes (CLOs)

**Table 2**  
**UH West O‘ahu Institutional Learning Outcomes (ILOs) Alignment**

Assessment Context: Elementary Teacher Education Required Course Work	University of Hawai‘i West O‘ahu Institutional Learning Outcomes				
	Written Communication	Oral Communication	Quantitative Literacy	Global & Indigenous Perspectives	Critical Thinking
MATH 112 Math for Elementary School Teachers			X		
EDEE 310 (WI) Education in American Society	X				
EDEE 426 & 436 Practicum		X			
EDEE 444 Teaching Culturally & Linguistically Diverse Learners				X	
EDEE 492 WI Student Teaching Ethics-Focus Seminar					X
EDEE 424 WI Language Arts Methods					X
EDEE 297 Educational Media & Technology					X

Graduates of UH West Oahu will be able to . . .

**Written Communication**

- Demonstrate clear and effective writing for an intended audience.

**Oral Communication**

- Demonstrate clear and effective speaking skills when communicating with an intended audience.

**Quantitative Literacy**

- Apply mathematical reasoning to obtain accurate results in solving problems.

**Global and Indigenous Perspectives**

- Analyze issues from multiple cultural perspectives to articulate an understanding of the interconnectedness of local and global issues.

**Critical Thinking**

- Demonstrate critical thinking skills by applying knowledge, technology, and information to solve problems and make decisions in socially responsible and ethical ways.

<http://homepages.uhwo.hawaii.edu/~senate/docs/InstitutionalLearningOutcomes.pdf>

**Appendix A**  
**HTSB State & ACEI Professional Standards Alignment<sup>3</sup>**

HTSB Standard 1: Focuses on the child  
ACEI Standard 1: Development, learning, & motivation  
[HTSB/InTASC Standard 1: Learner Development](#)

HTSB Standard 2: Creates & maintains a safe and positive learning environment ACEI Standard 3.4: Active engagement in learning  
[HTSB/InTASC Standard 3: Learning Environments](#)

HTSB Standard 3: Adapts to learner diversity  
ACEI Standard 3.2: Adaptation to diverse students  
[HTSB/InTASC Standard 2: Learning Differences](#)

HTSB Standard 4: Fosters effective communication in the learning environment ACEI Standard 3.5: Communication to foster collaboration  
[HTSB/InTASC Standard 8: Instructional Strategies](#)

HTSB Standard 5: Demonstrates knowledge of content  
ACEI Curriculum Standards 2.1-2.7: Reading, Writing, Oral Language; Science; Mathematics; Social Studies; The Arts; Health Education; Physical Education  
[HTSB/InTASC Standard #4: Content Knowledge](#)

HTSB Standard 6: Designs and Provides Meaningful Learning Experiences  
ACEI Standard 3.1: Integrating and applying knowledge for instruction  
[HTSB/InTASC Standard #7: Planning for Instruction](#)  
[HTSB/InTASC Standard #5: Application of Content](#)

HTSB Standard 7: Uses active learning strategies  
ACEI: Standard 3.3: Development of critical thinking & problem solving  
[HTSB/InTASC Standard #8: Instructional Strategies](#)

HTSB Standard 8: Uses assessment strategies  
ACEI Standard 4: Assessment for instruction  
[HTSB/InTASC Standard #6: Assessment](#)

HTSB Standard 9: Demonstrates professionalism  
ACEI Standard 5.1: Professional growth, reflection, & evaluation  
[HTSB/InTASC Standard #9: Professional Learning & Ethical Practice](#)

HTSB Standard 10: Fosters parent and school community relationships  
ACEI Standard 5.2: Collaboration with families, colleagues, & community agencies  
[HTSB/InTASC Standard #10: Leadership and Collaboration](#)

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<sup>3</sup> Effective July 1, 2013: Hawai'i Teacher Standards Board (HTSB) adopts the Interstate New Teacher Assessment Consortium (InTASC) Model Core Teaching Standards, developed April 2011, for Hawai'i's Teacher Performance Standards.

**Appendix B**

**HTSB and ACEI Standards & Benchmark Alignment**

<u>HTSB Standard</u>	<u>ACEI Standard</u>
<p><b>HTSB Standard 1: Focuses on the child</b></p> <ul style="list-style-type: none"> <li>• Provides opportunities for students to assume responsibility for their own learning, shaping tasks and pursuing their own goals and aspirations.</li> <li>• Nurtures students’ desire to learn and achieve.</li> <li>• Demonstrates concern and interest by taking time to listen and respond to students.</li> <li>• Uses student experiences, interests and real-life situations in instruction.</li> <li>• Uses developmentally appropriate activities to promote student success.</li> <li>• Makes instructional decisions which consider students’ physical, social, emotional and cognitive development.</li> </ul>	<p><b>ACEI Standard 1: Development, learning, &amp; motivation</b></p> <ul style="list-style-type: none"> <li>• Candidates know and understand the major concepts, principles, theories, and research related to development of children and young adolescents</li> <li>• Candidates use knowledge and understanding to construct learning opportunities that support</li> <li>• individual students’ development and acquisition of knowledge</li> </ul>
<p><b>HTSB Standard 2: Creates &amp; maintains a safe and positive learning environment</b></p> <ul style="list-style-type: none"> <li>• Promotes empathy, compassion, and mutual respect among students.</li> <li>• Uses effective classroom management techniques that foster self-control, self-discipline and responsibility to others.</li> <li>• Models a caring attitude and promotes positive interpersonal relationships.</li> <li>• Promotes students’ intrinsic motivation by providing meaningful and progressively challenging developmentally appropriate learning experiences that enable student success.</li> <li>• Provides learning experiences which actively engage students as individuals and as member of collaborative groups.</li> <li>• Manages a classroom where students are encouraged to reflect, express interests, make choices, set goals, plan and organize, self-evaluate and produce quality work.</li> </ul>	<p><b>ACEI Standard 3.4: Active engagement in learning</b></p> <ul style="list-style-type: none"> <li>• Candidates know and understand individual and group motivation and behavior among K-6 students</li> <li>• Candidates use their knowledge of individual and group motivation and behavior among K-6 students to foster active engagement in learning, self-motivation, and positive social interaction</li> <li>• Candidates use their knowledge of individual and group motivation and behavior among K-6 students to create supportive learning environments</li> </ul>

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 State, Professional, & Institutional Standards

<p><b>HTSB Standard 3: Adapts to learner diversity</b></p>	<p><b>ACEI Standard 3.2: Adaptation to diverse students</b></p>
<ul style="list-style-type: none"> <li>• Develops rapport with all students.</li> <li>• Fosters an appreciation of human and cultural differences</li> <li>• Helps every student achieve success</li> <li>• Adapts instruction to students’ differences in development, learning styles, strengths and needs</li> <li>• Seeks additional resources to support student achievement.</li> <li>• Fosters trust, respect and empathy among diverse learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates know and understand how children differ in their development.</li> <li>• Candidates know how to seek assistance and guidance from specialists and other resources to address K-6 students’ diverse learning (exceptional learning) needs.</li> <li>• Candidates know and understand how elementary students’ learning is influenced by individual experiences, talents, disabilities, prior learning and experiences, language, and culture.</li> <li>• Candidates plan instruction tasks and activities appropriate to the needs of students who are culturally diverse or have exceptional needs.</li> <li>• Candidates apply their knowledge of the richness of contributions from diverse cultures to the content studied in the elementary classroom, utilizing resources of other specialists and families.</li> </ul>
<p><b>HTSB Standard 4: Fosters effective communication in the learning environment</b></p>	<p><b>ACEI Standard 3.5: Communication to foster collaboration</b></p>
<ul style="list-style-type: none"> <li>• Communicates openly with all students and others working in the learning environment.</li> <li>• Develops communication skills for active inquiry, collaboration and supportive interaction.</li> <li>• Encourages self-expression, reflection and evaluation.</li> <li>• Models and promotes clear and logical oral and written expression, using Standard English or a target language as appropriate.</li> <li>• Applies principles of language acquisition and development to the teaching of communication skills.</li> <li>• Fosters sensitivity to variations in meaning in verbal and non-verbal communication.</li> <li>• Engages students in different modes of communication.</li> <li>• Uses the school’s current technologies to enrich student literacy.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates know and understand effective verbal and nonverbal techniques</li> <li>• Candidates know and understand effective media communication techniques</li> <li>• Candidates use verbal, nonverbal, and media communication techniques to foster K-6 students’ active inquiry</li> <li>• Candidates use verbal, nonverbal, and media communication techniques to foster K-6 students’ collaboration and supportive interaction.</li> </ul>

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<b>HTSB Standard 5: Demonstrates knowledge of content</b>	<b>ACEI Curriculum Standards 2.1-2.7: Reading, Writing, Oral Language; Science; Mathematics; Social Studies; The Arts; Health Education; Physical Education</b>

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<ul style="list-style-type: none"> <li>• Keeps abreast of current developments in content area(s).</li> <li>• Teaches mastery of language, complex processes, concepts and principles unique to content area(s).</li> <li>• Utilizes the school's current technologies to facilitate learning in content area(s).</li> <li>• Connects knowledge of content area(s) to students' prior experiences, personal interests and real-life situations.</li> <li>• Possesses an understanding of technology appropriate to the content area, e.g. computer-assisted instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates demonstrate knowledge of language development and reading acquisition and the variations related to diverse populations</li> <li>• Candidates teach the use of multiple strategies to help readers recognize words in print</li> <li>• Candidates demonstrate knowledge of strategies readers use to construct meaning from print and to monitor their comprehension</li> <li>• Candidates teach the conventions of language needed to compose oral and written texts for a range of purposes and audiences.</li> <li>• Candidates demonstrate skill in the creation of a high quality literate environment for the classroom that includes attention to books, electronic based information sources, and locally created materials</li> <li>• Candidates demonstrate knowledge and skill in creating a classroom culture that motivates students to engage in reading, writing, and oral language for personal growth, knowledge development, enjoyment and insight into the human experience.</li> <li>• Candidates demonstrate knowledge of ways to promote a critical stance toward the analysis and interpretation of texts that encourages multiple perspectives.</li> <li>• Candidates know and understand the fundamental concepts in the subject matter of physical, life, earth and space sciences.</li> <li>• Candidates use inquiry to learn fundamental concepts of science.</li> <li>• Candidates can design and implement age appropriate inquiry lessons to teach science</li> <li>• Candidates can design age appropriate lessons to build student understanding of personal and social applications</li> <li>• Candidates can design age appropriate lessons to convey the nature of science (as defined in the National Science Education Standards).</li> <li>• Candidates know and understand the fundamental concepts of numbers and integers and computational operations.</li> <li>• Candidates know, understand and apply algebraic principles.</li> <li>• Candidates model multidimensional shapes and use transformational principles.</li> <li>• Candidates demonstrate knowledge and use of measurement units and tools.</li> <li>• Candidates understand and use data analysis</li> </ul>
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	<p>and probability concepts.</p> <ul style="list-style-type: none"><li>• Candidates know, understand and apply the process of problem solving.</li><li>• Candidates reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry.</li><li>• Candidates communicate their mathematical thinking orally and in writing to peers, faculty, and others.</li><li>• Candidates recognize, use, and make connections between and among mathematical ideas and in contexts outside of mathematics to build mathematical understanding.</li><li>• Candidates use varied representations of mathematical ideas to support and deepen students' mathematical understanding.</li><li>• Technology: Candidates are able to provide ways for students to use traditional and technology-based tools for communication and problem solving.</li><li>• Candidates know and understand major concepts and modes of inquiry from the social studies</li><li>• Candidates use the major concepts and modes of inquiry from the social studies to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world</li><li>• Candidates know and understand the content of dance, music, and theater as primary media for communication, inquiry, and insight among elementary students</li><li>• Candidates know and understand the content of several visual arts as primary media for communication, inquiry, and insight among elementary students</li><li>• Candidates know functions and achievements of dance, music, and theater as primary media for communication, inquiry, and insight among elementary students</li><li>• Candidates know functions and achievements of visual arts as primary media for communication, inquiry, and insight among elementary students</li><li>• Candidates use the arts as primary media for communication, inquiry, and insight among elementary students</li><li>• Candidates know and understand the major concepts in the subject matter of health education</li><li>• Candidates use the major concepts in the</li></ul>
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	<p>subject matter of health education to create opportunities for K-6 student development and practice of skills that contribute to good health</p> <ul style="list-style-type: none"><li>• Candidates know and understand human movement</li><li>• Candidates know and understand physical activity</li></ul>
<b>HTSB Standard 6: Designs and Provides Meaningful Learning Experiences</b>	<b>ACEI Standard 3.1: Integrating and applying knowledge for instruction</b>

UHWO Division of Education  
 State, Professional, & Institutional Standards

<ul style="list-style-type: none"> <li>• Plans and implements logical, sequenced instruction and continually adjusts plans based on learner needs.</li> <li>• Provides learning experiences &amp; instructional materials that are developmentally appropriate &amp; based on desired outcomes, principles of effective instruction &amp; curricular goals.</li> <li>• Incorporates a variety of appropriate assessment strategies as an integral part of instructional planning.</li> <li>• Links concepts and key ideas to students' prior experiences and understandings, using multiple representations, examples and explanations.</li> <li>• Applies concepts that help students relate learning to everyday life.</li> <li>• Provides integrated or interdisciplinary learning experiences that engage students in generating knowledge, using varied methods of inquiry, discussing diverse issues, dealing with ambiguity and incorporating differing viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates know and understand the connections among concepts, procedures, and applications from content areas</li> <li>• Candidates plan instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community</li> <li>• Candidates implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community</li> <li>• Candidates encourage K-6 students to apply their knowledge, skills, tools, and ideas to real world issues</li> </ul>
<p><b>HTSB Standard 7: Uses active learning strategies</b></p>	<p><b>ACEI: Standard 3.3: Development of critical thinking &amp; problem solving</b></p>
<ul style="list-style-type: none"> <li>• Involves students in setting goals and standards, selecting tasks, planning, implementing and evaluating to produce quality performance and quality products.</li> <li>• Helps students to question, problem-solve, access resources, use information to reach meaningful conclusions and develop responsibility for their own learning.</li> <li>• Provides challenging learning experiences which develop higher order thinking skills.</li> <li>• Varies instructional roles (e.g., instructor, facilitator, coach, co-learner, audience) in relation to the content and purpose of instruction and students' needs.</li> <li>• Engages students in active, hands-on, creative, open-ended, problem-based learning experiences.</li> <li>• Provides opportunities for students to apply and practice what is learned.</li> <li>• Uses the school's current technologies as tools for teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates understand a variety of teaching strategies that encourage elementary students' development of critical thinking, and problem solving, and performance skills.</li> </ul>

UHWO Division of Education  
 State, Professional, & Institutional Standards

<p><b>HTSB Standard 8: Uses assessment strategies</b></p> <ul style="list-style-type: none"> <li>• Evaluates students’ performances and products objectively and fairly.</li> <li>• Uses a variety of appropriate assessment strategies to enhance knowledge of learners &amp; appropriately modifies teaching &amp; learning strategies.</li> <li>• Involves students in developing assessment standards and criteria.</li> <li>• Engages students in self-assessment activities and encourages them to set personal achievement goals.</li> <li>• Obtains and uses information about students’ experiences, strengths, needs and progress from parents, colleagues and students themselves.</li> <li>• Uses assessment data to monitor and evaluate students’ progress toward achieving the Hawaii Content and Performance Standards.</li> <li>• Maintains appropriate and accurate records of student achievement and communicates students’ progress to students, parents and colleagues as needed.</li> </ul>	<p><b>ACEI Standard 4: Assessment for instruction</b></p> <ul style="list-style-type: none"> <li>• Candidates know, understand, and use formal and informal assessment strategies</li> <li>• Candidates demonstrate their knowledge of and ability to use assessment strategies to strengthen instruction</li> <li>• Candidates demonstrate their knowledge of and ability to use assessment strategies to promote continuous intellectual, social, emotional, and physical development of each student</li> </ul>
<p><b>HTSB Standard 9: Demonstrates professionalism</b></p>	<p><b>ACEI Standard 5.1: Professional growth, reflection, &amp; evaluation</b></p>

UHWO Division of Education  
 State, Professional, & Institutional Standards

<ul style="list-style-type: none"> <li>Engages in relevant opportunities to grow professionally, e.g., taking university/college or in-service coursework, actively participating in a professional organization, serving on a cadre, council, or committee or serving as a cooperating teacher, mentor or advisor.</li> <li>Reflects on practices and monitors own teaching activities and strategies, making adjustments to meet learner needs.</li> <li>Provides and accepts evaluative feedback in a professional manner.</li> <li>Conducts self ethically in professional matters.</li> <li>Models ethical behaviors, including honesty, fairness and respect for individuals and for rules.</li> <li>Demonstrates good work habits including reliability, punctuality, and follow-through on commitments.</li> <li>Maintains current knowledge in issues and trends in education.</li> <li>Practices effective listening, conflict resolution and group-facilitation skills as a team member.</li> <li>Works collaboratively with other professionals.</li> <li>Participates actively and responsibly in school activities.</li> </ul>	<ul style="list-style-type: none"> <li>Candidates understand practices and behaviors that are characteristic of developing career teachers</li> <li>Candidates apply practices and behaviors that are characteristic of developing career teachers</li> <li>Candidates reflect on and modify their practice in light of research on teaching, professional ethics, and resources available for professional learning</li> <li>Candidates evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community</li> <li>Candidates actively seek out opportunities to grow professionally</li> </ul>
<p><b>HTSB Standard 10: Fosters parent and school community relationships</b></p>	<p><b>ACEI Standard 5.2: Collaboration with families, colleagues, &amp; community agencies</b></p>
<ul style="list-style-type: none"> <li>Collaborates with parents and school community members to support student learning.</li> <li>Consistently seeks opportunities to build strong partnerships with parents and community members.</li> <li>Supports activities and programs which encourage parents to participate actively in school-related organizations and activities.</li> <li>Establishes open and active lines of communication with parents.</li> <li>Utilizes community resources to enhance student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Candidates know the importance of establishing and maintaining a positive, collaborative relationship with families</li> <li>Candidates know how to use this collaboration to promote the intellectual, social, emotional, and physical growth of children</li> <li>Candidates collaborate with colleagues and agencies in the larger community to support K-6 students' learning and well-being.</li> </ul>

(<http://acei.org/wp-content/uploads/2007ACEIStandardsSuggestedScoringGuide.pdf>)