Teacher Education Program Vision
The Teacher Education Program’s vision is to produce effective, caring, and collaborative educators.

Teacher Education Program Mission
We seek to continuously improve access to higher education for nontraditional and underrepresented students from local communities. We do this by providing high-quality, learner-centered, flexible teacher preparation pathways that support the growth of effective, caring, and collaborative educators. Our graduates are prepared to achieve, continue their education, and/or seek meaningful employment thereby addressing areas of critical teacher shortage.

The Teacher Education Program’s mission is represented by the following 6 program goals, which are designed to align with and support Leeward CC and UHCC’s mission and 2015-2021 strategic directions.

I. Access
   UHCC: Enrollment
   Leeward CC: Open Access - help all students attain their goals
   1. Improve access to teaching for nontraditional and underrepresented students from local communities.
   2. Improve access to teaching by offering alternative teaching certification and degree pathways through multiple modes of delivery.

II. Learning and Teaching
   UHCC: Modern Teaching and Learning Environments
   Leeward CC: Integrity - nurture and inspire
   3. Prepare and support students with the knowledge, skills and dispositions of the Hawai’i Teaching Standard Board teaching standards to develop effective, caring, and collaborative educators.

III. Workforce and Personal Development
   UHCC: Hawai’i Graduation & Innovation Initiatives
   Leeward CC: Diversity/Respect - responsible global citizens
   4. Ensure completion of certificates or degrees leading to transfer or employment.

IV. Community Development
   UHCC: Modern Teaching and Learning Environments
   Leeward CC: Community - work together
   5. Create responsive community partnerships and to partner with local schools to provide field and practicum experience.

V. Program Development
   UHCC: High Performance Mission-Driven System
   Leeward CC: Integrity - high quality program
   6. Systematically review program goals to ensure a high quality program.

Teacher Education Program Degrees and Certificates
The TEP offers students 3 distinct programs in order to carry out its mission and realize its vision.

1. **Associate in Science in Teaching (AST)**
   a. A 62-credit curriculum intended to either provide the first two years of a baccalaureate program in elementary or secondary education (transfer degree), or prepare the student for employment as a paraeducator - educational assistants (terminal degree).
   b. Certificates/Degrees offered:
      i. Associate in Science in Teaching degree (62 credits)
      ii. Certificate of Competence I (CO) in SPED for students interested in pursuing positions as paraeducators or enhance skills as already certified teachers. (14 credits)
      iii. Certificate of Competence (CO) in Culturally Responsive Teaching for students interested in pursuing positions as paraeducators or enhance skills as already certified teachers. The goal of this program is to produce culturally responsive teachers versed in Hawaiian and indigenous knowledge, pedagogy, and worldview. (13 credits)

2. **Alternative Certification pathway for Teachers in Career and Technical Education (CTE)**
   a. A state-approved and nationally accredited teacher education program that leads to licensure for CTE teachers. Teacher Candidates may enter the program after completing the AAT program and industry experience or enter the program with a bachelor’s degree.
   b. Certificates/Degrees offered:
      i. Certificate of Competence I (CO) for students with bachelor’s degree who wish to become licensed CTE teachers. (11 credits)
      ii. Certificate of Competence II (CO) for students with associate’s degree with 3 years of industry experience who wish to become CTE teachers with a restricted license. (17 credits)

3. **Alternative Certification pathway for Teachers in Special Education (SPED)**
   a. A new state-approved teacher education program that leads to preparation and licensure for SPED teachers. Teacher Candidates may enter the program before or after completing the AAT program or enter the program with a bachelor’s degree.
   b. Certificates/Degrees offered:
      i. Certificate of Competence II (CO) in SPED for students with associate’s degree who wish to become licensed SPED teachers by completing advanced SPED coursework. The certificate is not a licensure program in itself, but includes coursework that is part of an official articulation agreement for a 4-year degree (3 +1 model) leading to SPED teacher licensure. (16 credits)
      ii. Advanced Professional Certificate in SPED Mild/Moderate PK-12 for students with bachelor’s degree who wish to become licensed SPED teachers. (19 credits)

**Teacher Education Program Student Learning Outcomes**

The program student learning outcomes for all 3 programs are represented by the ten Hawai’i Teaching Standards Board (HTSB) teaching standards via education courses and organized into Effective, Caring, and Collaborative themes in order to clearly communicate program expectations to pre-service teachers. At the end of each program, successful Teacher Education Program graduates will demonstrate the following ten HTSB learning outcomes within the context and subject matter of their particular degree.

**Effective Teacher (HTSB Standards #1-8)**
#1 Learner Development: The teacher analyzes 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.

#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.

#3: Learning Environment: 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.

#4 Content Knowledge: The teacher analyzes 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.

#5 Application of Content: The teacher describes and demonstrates 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.

#6 Assessment: The teacher develops and uses multiple methods of assessment to engage learners in their own growth, to monitor the learner’s progress, and to guide the teacher’s and learner’s decision making.

#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.

#8 Instructional Strategies: The teacher develops 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.

Caring Teacher (HTSB Standard #9)

#9 Professionalism: 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.

Collaborative Teacher (HTSB Standard #10)

#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.

AST General Education Learning Outcomes

In addition to demonstrating the 10 HTSB teaching standards, AST graduates also need to demonstrate the AA general education learning outcomes (GELOs) via general education coursework. While the TEP is not involved in teaching general education courses, Leeward CC establishes that GELO proficiency is achieved when students have a minimum cumulative GPA of 2.0 or better for all courses.

While the education course learning outcomes are represented by the HTSB teaching standards, the rest of the AST degree learning outcomes are represented by the general education learning outcomes via the general education and graduation courses.
AST General Education Learning Outcomes

Written Communication: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles in order to communicate effectively with a particular audience for a specific purpose. It can involve working with different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Oral Communication: Oral communication is the interdependent process of sending, receiving, and understanding messages.

Quantitative Reasoning: Quantitative reasoning can have applications in all content areas and disciplines. Generally, students should be able to interpret and apply numerical, symbolic, or graphical reasoning in order to solve problems and address real-life situations. Students then should be able to clearly communicate their thinking and findings to appropriate audiences.

Critical Thinking: Critical thinking is characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Information Literacy: Information Literacy is a set of abilities needed to find, evaluate, and use information ethically and effectively.

Arts, Humanities, and Sciences: Through the study of the arts, humanities, and sciences, students are engaged in a process of inquiry in diverse settings and contexts exploring issues, objects, works, or other discipline specific approaches.

Cultural Diversity: Cultural diversity is to recognize the existence of innumerable cultures, locally, nationally, and globally and to understand that these cultures consist of communities with shared values, shared perspectives, practices, experiences, and behavior that are learned. The ultimate goal is the ability to engage diverse perspectives.

General Education (25 credits)

Written Communication (3 cr): ENG 100 or ENG 100E
Symbolic Reasoning (3 cr): PHIL 110, or MATH 100, 103, 112 or higher
Global Multicultural Perspective (6 cr): Group A: ANTH 151, ART 175, HIST 151; Group B: ANTH 152, ART 176, HIST 152, BUSN 277, BUSN 279, GEOG 102; Group C: GEOG 151, MUS 107, REL 150
Diversification Social Sciences (3 cr): Select 1 approved Diversification Social Science course
Diversification Arts (3 cr): Select 1 approved Diversification Arts course
Diversification Natural Sciences (7 cr): Select 1 approved Diversification Biological Science, 1 approved Diversification Physical Science, and 1 approved lab science (1 cr)

Graduation (15 credits)

Composition II (3 cr): ENG 200
Oral Communications (3 cr): Select 1 SP 151 or SP 200 or SP 251 or COM 210H course
Survey of Psychology (3 cr): PSY 100
Developmental Psychology (3 cr): PSY 240 or FAMR 230
Hawai‘i-Center of the Pacific (3 cr): HWST 107

CTE Program Content Knowledge Learning Outcomes

Similarly, CTE students need to also demonstrate CTE knowledge learning outcomes (options shown below) in order to be licensed as a certified CTE teacher.

CTE Content Area Options

Praxis II Exam: If available in the content area
National Industry Certification: Current and valid, verified by original
Industry License: Current and valid, verified by original
Coursework (30 hours): In license field
Industry Experience (5 years): Documentation of successful industry experience
SPED Program Content Knowledge Learning Outcomes

SPED students show special education content knowledge through the Council of Exceptional Children (CEC) standards via special education coursework. The TEP establishes that SPED knowledge proficiency is achieved when students pass the Special Education Praxis II Exam.

CEC Initial Preparation Standards for SPED Teachers

#1 Learner Development and Individual Learning Differences: Beginning special education professionals analyze how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

#2 Learning Environments: Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

#3 Curricular Content Knowledge: Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

#4 Assessment: Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

#5 Instructional Planning and Strategies: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

#6 Professional Learning and Ethical Practice: Beginning special education professionals use foundational knowledge of the field and the professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

#7 Collaboration: Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Part II. Analysis of the Program

Currently, the UHCC quantitative indicators do not accurately represent the health of the Teacher Education Program (TEP). Portions of the UHCC data represent the AST program only, while other cells represent all 3 programs. For example, the number of majors refers to just the AST program, while the total number of classes taught refers to AST, CTE, and SPED. This mixing of data results in flawed calculations of the program’s demand, efficiency, and effectiveness as well as no data being generated for the Perkins Core Indicators for both the CTE and SPED programs. The UHCC system office is working to separate the data among all 3 programs in future ARPDs and this should produce a more accurate snapshot of the program’s health. TEP has also requested to separate the 3 programs into 3 separate ARPDs as well because they are completely distinct from each other.

However, each program’s strengths and weaknesses can still be examined by analyzing each of the program’s six mission goals because they reflect many of the UHCC quantitative indicators for demand, efficiency, and effectiveness. To ensure an accurate analysis, the data used to analyze the Teacher Education Program is drawn from discrete pieces of data from the UHCC Quantitative Indicators that we know are accurate for a particular program and from internal teacher education program data. The targets
for each program outcome were set by faculty and based on averages from comparable college and state-wide programs (see footnotes for more in-depth discussion of how targets were set).

I. Access

Program Goal #1: To improve access to teaching for nontraditional and underrepresented students from local communities.

Targets¹

AST: 150 majors
- 26% Native Hawaiian
- 22% Filipino
- 20% male

CTE: 30 majors (CTE)

SPED: 30 majors (APC, SPED CO-I,II)

2018-2019 Data

AST: 376 majors
- 41% Native Hawaiian
- 23% Filipino
- 19% male

CTE: 48 majors (CTE)

SPED: 26 majors (APC)
- 100  majors (SPED CO - I, II)
  - 126 applicants since fall 2018
    - 36% Emerg. Hires
    - 26% Paraeducators
    - 16% Substitutes
  - 30% Native Hawaiian
  - 16% 96792 (Waianae)
  - 35% Male

  - 2017 Census data that 86.2% SPED teachers are female

Analysis

The Teacher Education Program is meeting program mission goal #1.

- All three programs far exceed targets for number of majors. Currently, the student to faculty ratio is 75:1 for AST, 48:1 for CTE, and 126:1 for SPED, which means that each program is operating well beyond its capacity since Leeward CC’s average program ratio of student to faculty ratio is approximately 30:1.

- In addition, 41% and 23% of the majors in the AST program are Native Hawaiian and Filipino respectively, which is equal to or above their targets and indicates the program is meeting its goal for providing access for underrepresented students to become teachers.

- Hawai‘i’s Department of Education (2017-2018) data indicates that the shortage of teachers on the Leeward coast will continue and thus TEP needs to expand its capacity in order to continue growing and meeting this critical need of the state.
  - Over 1,000 teacher positions in 2018 are currently staffed by teachers who are not highly qualified, especially in the area of special education.
- 26% of new teachers were disproportionately placed in “hard-to-staff” Leeward District schools.
- 10% of teachers are Native Hawaiian and 5% are Filipino, which does not reflect the Native Hawaiian and Filipino student populations of 26% and 22% respectively.
- 10% of new elementary teachers are males, which reflects a need to provide more access to increase the number of males into the teaching profession.

**Previous Action Plan for Goal #1**

1. Offer AST/CTE/SPED informational sessions at local K-12 school sites to recruit potential students to meet teacher shortage.
2. Maintain TEP webpage to provide current information and resources to all potential students.
3. Meet with counselors in fall 2019 to inform and update them about teaching programs.

**Results**

1. Informational sessions were held at Nanakuli HS, Kapolei HS, Campbell HS, Waipahu HS, Leilehua HS, and Pearl City HS.
2. TEP webpage was updated during July 2019. Leeward CC webpage needs to be updated.
3. Did not meet with counselors.

**2019-2020 Action Plan for Goal #1**

1. Offer AST/CTE/SPED informational sessions at local K-12 school sites to recruit potential students to meet teacher shortage.
2. Maintain TEP webpage to provide current information and resources to all potential students.
   - Update Leeward CC webpage for Teacher Education
3. Develop marketing brochures and logos

**Resource Implications for Goal #1**

1. None
2. None
3. None - part of program budget

**Program Goal #2: To improve access to teaching by offering alternative teaching certification and degree pathways and multiple modes of delivery.**

**Targets**

**AST**
- 80% fill rates - all modes
- 80% fill rates distance ed only
- Offer all modes of delivery
- Offer courses off-site
- Develop new alternatives to traditional degree

**CTE**
- 80% fill rates
- Offer courses statewide as distance education
- Develop new alternatives to traditional degree

**SPED**
- 80% fill rates.
- Offer courses statewide as distance education
- Develop new alternatives to traditional degree

**2018-2019 Data**

**AST**
- 84.1% fill rates - all modes
The Teacher Education Program is meeting program mission goal #2.

- The Teacher Education Program (TEP) continues to fill its courses above its target goal of 80% in both overall and distance education. Despite this positive indicator, the UHCC program data indicates TEP as CAUTIONARY IN EFFICIENCY because its faculty to student ratio is considered high (discussed in Program Goal #1) and the large number of low enrolled courses (80). There are a high number of low enrolled courses because the SPED and CTE licensure programs require practicum courses that only enroll a max of one student for each course.

- All 3 programs are accessible statewide via distance education. The AST program continues to offer multiple modes of delivery such as face-to-face and hybrid courses in variable timeframes of 5, 8, and 16-weeks. The AST Program also offers courses off-site at HIDOE schools, community centers, and the LCCW-Moku campus.

- The Teacher Education Program continues to offer viable alternatives to the traditional teaching pathway through its AST, CTE, and SPED certificate and licensure programs. The creation of a new 13-credit Certificate of Competence (CO) in Culturally Responsive Teaching is being offered in order to produce more culturally responsive teachers versed in Hawaiian and indigenous knowledge, pedagogy, and worldview.
  - The purpose of the CO in Culturally Responsive Teaching is to provide preparation for students planning careers in teaching and professional development for those already working in a Hawaiian-focused charter or Hawaiian Language Immersion school. Additionally the new proposed course ED237 – Perspectives in Indigenous Teaching would benefit current in-service and beginning teachers unfamiliar with Hawai‘i and its largest student population, Native Hawaiian children.
  - The certificate would meet the goals of students who plan to (1) transfer to a four-year institution and earn a BA in education or other field and/or, (2) become a Paraeducator (Educational Assistant or Part-time Teacher) in existing Hawaiian-focused charter, Hawaiian Language Immersion or other schools that serve a high percentage of Native Hawaiian students and/or (3) improve current practices through professional development for in-service teachers in Hawai‘i schools.

Previous Action Plan for Goal #2

1. Offer ED 237 course in fall 2019.
2. Develop Certificate in Competence (CO) in Culturally Responsive Teaching (CRT) pathway and seek funding opportunities to support that development.
Results
1. ED 237 course offered in spring 2020
2. CO in CRT developed and approved. Funding secured by Kamehameha schools to support development.

2019-2020 Action Plan for Goal #2

1. Due to the high number of faculty members being hired by the Teacher Education program in 2019-20, no new programs or certificates are being developed. However, starting in summer 2020, discussions regarding a variety of pathways such as Early College, Running Start, Prior Learning Assessment, etc., may begin with state, college, and partner DOE schools.

Resource Implications for Goal #2
1. None

II. Learning & Teaching

Program Goal #3: Prepare and support students with the knowledge, skills and dispositions of the Hawai‘i Teaching Standard Board teaching standards to develop effective, caring, and collaborative educators.

Targets³

AST
● 70% Proficiency on HTSB PLOs
● 70% Course Completion Rate
● 50% Persistence Fall-to-Fall
● 60 AST graduates
● 25% graduates Native Hawaiian

CTE
● 70% Proficiency on HTSB PLOs
● 70% Course Completion Rate
● 50% Persistence Fall-to-Fall
● 10 CTE teacher graduates

SPED
● 70% Proficiency on HTSB PLOs
● 70% Course Completion Rate
● 50% Persistence Fall-to-Fall
● 10 SPED teacher graduates

2018-2019 Data

AST
● 100 % Proficiency on HTSB PLOs
● 76 % Course Completion Rate
● 42 % Persistence Fall-to-Fall
● 82 AST graduates
● 35% graduates Native Hawaiian

CTE
● 100% Proficiency on HTSB PLOs
● Course Completion Rate (no data)
● Persistence Fall-to-Fall (no data)
- 21 CTE teacher graduates

**SPED**
- 100% Proficiency on HTSB PLOs
- Course Completion Rate (no data)
- Persistence Fall-to-Fall (no data)
- 26 SPED teacher graduates

**Analysis**
The Teacher Education Program is meeting program mission goal #3.

**Preparing Students**
- The Teacher Education Program continues to prepare AST, CTE, and SPED students with the knowledge, skills, and dispositions required by HTSB’s 10 teaching standards (these 10 standards serve as the Program’s Learning Outcomes). Please see PLO section below for data and analysis for each program.
  - AST Program - 100% of the students sampled met proficiency on the 10 PLOs.
  - CTE Program - 100% of the students sampled met proficiency on the 10 PLOs.
  - SPED Program - 100% of the students sampled met proficiency on the 10 PLOs and 100% of the students passed the Praxis II SPED exam (CEC PLOs)

**Supporting Students**
- The course completion rate of 76% and the persistence rate of 42% from the quantitative indicator data may represent information from all three programs, so it is not possible to discuss how each individual program is doing in this regard. However, this overall data indicates that the overall program is **HEALTHY IN ITS EFFECTIVENESS** and is above its course completion rate target of 70%. The persistence rate of 42% is 2% lower than the previous year, but this might be explained by the 25% increase in completers (students graduating from the program, so fewer students retained in the fall). Specifically, there are two support strategies that have shown to be essential to the program’s continued success:
  1. **Academic Advisor** - Internal program survey response from SPED and CTE Licensure students indicate that 100% of them have needed the services of the Academic Advisor. In fact, as the CTE and SPED program enrollment increases, the duties of the Academic Advisor is expanding beyond our initial expectations and is now reflecting many of the duties required of a program counselor. Unlike AA programs, the CTE and SPED licensure degrees require much more intensive counseling since teacher certification programs involve numerous detailed steps in order to be successful both academically and personally. Although the AST program counselor is available, almost all of her time is spent working with students in the AST program.
  2. **Peer Mentors** - Internal program data indicates that students who work with a peer mentor are 56% more likely to complete a course successfully. The peer mentor program is currently TEP’s strategy to raise the persistence fall-to-fall rate as part of the campus-wide initiative known as the “Wildly Important Goal” or WIG.

**Graduating Students**
- All three programs met their graduation targets. Of note, the SPED program graduated 26 students in its first year, nearly triple its expected number.
- The AST program met its target of graduating 25% Native Hawaiian students (35%).

**Previous Action Plan for Goal #3**
Preparing Students:

1. Seek an increase in the Teacher Education Program’s annual operational budget in order to maintain the CTE and SPED programs at their current enrollment.

   Currently, the CTE program’s budget is $10,000 and the SPED program’s budget is $0. The SPED program is maintained through a Perkins grant, which ends in May 2019.

   - **CTE/SPED College Supervisors**
     - **Description:** College Supervisors travel statewide at least 5 times each semester as part of the field service practicum component to oversee Candidates.

   - **CTE/SPED Cooperating Teachers**
     - **Description:** Cooperating Teachers statewide are paid $200 for their assistance to coach/mentor Candidates as part of the field service practicum component.

   - **CTE/SPED Recruitment Costs**
     - **Description:** Costs for recruitment materials such as brochures, banners, and promotional items. Costs for traveling to information sessions and college fairs to recruit potential CTE/SPED students.

   - **CTE/SPED Faculty Professional Development**
     - **Description:** Costs for CTE/SPED faculty to attend workshops, skills training, and conferences.

   - **CTE/SPED Office Supplies/Copies/Software Fees**
     - **Description:** Annual office supply costs for running the CTE/SPED Program include teaching supplies, copies, and annual membership software fees (including Hotspot membership) to maintain websites, portfolio sites, and data collection software.

   - **National Accreditation Membership Fees**
     - **Description:** AAQEP annual membership fees for national accreditation

   - **TORSCH Video Platform Membership Fees**
     - **Description:** TORSCH is video platform software that allows CTE/SPED Teacher Candidates in practicum courses to video their teaching. Currently, the CTE program is piloting this software.

2. **Hire 2 Field Service Coordinators.** One to coordinate CTE licensure practicum and another to coordinate SPED licensure practicum.

   - All teacher education programs across the United States hire a field placement coordinator because of the high demands required to place and track each student in his/her classroom practicum. Both the CTE/SPED full-time 9-month faculty members who run their respective programs were hired to teach just courses, but instead now hire lecturers to teach the courses in order for them to coordinate the field placements.
     - **Description:** Responsible for working with local high schools to place CTE/SPED licensure candidates in classroom settings, maintaining and tracking students upon completion of the CTE/SPED degree, providing professional development opportunities, maintaining and tracking college supervisors and cooperating teachers, and evaluating the field experience courses policies and procedures.

3. **Hire 2 SPED instructor positions for SPED program.**
Currently, there are 24 SPED courses and practicums being offered in spring 2018. The one full-time 9-month faculty member’s required teaching load is 4-5 courses each semester, but has to reduce her course load in order to run the SPED program. To cover the rest of the courses, the program hires lecturers (8 have been hired for spring 2019), which results in a high turnover of personnel each semester. Hiring two more full-time SPED instructors allows the program to maintain consistency and quality.

○ **Description:** Responsible for instruction of SPED courses, coordinating and supervising field practicum placements, and college supervision of candidates.

### Supporting Students:

4. **Funding to institutionalize Academic Support Specialist position to support all teaching programs.**
   - This grant-funded position has been a critical part of the TEP since 2010 and final funding expires in June 2019. The TEP has requested to make this a permanent position via Leeward’s resource request process (ARPD) since 2010.
   ○ **Description:** Responsible for recruitment, retention, licensure program admissions, and student success such as assisting students with course registration and academic advising, recruiting at college fairs, tracking student academic progress, assisting students with employment, coordinating support services (e.g., peer mentor program, study groups, etc.), and maintaining program records.

5. **Hire 2 Peer Mentors for AAT Program.**
   - Peer mentors have been an integral part of the AAT program over the last decade and are an important component in maintaining student success.
   ○ **Description:** The peer mentors work 20 hours per week tutoring and advising education majors in multiple subject areas to ensure the successful completion of courses.

6. **Hire student assistant for all programs.**
   - Because the TEP is housed under the Social Sciences division it is only allowed to hire a clerk instead of a secretary since the TEP is not its own division. The current TEP clerk’s assigned duties are meant to be basic, such as answering phones, filing paperwork, and scheduling appointments. When the TEP began, no one envisioned that the Program would grow to nearly 700 students, be staffed with 6 full-time faculty and 17 lecturers, and run three major degree programs. TEP’s current clerk is actually performing all the duties of a secretary, and thus needs the SPED program to hire an administrative professional to process that program’s paperwork.
   ○ **Description:** The student assistant will work 20 hours per week and will oversee the student resource and study area of the education building and perform duties to assist the TEP clerk and instructors. This student will be responsible for checking out materials and ensuring the common "home away from home" areas are properly maintained along with tutoring.

### Graduating Students

7. **Track program completers’ employment status and their teaching proficiency as educators.**
   - As part of national accreditation, it is now required to track program completers’ employment status and the level of teaching proficiency of those program completers.

### Results
1. Teacher Education Program annual operational budget was approved by the state legislature and increased from $15,000 to $139,000 to cover the costs of College Supervisor travel, Cooperating Teacher stipends, marketing, professional development, office supplies, and membership fees.
   - SPED budget increased from $0 to $64K
   - CTE budget increased from $10K to $60K
   - AST budget remained the same at $15K
2. Teacher Education Program request for 2 field service coordinators was approved by the state legislature. The program is currently hiring for these positions.
3. Teacher Education Program request for 2 SPED instructors was approved by the state legislature. The program is currently hiring for these positions. The state legislature also approved a later request for 1 CTE instructor. The program is currently hiring for this position.
4. Teacher Education Program request for an Academic Advisor (revised from the Academic Support Specialist) was approved by the state legislature. The program is currently hiring for this position.
5. The state legislature’s increase in annual operating budget allowed the program to hire 2 peer mentors.
6. The state legislature’s increase in annual operating budget allowed the program to hire a student assistant.
7. The CTE and SPED licensure programs are currently developing a monitoring system to track program completers’ employment status and level of teaching proficiency up to 3 years after graduation. This tracking system is required by AAQEP national accreditation.

2019-2020 Action Plan for Goal #3

1. Funding for program counselor to support CTE and SPED licensure degrees
   - The enrollment of the CTE and SPED licensure degree programs has doubled over the past few years, which requires an additional program counselor in order to support and maintain program effectiveness.
     - Description: Responsible for providing outreach, recruitment, supportive advising and counseling, orientation, placement testing, academic and educational planning, graduation certification, financial aid information, career exploration, and counseling for CTE/SPED licensure students. Deliver and/or coordinate student services and support at off-campus locations to promote licensure programs. Monitor and track students, develop intervention strategies to facilitate success, and develop and generate longitudinal and statistical data and reports related to licensure programs including annual reports.

2. Funding for Secretary II position
   - Due to the complex administrative duties and paperwork required by the CTE/SPED teacher licensure programs, a Secretary II position is now needed to support and maintain those programs. These Secretary II duties described below are currently being implemented by one staff member designated as Office Clerk IV (with the exception of generating PAFs for full-time faculty)
     - Secretary II Description: Responsible for operating the CTE/SPED teacher licensure program offices smoothly and efficiently within campus and division guidelines. Assists program coordinators with budgets, hiring and evaluating student assistants, equipment inventory, and course resource materials. Responsible for operating campus software such as Banner, STAR, Kuali, SuperQuote, and Etravel to input/extract data of student and faculty information. Generates purchase requests and tracks budget. Processes purchase and travel reimbursements. Organizes etravel and reimbursement for travel to outer islands
and faculty conferences. Monitors and updates master course schedules and assigns classrooms for each instructor. Assists with hiring of full-time faculty and lecturers, generates PAF forms for lecturers and faculty, distributes confidential documentation, organizes and coordinates work requests from faculty, and organizes keys and offices for faculty. Attends program meetings to take minutes and handles all general office phone, email, and in-person communication with students, faculty, college, and the community. Prepares and submits requests for facilities maintenance, repairs, or equipment movement. Manages and secures all confidential faculty and student records and manages sign-out procedures for program equipment and hardware.

Resource Implications

1. CTE/SPED Teacher Licensure Program Counselor - $60,000
   a. (1.00 FTE, 40 hours per week, 11 month hire - $60,000)

2. CTE/SPED Teacher Licensure Program Secretary II Position FTE - $36,384

III. Workforce and Personal Development

Program Goal #4: To ensure completion of certificates or degrees leading to transfer or employment.

Targets⁴

AST
- Develop and maintain MOU’s with UH 4-year for AST transfers
- 25 AAT transfers to UH 4-year
- No target set for graduates employed as either paraeducators or teachers

CTE
- Transfers -N/A - Terminal Degree
- 8 graduates employed as CTE teachers

SPED
- Transfers - N/A - Terminal Degree
- 8 graduates employed as SPED teachers

2018-2019 Data

AST
- UH Manoa's Elementary and Secondary MOA’s renewed
- 36 AST grad transfers to UH 4-year
- No data for employment

CTE
- N/A - Terminal Degree
- 21 CTE graduates employed as CTE teachers

SPED
- N/A - Terminal Degree
- 26 graduates employed as SPED teachers

Analysis

The Teacher Education Program is meeting program mission goal #4.

- The Teacher Education’s exceeded its target of AST transfers to UH 4-year programs.
- Communication between 4-year university partners are ongoing to maintain MOUs.
● The CTE Program is meeting its target of at least 8 of graduates employed by producing 21 graduates that are currently employed by HIDOE. The SPED Program exceeded its target by 18. At this time, there is no employment data for the AST program.

Previous Action Plan for Goal #4

1. MOU with UH Manoa’s secondary and elementary programs is planned to be reviewed and updated.
2. Offer HIDOE employment workshops for CTE and SPED students in order to prepare them for employment in the DOE.
3. Focus on following up AST, CTE, and SPED graduates to determine employment and how well program prepared graduate for that employment.

Results

1. UHM secondary and elementary program MOAs updated and approved.
2. DOE Employment workshop were offered in fall and spring semesters.
3. The AST program did not track graduates. The CTE and SPED licensure programs are currently developing a monitoring system to track program completers’ employment status and level of teaching proficiency up to 3 years after graduation. This tracking system is required by AAQEP national accreditation.

2019-2020 Action Plan for Goal #4

1. MOA with Chaminade secondary and elementary programs is planned to be reviewed and updated.
2. Focus on following up AST, CTE, and SPED graduates to determine employment and how well program prepared graduate for that employment.

Resource Implications

1. None
2. None

IV. Community Development

Program Goal #5: To create responsive community partnerships and to partner with local schools to provide field and service learning experience.

Targets

<table>
<thead>
<tr>
<th>Program</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST</td>
<td>100% of AST graduates will complete 45 hours of field experience at local schools</td>
</tr>
<tr>
<td>CTE</td>
<td>100% of CTE graduates will complete practicum at local schools</td>
</tr>
<tr>
<td>SPED</td>
<td>100% of SPED graduates will complete practicum at local schools</td>
</tr>
</tbody>
</table>

2018-2019 Data

<table>
<thead>
<tr>
<th>Program</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST</td>
<td>100% of AAT graduates completed 45+ hours of field experience at local schools</td>
</tr>
</tbody>
</table>
CTE
● 100% of CTE graduates completed practicum at local schools

SPED
● 100% of SPED graduates completed practicum at local schools

Analysis
The Teacher Education Program is meeting program mission goal #5.
● All three programs met their targets for graduates completing their practicum at local schools.

Previous Action Plan for Goal #5
1. Maintain current partnerships with local schools for AST students needing field experience and for CTE and SPED students completing their practicums.

Results
1. Current partnerships were maintained. CTE and SPED field service coordinators are being hired to facilitate those partnerships.

2019-2020 Action Plan for Goal #5
1. Maintain current partnerships with local schools for AST students needing field experience and for CTE and SPED students completing their practicums.

Resource Implications
1. None

V. Program Development
Program Goal #6: To systematically review program goals to ensure a high quality program.

Targets

AST
● Complete ARPD Annually

CTE
● Complete ARPD Annually
● Prepare for annual state audit
● Renew National Accreditation

SPED
● Complete ARPD Annually
● Prepare for annual state audit
● Renew National Accreditation

2018-2019 Data

AST
● ARPD Completed

CTE
● ARPD Completed
● Annual State Audit completed
● Renewal Process for National Accreditation continued in 2018-19

SPED
● ARPD Completed
● Annual State Audit completed
● Renewal Process for National Accreditation continued in 2018-19

Analysis
The Teacher Education Program is meeting program mission goal #6.

- The Teacher Education Program faculty and staff meets weekly to discuss current TEP initiatives and projects and to make decisions on TEP’s effectiveness to reach program mission goals’ #1-6.
- In addition, faculty and staff meet annually to review previous ARPD action plans, develop new action plans, and identify the resources needed to carry those new action plans.

**Previous Action Plan for Goal #6**

1. TEP faculty review and provide feedback on ARPD
2. Complete AAQEP national accreditation self-study and submit in October 2019.
4. Maintain all membership dues with professional entities such as NAACTEP.
5. Maintain all office supplies/resources to carry out all program outcomes.
6. Track and communicate program budgets to all stakeholders.
7. Repair classroom walls and repaint. Classroom walls in several of the Educational Building are damaged or marked and are need of repair.

**Results**

1. ARPD reviewed by faculty w/feedback
2. AAQEP self-study report rescheduled to be submitted in May 2020.
3. Funding acquired via increase in annual budget by state legislature
4. Memberships maintained
5. Office supplies/resources maintained
7. Did not submit work order. Waiting for HR to move back to administration building before submitting request.

**2019-2020 Action Plan for Goal #6**

1. Program Evaluation - Use ARPD report to support future annual accreditation reports.
2. Program Evaluation - Develop TEP course auditing system that aligns with Kuali curriculum procedures in order to systematically review TEP courses for quality
3. Program Evaluation - Update TEP Conceptual Framework to reflect accreditation self-study changes
4. Program Facilities - Repair classroom walls and repaint. Classroom walls in several of the Educational Building are damaged or marked and are need of repair
5. Program Budget - Work with Operations & Maintenance to update Educational Building office furniture to accommodate new hires.

**Resource Implications**

1. None
2. None
3. None
4. Repair classroom walls and paint - $5,000
5. Estimate expected by O & M in spring 2020. Expected cost by program: Modular office furniture and chair for 7 faculty. Est $5,000 each @ 7 = $35,000.

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**III. Program Student Learning Outcomes**
Please see pages 3-5 above for List of Program SLOs

A) Expected Level Achievement

- AST Program: The expected level of achievement is that at least 70% of the students will “meet or exceed proficiency” for each of the program SLOs.

- CTE and SPED licensure Program: The expected level of achievement is that each student will “meet or exceed proficiency” for each of the program SLOs. It is expected that 70% of the students will be able to do this.

Proficiency Level with Criteria/Score

4 = Exceeds (E)
- Student scores above 90% or a 4 on the assignment rubric or is observed ALWAYS demonstrating the target behavior.

3 = Meets (M)
- Student scores between 89-70% or a 3 on the assignment rubric or is observed MOSTLY demonstrating the target behavior.

2 = Developing (D)
- Student scores below 69% or a 2 on the assignment rubric or is observed SOMETIMES demonstrating the target behavior.

1 or 0 = Below (B)
- Student scores below 50% or a 1 or 0 on the assignment rubric or is observed RARELY/NEVER demonstrating the target behavior.

Not Attempted (NA)
- Student did not submit the assignment or did not have the opportunity to demonstrate the target behavior.

B) Courses Assessed

- AST Program: ED 295 - Field Experience in Education
- CTE Program: ED 393S - CTE Practicum II
- SPED Program: ED 336 - Student Teaching Portfolio

C) Assessment Strategy/Instrument

- All 3 programs use ED 295, ED 393S, and ED 336 as capstone courses (where students create teacher portfolios using artifacts from their program courses) in order to provide evidence they are “meeting or exceeding proficiency” for each of the program SLOs.
  - AST program - at the end of each academic year, 10% of the teaching portfolio’s from ED 295 are randomly sampled and assessed for proficiency by education faculty using a rubric for each program SLO.
  - CTE and SPED programs - At the end of each academic semester, a random sampling of approximately 25% from portfolio’s from ED 393S and ED 336 are assessed for proficiency by education faculty using a rubric for each program SLO.

D) Program Assessment Results
Effective Teacher (HTSB Standards #1-8)
PLO St #1 Learner Development
  ● E = 10, M = 0, D=0, B=0
PLO St #2 Learning Differences
  ● E = 9, M = 1, D=0, B=0
PLO St #3: Learning Environment
  ● E = 8, M = 2, D=0, B=0
PLO St #4 Content Knowledge
  ● E = 10, M = 0, D=0, B=0
PLO St #5 Application of Content
  ● E = 9, M = 1, D=0, B=0
PLO St #6 Assessment
  ● E = 9, M = 1, D=0, B=0
PLO St #7 Planning for Instruction
  ● E = 10, M = 0, D=0, B=0
PLO St #8 Instructional Strategies
  ● E = 9, M = 1, D=0, B=0

Caring Teacher (HTSB Standard #9)
PLO St #9 Professionalism
  ● E = 10, M = 0, D=0, B=0

Collaborative Teacher (HTSB Standard #10)
PLO St #10 Leadership & Collaboration
  ● E = 10, M = 0, D=0, B=0

Analysis

AST Program Assessment Results
  ● Out of the 10 portfolios sampled from 81 students and assessed by education faculty, at 100% of the students “met or exceeded proficiency” on each of the ten HTSB standards.

Previous Action Plan for AST PLOs

6. None

Results

1. N/A

2019-2020 Action Plan for AST PLOs

1. Revision of Standard #9 (Professionalism). Hawai‘i Teachers Standards Board has adopted the Model Code of Ethics for Educators and needs to be integrated into Standard #9.

Resources Requested

1. None
CTE Program SLO Assessment Results 2018-2019

CTE Teacher Candidate Scores on Standards #1-10

Teaching Portfolio

Student #1
- St1 = 4, St2 =4, St3=4, St4=4, St5=3, St6=3, St7=4, St8=4, St9=4, St10=3

Student #2
- St1 = 3, St2 =4, St3=4, St4=3, St5=3, St6=4, St7=4, St8=3, St9=4, St10=4

Student #3
- St1 = 4, St2 =4, St3=4, St4=3, St5=4, St6=4, St7=4, St8=4, St9=4, St10=4

Student #4
- St1 = 4, St2 =4, St3=4, St4=4, St5=4, St6=4, St7=4, St8=4, St9=4, St10=4

Student #5
- St1 = 4, St2 =4, St3=4, St4=4, St5=3, St6=3, St7=4, St8=4, St9=4, St10=3

Analysis

CTE Program Assessment Results
- Out of the 5 randomly selected portfolios assessed by education faculty, all 5 of the students or 100% “met or exceeded proficiency” on each of the ten HTSB standards.
- Overall, 95% or 21/22 of the CTE Teacher Candidates in the final student practicum, completed the program successfully and earned their CTE teacher licensure.

Previous Action Plan for CTE PLOs

1. None

Results

1. N/A

2019-2020 Action Plan for CTE PLOs

1. Revision of Standard #9 (Professionalism). Hawai‘i Teachers Standards Board has adopted the Model Code of Ethics for Educators and needs to be integrated into Standard #9.

Resources Requested

1. N/A

SPED Program SLO Assessment Results 2018-2019

SPED Teacher Candidate Scores on Standards #1-10

Teaching Portfolio

Student #1
- St1 = 3, St2 =3, St3=4, St4=3, St5=3, St6=4, St7=3, St8=3, St9=4, St10=4

Student #2
- St1 = 3, St2 =3, St3=4, St4=3, St5=3, St6=4, St7=4, St8=3, St9=4, St10=4

Student #3
Analysis

SPED Program Assessment Results
- Out of the 3 randomly selected portfolios assessed by education faculty, all 3 of the students or 100% “met or exceeded proficiency” on each of the ten HTSB standards.
- Overall, 100% or 26 of the SPED Teacher Candidates in the final student practicum, completed the program successfully and earned their SPED teacher licensure.

Previous Action Plan for SPED PLOs

1. None

Results

1. N/A

2019-2020 Action Plan for SPED PLOs

1. Revision of Standard #9 (Professionalism). Hawaiʻi Teachers Standards Board has adopted the Model Code of Ethics for Educators and needs to be integrated into Standard #9.

Resources Requested

1. N/A

Part IV. Action Plan

Action plans are embedded in Part II: Analysis of the Program and Part III: Program Student Learning Outcomes sections.

Part V. Resource Implications

Resource Implications are embedded in Part II: Analysis of the Program section. For an overview of resources requested, please click on the following link: Teacher Education Program Resource Request List - 2019-2020

Footnotes - Program Goal Targets

¹Program Goal #1 Targets
- Number of AST, CTE, and SPED Majors - Target is set to reflect the average student to faculty ratio of 30:1 for Leeward CC Programs. UHCC ARPD
  - For the AST program, there are 5 FTE AST faculty and thus, the target is set at 150 majors.
  - For the CTE program, there is 1 FTE CTE faculty and thus, the target is set at 30 majors.
  - For the SPED program, there is 1 FTE CTE faculty and thus, the target is set at 30 majors.
- % Underrepresented Students - Target is set to reflect the percentage of Native Hawaiian (26%) and Filipino (22%) students attending public schools in Hawaiʻi.
% Nontraditional Students - Target is set to reflect the percentage of male teachers (20%) employed in public schools in Hawai‘i.

Program Goal #2 Targets
- % Fill Rates - Target is set based on the average fill rates for Leeward CC Programs. UHCC ARPD

Program Goal #3 Targets
- % Proficiency on HTSB PLOs - Target is based on the generally accepted level that 70% represents the minimum level of student success.
- % Course Completion Rate - Target is based on the generally accepted level that 70% represents the minimum level of student success.
- % Persistence Fall-to-Fall - Target is set based on Leeward’s “Wildly Important Goal” 2019 initiative to retain students. UHCC ARPD
- Number of AST, CTE, and SPED Graduates - Target is set based on the average of past graduates over the past 3 years for each program. UHCC ARPD and internet program data.
  - For the AST program, the average number of AAT graduates is 60.
  - For the CTE program, the average number of AAT graduates is 10.
  - For the SPED program, the average number of AAT graduates is 10.

Program Goal #4 Targets
- Number of AST transfers to UH 4-year - Target is set based on the average AST transfers to UH 4-year over the past 3 years. UHCC ARPD
- Number of AST, CTE, and SPED graduates employed - Target for CTE and SPED programs is based on 80% of graduates will be employed.

Program Goal #5 Targets
- Number of hours of AST, CTE, and SPED Practicum - Target for AST practicum hours (45 hours) is set by the number of hours required by 4-year universities (UH Manoa - 40 hours; UH West Oahu - 45 hours). CTE and SPED minimum practicum hours is set by the Hawai‘i Teacher Standards Board.