

**UNIVERSITY OF HAWAII-WEST O`AHU**  
**PROPOSAL TO ESTABLISH A BACHELOR OF EDUCATION DEGREE (BEd)**

**Program Rationale**

The need to hire teachers to fill hundreds of school vacancies is a persistent issue in Hawai'i. The state Department of Education (DOE) reports a number of factors affecting the nation-wide shortage of teachers, including retirements of baby-boom generation teachers, federal mandates (e.g., No Child Left Behind [NCLB]), and a decrease in the number of college students entering the teaching profession. Additionally, the DOE must recruit teachers who meet "enhanced Hawai'i licensing requirements, in order to comply with NCLB." In an effort to address the on-going teacher shortage, the Hawai'i Department of Education's 2005-2008 Strategic Plan seeks "to improve the quality of our schools by ensuring the hiring of highly qualified teachers" (*Teacher Employment Report, 2005-2006, Hawai'i Department of Education, pp. i-2*).

The University of Hawai'i— West O'ahu proposes to join the state-wide efforts to alleviate these teacher shortages. The Bachelor of Education (B.Ed) degree program described here is designed to prepare highly qualified teachers who will meet the needs of elementary school children (K-6) across the State of Hawai'i in general, and on Leeward O'ahu in particular. At present, 80% of teachers on the Leeward Coast do not reside in the community; the teacher education program at UH West O'ahu will increase the number of qualified teachers residing in this region.

Institutions seeking to offer teacher education programs in Hawai'i must seek approval from the Hawai'i Teacher Standards Board (HTSB), a semi-autonomous body that works in conjunction with the state Department of Education. In anticipation of this proposal, UHWO submitted an "Application for State Approval of Teacher Education" (SATE) to HTSB in March 2006. Without formal approval of the program by the HTSB, the Bachelor of Education (B.Ed) degree could not be proposed for consideration by the Board of Regents. UHWO's proposed BEd program was granted provisional approval by HTSB in November 2006, allowing the program to begin recruiting students and formalizing the program within the University of Hawai'i system.

**I. PROGRAM OBJECTIVES**

The vision of the proposed Bachelor of Education degree with an emphasis in Elementary Education (K-6) is to offer an innovative teacher education program in which students and faculty can discover, examine, preserve, and communicate knowledge and values that provide the foundation for teaching excellence. Teaching excellence is directly related to improving students' achievement in school and to enhancing their abilities to benefit from opportunities for social, political, economic, and personal growth. To realize this vision, the mission of the program is to provide teacher candidates with the knowledge, skills, and dispositions necessary to become outstanding educators, especially in the elementary schools located in the communities of West O'ahu. This program will lay the cornerstone upon which UHWO will ultimately build a much-needed program in secondary education teacher preparation.

The primary objectives of the UH West O‘ahu’s Bachelor of Education degree are to develop teacher candidates who have the knowledge, skills, and dispositions to:

- meet the rigorous professional standards for teaching and in order to help their students meet high standards for learning,
- teach in a caring, student-centered manner, differentiating instruction as needed to enable all learners to succeed, and
- understand issues of equity, use culturally responsive instruction, and build bridges between school and community.

The fundamental outcome is to develop teachers who can meet the performance standards set by the Hawai‘i Teacher Standards Board in a manner consistent with the philosophy of the teacher education program. Three key values underlie the program philosophy and objectives: (1) standards-based education, (2) student-centered learning, and (3) an orientation to social justice.

Standards-based education derives from the notion that student achievement is directly related to the expectations teachers have for their students. High expectations and high standards lead to high levels of achievement. Clear standards provide teachers with a useful tool to improve communication about learning with students, parents, and the larger community.

Student-centered learning is based on the belief that every child can learn, but that each child’s acquisition of new learning may take a unique path based on where that child begins. Differentiation, therefore, is critical to making classroom instruction effective for all learners, especially for those challenged by learning differences, language, background, or other factors that strongly influence the paths their learning might take. The teacher education program at UHWO will be designed to develop every teacher education candidate’s ability to teach diverse learners in a culturally-responsive manner, building on the values and knowledge students bring from the home in order to promote academic learning.

An orientation to social justice is based on the concept of educational equity. Ample evidence exists of educational inequities in schools of low-income communities and for students of different ethnicities. For example, schools in low-income communities tend to have fewer experienced teachers and more instruction in basic skills at the expense of higher level thinking skills. A disproportionate number of students of diverse backgrounds may be placed in special education and remedial reading classes. There is also strong evidence of a literacy achievement gap between mainstream students and students of diverse backgrounds. The teacher education program at UHWO will develop teacher candidates who can narrow the achievement gap.

HTSB requires State Approved Teacher Education programs to follow a core set of standards and outcomes to ensure that all university programs prepare their students (teacher candidates) to teach in Hawai‘i’s public schools. Table 1 below contains the

Knowledge, Skills, and Dispositions for Teacher Education Candidate Proficiencies (Outcomes) that are required by HTSB. These standards-based outcomes provide critical guidance for the content and organization of UHWO’s BEd program, including curriculum, instruction, and assessment. UHWO "Institutional Learning Outcomes," which are integral to all degree programs, are attached in Appendix A. These institutional outcomes are also integrated across the Teacher Education curriculum as we prepare highly qualified teacher candidates.

Table 1  
Knowledge, Skills, and Dispositions for Candidate Proficiencies

TE Candidate Proficiencies	KNOWLEDGE	SKILLS	DISPOSITIONS
STANDARDS-BASED: Candidates have the knowledge, skills, and dispositions necessary to meet rigorous professional standards for teaching and to help their students meet high standards for learning.	The successful teacher candidate will have knowledge of the content area(s) he or she needs to teach. For elementary candidates, these include key theories, concepts, and facts in the areas of language arts, math, science, social studies, health, the arts, and physical education. (Standard V)	The successful teacher candidate will be able to teach mastery of language, complex processes, and concepts and principles unique to content area(s). (Standard V)	The successful teacher candidate will have a positive attitude toward lifelong learning and continually seek to improve his or her content knowledge. (Standard V)
	The successful teacher candidate will have knowledge of appropriate approaches to assessment, ranging from norm-referenced tests to teacher-developed, classroom-based tasks. (Standard VIII)	The successful teacher candidate will select and administer assessments related to standards, analyze student results, and develop instructional improvements based upon results. (Standard VIII)	The successful teacher candidate will value assessment as an indispensable part of the teaching-learning enterprise and seek to integrate instruction and assessment. (Standard VIII)
	The successful teacher candidate will have knowledge of current issues and trends in education. (Standard IX)	The successful teacher candidate will reflect upon his or her professional growth, identify goals for future professional development, and show evidence of pursuing those goals. (Standard IX)	The successful teacher candidate will have a positive attitude toward learning as a lifelong enterprise and continually seek to improve his or her professional knowledge. (Standard IX)

Teacher Performance Standards:

- |   |   |
|---|---|
| 1) Focuses on the Learner   | 6) Designs and Provides Meaningful Learning Experiences |
| 2) Creates and Maintains a Safe and Positive Learning Environment | 7) Uses Active Student Learning Strategies              |
| 3) Adapts to Learner Diversity                                    | 8) Uses Assessment Strategies                           |
| 4) Fosters Effective Communication in the Learning Environment    | 9) Demonstrates Professionalism                         |
| 5) Demonstrates Knowledge of Content                              | 10) Fosters Parent and School Community Relationships   |

TE Candidate Proficiencies	KNOWLEDGE	SKILLS	DISPOSITIONS
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<p><b>STUDENT-CENTERED:</b> Candidates have the knowledge, skills, and dispositions necessary to teach in a caring, student-centered manner, differentiating instruction as needed to enable all learners to succeed.</p>	<p>The successful teacher candidate will have knowledge of the gradual release of responsibility and instructional strategies that promote students' independence as learners and motivation to learn. (Standard I)</p>	<p>The successful teacher candidate will implement instructional strategies that build students' independence as learners and increase their motivation to learn. (Standard I)</p>	<p>The successful teacher candidate will value his or her role in promoting student independence, motivation, and confidence and will seek ways to promote independence, increase motivation, and build confidence in students. (Standard I)</p>
	<p>The successful teacher candidate will understand principles for designing a safe, positive learning environment that encourages social interaction, civic responsibility, active engagement in learning, and self-motivation. (Standard II)</p>	<p>The successful teacher candidate will create a safe and positive learning environment through the use of effective techniques of instruction, classroom management, and classroom organization. (Standard II)</p>	<p>The successful teacher candidate will value a safe and positive learning environment as necessary for promoting social interaction, civic responsibility, active engagement in learning, and self-motivation and will seek ways to build this environment in the classroom. (II)</p>
	<p>The successful teacher candidate will understand effective, research-based approaches for enriching communication in the learning environment. (Standard IV)</p>	<p>The successful teacher candidate will be able to communicate effectively in the learning environment and promote effective communication on the part of students. (Standard IV)</p>	<p>The successful teacher candidate will value open communication with students and foster a learning environment with rich opportunities for teacher-student and student-student communication. (Standard IV)</p>
	<p>The successful teacher candidate will have knowledge of a variety of active learning strategies to develop students' thinking, problem-solving, and learning skills. (Standard VII)</p>	<p>The successful teacher candidate will use a variety of active learning strategies to develop students' thinking, problem-solving, and learning skills. (Standard VII)</p>	<p>The successful teacher candidate will value higher level thinking and show a willingness to use a variety of instructional strategies to develop students' higher level thinking. (Standard VII)</p>

Teacher Performance Standards:

- |   |   |
|---|---|
| 1) Focuses on the Learner   | 6) Designs and Provides Meaningful Learning Experiences |
| 2) Creates and Maintains a Safe and Positive Learning Environment | 7) Uses Active Student Learning Strategies              |
| 3) Adapts to Learner Diversity                                    | 8) Uses Assessment Strategies                           |
| 4) Fosters Effective Communication in the Learning Environment    | 9) Demonstrates Professionalism                         |
| 5) Demonstrates Knowledge of Content                              | 10) Fosters Parent and School Community Relationships   |

TE Candidate Proficiencies	KNOWLEDGE	SKILLS	DISPOSITIONS
SOCIAL JUSTICE: Candidates have the knowledge, skills, and dispositions needed to be aware of issues of equity, use culturally responsive instruction, and build bridges between the school and the community.	The successful teacher candidate will have knowledge of instructional strategies, including culturally responsive instruction, effective with learners with diverse backgrounds, abilities, and interests. (Standard III)	The successful teacher candidate will implement instructional strategies, including culturally responsive instruction, effective with learners with diverse backgrounds, abilities, and interests. (Standard III)	The successful teacher candidate will value the diversity in learners' backgrounds, abilities, and interests and celebrate this diversity as a benefit to the learning environment. (Standard III)
	The successful teacher candidate will have knowledge of strategies and approaches for making learning meaningful to students. (Standard VI)	The successful teacher candidate will provide students with meaningful learning experiences. (Standard VI)	The successful teacher candidate will value the opportunity to make learning meaningful to students and willingly contribute the time, effort, and thought necessary to make learning meaningful. (Standard VI)
	The successful teacher candidate will have knowledge of the community and understand approaches for establishing and maintaining strong working relationships with parents and community members to support student learning. (Standard X)	The successful teacher candidate will establish and maintain strong working relationships with parents and community members to support student learning. (Standard X)	The successful teacher candidate will value strong working relationships with parents and community members and make an effort to understand the community served by the school. (Standard X)

Teacher Performance Standards:

- |   |   |
|---|---|
| 1) Focuses on the Learner   | 6) Designs and Provides Meaningful Learning Experiences |
| 2) Creates and Maintains a Safe and Positive Learning Environment | 7) Uses Active Student Learning Strategies              |
| 3) Adapts to Learner Diversity                                    | 8) Uses Assessment Strategies                           |
| 4) Fosters Effective Communication in the Learning Environment    | 9) Demonstrates Professionalism                         |
| 5) Demonstrates Knowledge of Content                              | 10) Fosters Parent and School Community Relationships   |

*Program Description*

The BEd program seeks to meet the needs of teacher education candidates from the major groups currently underrepresented in Hawai'i's teaching force (Native Hawaiians and Filipinos), as well as other traditional and nontraditional students who must work full-time while earning their degrees. It is anticipated in the first two years of the program that these students will have completed most of their under division course work within the University of Hawai'i system. Therefore, articulation agreements between UHWO and community colleges will ensure a smooth transition, as preservice teacher candidates apply to our Elementary Education Program. UHWO has recently received approval to offer a full four-year curriculum; in the third and subsequent years of the program, students who begin as freshmen at UHWO and who meet the program requirement (see below) will be able to continue seamlessly in the BEd program.

To create maximum accessibility for non-traditional and working students, UHWO upper division teacher education courses will allow candidates to complete this phase of the program over a three-year period, with most courses held evenings, weekends, and online. A minimum of 120 credits is required for the Bachelor of Education degree. The upper division Elementary Education curriculum is organized into three strands: Foundations, Teaching Methods, and Field Experiences (Appendix B contains detailed course descriptions). Foundations courses will build on the strengths in humanities and social sciences already present at UH West O‘ahu. The balance among foundations, teaching methods, and field experience courses is intended to encourage candidates to develop knowledge of the concepts, theory, and research that underlie education while enabling them to gain the skills required of expert practitioners and the dispositions expected of professional educators.

## **II. APPROPRIATENESS OF PROGRAM OBJECTIVES**

### *UHWO Mission*

UHWO’s mission has traditionally focused on providing higher education access to underserved regions of the state and has emphasized quality teaching to foster life-long learning and the pursuit of career-related education coupled with the values, ideas, and challenges of the liberal arts.

### *UHWO Strategic Plan*

In the 2002-2010 Strategic Plan, UHWO identifies the need for teacher education in the leeward region under Goal 2, Facilitate functional integration across the UH system, specifically by partnering with other campuses to deliver seamless four-year degrees. Teacher education is listed as a high need field which UHWO can address.

### *Hawai‘i Teacher Standard Board Approval*

On October 10, 2006, the Hawai‘i Teacher Standards Board unofficially informed UHWO that our Teacher Education Program proposal "met all Standards" and would receive provisional approval by the HTSB in November 2006. This status was formalized on [date]. Provisional Approval is granted for three years and permits UHWO to advertise and recruit for candidates during the first year. On-site visits are then scheduled, when the first group of teacher candidates has completed the program but no later than three years after implementation.

## **III. PROGRAM ORGANIZATION**

The UHWO field-based teacher education program prepares highly qualified teachers who meet the rigorous professional standards for teaching, develop culturally responsive instruction, and teach in a caring, student-centered manner. Designed especially for the non-traditional, working student, our unique program allows for ease of articulation with accredited community colleges or four-year institutions of higher education. Late afternoon, evening, weekend, and on-line courses are planned. A minimum of 120 credits is required for the Bachelor of Education degree.

### *Criteria for Initial Entry into the UHWO Teacher Education Program*

- Praxis I<sup>1</sup>: A passing score upon admission or prior to starting the program
- A minimum of 55 lower-division transferable general education credits from an appropriately accredited institution
- A minimum 2.50 college GPA (NB: this is higher than UHWO's standard transfer GPA of 2.0)
- 40 hours of structured experience working with children

### *Teacher Education Coursework (Approximately 65 Upper Division Credits)*

Foundations. Foundation courses, such as Foundations of Education and Educational Psychology, provide fundamental knowledge of the concepts, theory, and research that underlie education, to be taken in conjunction with opportunities for candidates to apply this knowledge to develop the skills and dispositions of professional educators. In this strand, candidates acquire knowledge and related skills in three domains: knowledge of learning (how children learn, develop, and acquire language skills), knowledge of subject matter (the curriculum, its purposes and goals, and its underlying standards), and knowledge of teaching (how to teach subject matter, how to teach diverse learners, how to assess student learning, and how to manage the classroom). Candidates also learn about the structure and content of the Hawai'i Content and Performance Standards (HCPS III), including the General Learner Outcomes (GLOs). There are seven required courses in this group; some of them are in the Social Sciences rather than in education. See Appendix B for course descriptions.

Teaching Methods. Courses in this strand are taken concurrently with field-based practicum and focus on the specific content knowledge and teaching methods needed to prepare candidates to teach elementary education subject areas: reading, language arts, social studies, mathematics, science, health, physical education, art, music, and technology. Hawaiian culture, language, and history are also included. Candidates learn about content standards in the HCPS III, national standards from professional associations, and how to use standards (including General Learning Outcomes) to develop lessons and units and assess student growth. Concepts and issues introduced in the Foundations Strand are incorporated into methods courses so that students learn, for example, how to apply knowledge about differentiated learning and multicultural education to specific content domains. The seven courses in this group are described in Appendix B.

Field Experiences. Field experiences encompass practicum and the teacher internship (student teaching) where candidates acquire the skills of teaching through observation, guided practice, reflection, discussion, and assessment of their own learning. Here, candidates put into action what they are learning in the Foundations Strand and in

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<sup>1</sup> PRAXIS I is the "Pre-Professional Skills Assessments" (PPST) exam is designed to measure basic skills in reading, writing, and mathematics. The PPST is taken early in the teacher candidate's college career and is used to evaluate individuals for entry into the teacher education program.

their Teaching Methods courses. The preservice teacher learns to implement effective classroom management strategies, maintain a safe and productive learning environment, build a positive and respectful community of learners in their classrooms, plan and implement meaningful lessons, assess student growth, and make adaptations to address learner diversity. To the extent possible, teacher candidates will be placed in Title I schools with mentor teachers who have demonstrated the ability to work successfully with minority students and low-performing students, using culturally responsive instruction to build bridges between home and school. There are three courses in this part of the program (see Appendix B)

#### *Criteria for Admission to Student Teaching*

- Enrollment as a full-time, classified student
- Completion of all required foundation, teaching methods, and field experience courses with a grade of C or better.
- A cumulative GPA of 3.0 or higher for all required courses taken in the teacher education program.
- A passing score on Praxis II<sup>2</sup> subtest: Principles of Teaching and Learning, K-6
- A completed application for student teaching by UHWO specified deadlines: February 15 for fall semester and September 15 for spring semester.
- Recommendations of teacher candidate's UHWO teacher education instructors.

#### *Professional Development School Partnerships (PDS)*

In support of our innovative BEd program, UHWO will engage in Professional Development School Partnerships with schools in West O'ahu communities. PDS partnership models promote the concepts of collaborative reconstruction and simultaneous renewal, K-16. Everyone benefits as the university and public school faculties work together to train highly qualified teachers for Hawai'i's workforce. For example, UHWO teacher education faculty may serve as professional development liaisons to partner schools where our students complete their practicum and teacher internships. In addition to field-based supervision of candidates, the faculty liaison may also provide research-based inservice presentations in support of an established school-wide improvement plan.

University clinical instructors may also be housed at the elementary schools to support effective field placements, to guide mentor teachers, and to supervise practicum and teacher interns. Both faculty liaison and clinical instructor help keep open the lines of communication from campus to classroom and back again. Finally, the elementary teacher mentor offers her classroom as the laboratory of experience where practicum and teacher interns practice the art of teaching. Within this context, both expert and novice teachers work together in efforts to meet the needs of all children and adolescents,

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<sup>2</sup> PRAXIS II, "Principles of Learning and Teaching" (PLT) subtest is required prior to student teaching. The PLT measures knowledge of specific subjects that K-12 educators will teach, as well as general and subject-specific teaching skills and knowledge. This test is part of the teacher licensing and certification process in Hawai'i.



keeping in mind district and state standards for teaching and learning. Ultimately, the children of Hawai'i are the primary beneficiaries of instruction provided by teachers who are committed to standards-based, student-centered, and socially responsible education.

#### **IV. PROGRAM TARGET**

UH West O'ahu is committed to serving the educational needs of nontraditional and underrepresented students. Of the current enrollment of nearly 900 students, about two-thirds attend part time and only one-third full time. A large majority of the students work, and many also provide care for dependents living with them. The average age of the student body is 32 years. Over three-fifths of the students live in the communities of West O'ahu, and nearly three-quarters of them come to UHWO from community colleges within the UH system. Many students are returning to academia after a break in their formal education, and about three-fifths are the first members of their immediate families to attend a college or university (University of Hawai'i - West O'ahu, 2002). Native Hawaiian and Filipino students, two groups underrepresented in higher education enrollments statewide and nationwide, comprise 19% and 15% of the student body, respectively (MAPS Fall Enrollment Report Data, 2006).

It is the intention of the teacher education program to increase the enrollment of teacher candidates presently underrepresented in the teaching force in Hawai'i but who are strongly represented in the student body at UHWO (and in the students of the Leeward and Central O'ahu public schools)—Native Hawaiians and Filipinos. In the seven elementary schools on the Leeward Coast, nearly 60% of the students are Hawaiian, while less than 10% of their teachers are (Au, 2002). Statewide, 20% of all students are Filipino, but less than 6% of all teachers are (Hamamoto, 2004). By focusing on teachers from underrepresented ethnic groups, the teacher education program at UHWO can capitalize on and further develop a sense of social responsibility and an orientation to social justice in its teacher candidates.

The new Bachelor of Education degree program, anticipated to begin in Fall 2007, will not only enable UH West O'ahu to address the high demand for qualified teachers in the state of Hawai'i, particularly in Leeward O'ahu, but will also help fulfill the institution's commitment to the continuing development of this region. This commitment is of particular relevance since the Leeward and Central School Districts combined are home to 83 schools and 72,494 students, compared to the Honolulu District with 54 schools and 33,289 students (State of Hawaii Department of Education, 2005). At present, 80% of teachers on the Leeward Coast reside outside of the community; the teacher education program at UH West O'ahu will increase the number of qualified teachers residing in this region.

It is anticipated that many of the teacher candidates will transfer to UHWO from the Associate of Arts in Teaching program at Leeward Community College. Others may transfer from the Educational Assistants program at Kapi'olani Community or from any of the Associate of Arts programs at the various community colleges. Some of these potential UHWO students are already employed in public schools as Educational

Assistants (EA), otherwise known as paraprofessionals or teacher aides. EAs are typically assigned to several classrooms and often serve as tutors for small groups of children or assist the classroom teacher in other ways, such as with testing or record-keeping. In keeping with our Professional Development School partnership model, university and elementary school faculty and staff will work together to find ways to allow these candidates to participate in the full range of field experiences, including being responsible for lessons involving the entire class. In all cases, UHWO faculty will work with the schools to find the best solution to meet the requirements of the program, the needs of the teacher education candidate, the demands of the classroom, and the preferences of the mentor teacher.

UHWO also expects to recruit incoming freshmen who may be interested in teaching careers. By Year 3 of this proposal, these students will be ready to enter the BEd degree program. In conducting our high school recruitment activities, we will work closely with high schools that have chapters of the Hawai'i Association for Future Teachers (HAFT). Based on current HAFT participation rates, we believe we can easily attract at least 25 to 30 new students each year. Approximately 60% of the students in the BEd program will complete all four years of their education at UHWO.

#### Anticipated Enrollment

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8
Transfer	40	25	30	35	35	35	35	35
UHWO	0	0	10	25	35	40	45	50
Cont.	40	40	65	65*	100	130	145	155
Cum.	40	65	105	125	170	205	225	240

\*Accounting for students who graduate at the end of their year 3.

## V. RESOURCES REQUIRED FOR PROGRAM IMPLEMENTATION

### *Faculty and Staff*

In the fall of 2006, the development and implementation of the emerging UHWO Teacher Education Program (presently housed in the UHWO Division of Social Sciences) was assigned to a newly-hired, tenure-track faculty member qualified to develop the program. This faculty member is currently chairing the search for five, tenure-track FTE faculty positions in teacher education which were approved for general funding in the previous budget cycle. In addition to the one current position, these five new positions will constitute the faculty needed to teach the upper division core education courses. Although we are actively searching for five positions, it is quite possible that we may hire only 2.0 FTE for Fall 2007 and will add the other 3.0 FTE in Spring or Fall of 2008.

Given the DOE need for teachers in the region and especially on the Leeward Coast, it is anticipated that the UHWO Teacher Education Program will grow quickly over the next three to five years. With the expected increase in enrollment, an additional 3.0 FTE will be needed to maintain standards and to ensure the education of highly qualified teacher candidates. These latter positions may be filled by a combination of

new full-time tenure track faculty, qualified adjunct faculty, and expert professionals currently working in the field of education. One FTE clerical position will also be needed to support the field-based components of the program, in addition to advising and service activities (e.g., Praxis Exam tutorials) generated by increased enrollment. This position is not in the current biennium budget.

### *Facilities*

UHWO has adequate classroom and office space for the first two to three years the BEd program. Professional Development School partnerships will be established in Leeward elementary schools, for purposes of field-placements and other professional development activities so teacher education candidates will be off-campus for significant portions of their degree program. Once the new UHWO campus in Kapolei is open, the Teacher Education Program will be permanently housed there.

### *Start-Up Resources*

- Mobile Computer Lab: to be used in teaching methods courses, where technology is fully integrated into the elementary education curriculum.
- Computer Software: educational software that is developmentally appropriate for K-6 students and addresses all content areas.
- DVD's of model teaching and other professional activities.
- Library collection materials: Curriculum materials and books used in the elementary schools across all disciplines; professional and scholarly books and materials associated with becoming a licensed teacher, lesson planning, classroom management, and content-specific books on planning and teaching across disciplines; a collection of child and adolescent literature including fiction, nonfiction, and poetry that are developmentally and culturally appropriate for K-6 students. The UHWO Title III grant is providing \$10,000 for this purpose.
- Assessment Resources: Informal Reading and Math and other content area tests, Running Record forms.
- Miscellaneous “hands-on” materials associated with teaching in the elementary schools: Math Manipulatives, Science Experiment Kits, Maps, Globes, handwriting paper, construction paper, portfolios, folders, crayons, markers, scissors, rulers, etc.

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## **VI. PROGRAM EFFICIENCY**

As with all UHWO degree programs, once the BEd program is established we expect to maintain an average student/faculty ratio of approximately 25:1. This will ensure adequate class sizes and will not require large increases in the number of faculty and staff. We are currently funded for 6.0 FTE faculty positions and we expect to hire them incrementally over the next two years as enrollments grow. A number of positions may also be filled on a part-time or lecturer basis, which will also save cost to the program.

By establishing Professional Development School partnerships UHWO can capitalize on the expertise of mentor teachers in the schools and on the use of school building facilities for many teacher candidate activities. This serves to reduce some of the cost of fully replicating a K-6 classroom environment at the UHWO campus and bringing in K-6 teachers.

## **VII. DEMONSTRATION OF PROGRAM EFFECTIVENESS**

The first class of teacher candidates is expected to begin the UHWO teacher education program in Fall 2007 and to graduate Spring 2010. Once these students have begun their studies, data from six key assessments will be collected and analyzed. The following six key assessments are aligned with State of Hawai'i Standards for Teacher Preparation:

1. Content Knowledge Portfolio Entry
2. Praxis II Exam: Principles of Teaching and Learning
3. Instructional Planning Portfolio Entry
4. Student Teaching Evaluation
5. Effect on Student Learning Portfolio Entry
6. Grade Point Averages

To improve candidates' acquisition of content knowledge, faculty will use assessment results gathered primarily from analyses of Content Knowledge Portfolio Entries, Student Teaching Evaluations (with close analysis of the data related to Hawai'i Teacher Performance Standard 5: "Demonstrates knowledge of content," and Standard 8: "Uses assessment strategies") and grades in methods courses.

To improve candidates' acquisition of professional and pedagogical knowledge, faculty will use assessment results gathered primarily from analyses of scores on the Praxis II—Principles of Teaching and Learning, Instructional Planning Portfolio Entries, Student Teacher Evaluations (with close analysis of the data related to Hawai'i Teacher Performance Standard 3: "Adapts to learner diversity," Standard 4: "Fosters effective communication in the learning environment," Standard 6: "Designs and provides meaningful learning experiences," and Standard 9: "Demonstrates professionalism") and grades in foundations courses.

To improve candidates' ability to have a positive effect on student learning, faculty will use assessment results gathered primarily from analyses of Effect on Student Learning Portfolio Entries, Student Teaching Evaluations (with close analysis of the data related to Hawai'i Teacher Performance Standard I: "Consistently engages students in appropriate experiences that support their development as independent learners," Standard 2: "Creates and maintains a safe and positive learning environment," Standard 7: "Uses active student learning strategies," and Standard 10: "Fosters parent and school community relationships), and grades in field experience courses. It is anticipated that these data will provide vital information that can be used to improve candidate performance and strengthen the teacher education program overall.

In addition to data on candidate standards-based performance and grade point average, information will also be compiled on the rate of retention in the teacher education program. When students struggle in the program, university faculty will pinpoint areas in which the teacher candidate needs to improve, identify actions that should lead to improvement, define expected levels of achievement, and set a timeline for the candidate to follow to achieve the expected results.

Data will also be collected and analyzed for candidate performance on the Praxis 1 and three tests in the Praxis II series: (1) Principles of Teaching and Learning, K-6; (2) Curriculum, Instruction, and Assessment; and (3) Content Area Exercises. The latter two tests in the Praxis II series are not a graduation requirement; however, they are required in order to become a licensed elementary teacher in the State of Hawai'i. Candidates will be strongly urged to take these final two tests in the Praxis II series before or soon after graduation, in order to be fully prepared to accept a public school teaching position upon completion of the program.

Finally, data will be compiled on the number of candidates who 1) successfully graduate, 2) obtain their teaching license in the State of Hawai'i, 3) seek employment in the elementary schools, 4) accept a teaching position, and 5) continue their professional development via graduate programs in teacher education.

## REFERENCES

*Application for State Approval of Teacher Education Program at The University of Hawai'i -- West O'ahu.* (March 2006). University of Hawai'i --- West O'ahu.

*Teacher Employment Report, 2005-2006.* September 2006. Office of Human Resources/Certificated Personnel Management Branch, Department of Education, State of Hawaii.

## **Appendix A**

### **UHWO Institutional Learning Outcomes**

#### **Written Communication**

Graduates of UH West O'ahu should be able to:

- W1 Identify the audiences and purposes of various kinds of communication within the students' academic fields and select appropriate style, content, references, and media.
- W2 Develop themes, theses, or hypotheses for various kinds of communication within the students' academic fields.
- W3 Construct detailed outlines or proposals for various kinds of communication within the students' academic fields.
- W4 Write, document, and support an argument within an academic field, presenting sound evidence in an orderly and logical chain of reasoning, and using appropriate data and examples.
- W5 Revise and edit their own and others' writing, demonstrating proficiency in the use of organizational, rhetorical, grammatical, and mechanical skills appropriate to a specific task.

#### **Oral Communication**

Graduates of UH West O'ahu should be able to:

- O1 Give presentations that demonstrate command of vocabulary and language appropriate to the content and audience of the student's academic fields.

#### **Quantitative and Qualitative Reasoning**

Graduates of UH West O'ahu should be able to:

- Q1 Explain the complexity and relevance of qualitative and quantitative data in theoretical and practical situations.
- Q2 Collect, organize, communicate, and draw conclusions and interpretations based on gathered evidence.
- Q3 Assess the validity of arguments and conclusions derived from evidence.
- Q4 Recognize that quantitative and qualitative evidence must be interpreted in a social context.
- Q5 Demonstrate problem solving through oral and written communication.

## **Research Skills**

Graduates of UH West O'ahu should be able to:

- R1 Research topics in the students' academic fields, presenting results through written and oral communication.
- R2 Explain research terms and concepts common to the students' academic fields.
- R3 Explain the purposes, advantages, and disadvantages of various research designs within the students' academic fields.
- R4 Explain what constitutes plagiarism and the ethical and legal elements of research.
- R5 Use both appropriate electronic databases and traditional sources to research, prepare, analyze, and organize information.
- R6 Apply methods of citation and documentation appropriate to the students' academic fields.
- R7 Express themselves creatively through at least one medium--e.g., writing, quantitative or qualitative analysis, media, technology, or the arts.

## **Cross-Cultural Knowledge**

Graduates of UH West O'ahu should be able to:

- CC1 Demonstrate basic knowledge of cultures other than their own.
- CC2 Explain the complexities of Hawaiian and Pacific societies and cultures both in traditional and contemporary eras.
- CC3 Explain some of the historical forces, national and international, that have created the present world order.
- CC4 Evaluate specific cross-cultural and multicultural contributions to the students' academic fields.
- CC5 Articulate the advantages of cross-cultural analysis to enhanced learning within a liberal arts and professional studies context.

## Appendix B

### *The Bachelor of Education Degree (BEd)*

Upper Division Course Requirements for the Elementary Education Concentration

#### FOUNDATIONS

**1. Introduction to Teaching as a Career (SOC 496), 2 credits.** This course introduces the preservice educator to the process of becoming a credentialed classroom teacher in the State of Hawaii. Topics include: An overview of the UHWO Teacher Education Program, K-6; Development of the Professional Portfolio; Teaching Career Goals; Philosophy of Teaching and Learning; Resume Building; Reflections on Teaching and Learning, as inspired by a field-based practicum. The practicum is integrated directly into the course and designed especially for the non-traditional, working student.

**2. Writing Skills (Hum 310), 3 credits:** A writing across-the-curriculum course that teaches students how to plan, develop, organize, and edit writing projects with clarity and precision. Students will learn how to write various kinds of papers, including a research project, using general practices of their specific areas of concentration. Required for students who received a score of “N” (not exempt) on the Writing Assessment Exam.

**3. Curriculum & Instruction (EED 301), 3 credits:** This course introduces students to the following concepts associated with teaching and learning: Standards-based instruction; the structure of the curriculum; lesson and unit planning; classroom management and organization; instruction and assessment; student and classroom observation; current trends and issues in education; communicating with students, families, and colleagues.

**4. Educational Psychology (PSY 342), 3 credits:** The aim of this course is to furnish the prospective teacher with the basic psychological sophistication needed for classroom teaching. Topics include the role and scope of educational psychology, meaning and learning, evaluation and measurement, and social, affective, cognitive, and developmental factors in learning.

**5. Sociology of Education (SOC 352), 3 credits (Writing Intensive):** The relationship between education and society is examined from a variety of sociological perspectives and empirical studies. Topics include social mobility and stratification, schools as organizations, and the dynamics of race, class, and gender in education. This course includes application to Hawaiian history and influences of Hawaiian culture.

**6. Multicultural Education (EED 401), 3 credits.** This course examines the cultural influences on education and schooling, including relationships to ethnicity, social class, primary language, religion, gender, age, exceptionality, and geographical region. The student will learn applications to classroom instruction that promotes awareness and



appreciation of one's own culture and the culture of others. Other topics include: Hawaiian history, culture, and language; and understanding of power relations in society.

**7. Educating Exceptional Children in the Regular Classroom (EED 405), 3 credits.**

This course surveys the characteristics, causes, prevalence, assessment, and teaching of students with special needs whose exceptionalities are due to cognitive, sensory, physical, communicative, emotional, behavioral, or social factors. Topics include assessment and instruction of students with exceptionalities in general education classrooms, as well as legal issues and responsibilities of the general education teacher.

## **TEACHING METHODS**

**8. Language Arts & Social Studies, Part 1. (EED 320), 5 credits.** This integrated course focuses on curriculum, instruction, and assessment in English language arts (reading, writing, speaking, listening, visualizing and visually representing) and social studies. Literacy skills to be addressed include comprehension strategies, vocabulary, fluency, phonics and phonemic awareness, critical thinking and concepts of anthropology, economics, geography, history, and other social sciences.

**9. Language Arts & Social Studies, Part 2 (EED 321), 4 credits.** Prerequisite: EED 320. This integrated course focuses on curriculum, instruction, and assessment in languages arts (reading, writing, speaking, listening, visualizing and visually representing) and social studies. The student will learn about integrated, research-based instruction and thematic teaching, as well as reading comprehension strategies for nonfiction texts and text structures, and inquiry learning of concepts from anthropology, economics, geography, history, and other social sciences, as well as Hawaiian history, culture, and language.

**10. Mathematics & Science Methods, Part 1 (EED 322), 5 credits.** This course focuses on curriculum, instruction, and assessment in math and science. Math content includes mathematical reasoning and problem solving in the areas of numbers, operations, measurement, geometry, spatial sense, patterns, functions, algebra, data analysis, statistics, probability). Science content includes the scientific process, the nature of science, life and environmental sciences, physical, earth, and space sciences.

**11. Mathematics & Science Methods, Part II (EED 323), 4 credits.** Prerequisite: EED 322. This course provides further depth into teaching and learning of math and science in the elementary schools, while focusing on curriculum, instruction, and assessment. Math content includes mathematical reasoning and problem solving in the areas of numbers, operations, measurement, geometry, spatial sense, patterns, functions, algebra, data analysis, statistics, and probability. Science content includes the scientific process, the nature of science, life and environmental sciences, physical, earth, and space sciences. Emphasis is on integrated instruction and thematic units.

**12. Health, Physical Education, & Movement (EED 324), 3 credits.** The focus of this course is on curriculum, instruction, and assessment in the teaching and learning of health, physical education, and movement. Topics encompass personal and social responsibility for health and physical fitness, including integration of these content areas across the elementary curriculum.

**13. Creative and Performing Arts (EED 325), 3 credits.** Prerequisite: EED 301. Students will learn curriculum, instruction, and assessment for the teaching and learning of the creative and performing arts, including dance, drama and theater, music, and the visual arts. This course covers the scope and nature of the arts and their place in students' lives, as well as the integration of the creative and performing arts to promote learning across the curriculum.

**14. Educational Technology (EED 420), 3 credits.** This course is an introduction to applications of educational technology that support teaching and learning in schools. Topics addressed include the design, selection, development, and evaluation of technology and its integration with instruction and assessment in all content areas.

#### **FIELD EXPERIENCES**

**15. Field Experience (EED 340), 2 credits. (Taken 5 times for a total of 10 credits).** Supervised field experience in elementary classrooms. 80 hours per semester minimum, or at least 6 hours per week. Observation and practicum assignments, such as lesson plans and teaching, coordinated with other courses being taken in the same semester.

**16. Student Teaching (EED 490), 10 credits.** Full-time, supervised experience in elementary classrooms, including a minimum of 15 days of solo teaching. Application of concepts and methods covered in previous courses in the elementary education program, including assessment, lesson planning, instruction, content area concepts, and classroom organization and management. Taken concurrently with **EED 490S – Student Teaching Seminar**.

**17. Student Teaching Seminar (EED 490S), 2 credits (Writing Intensive).** Taken concurrently with **EED 490, Student Teaching**. Topics include current issues in education, further application of foundations and methods courses to classroom teaching, and preparation and sharing of professional portfolios as the Senior Capstone Project.