Hawaii Pacific University

<u>School of Education</u>

HPU School of Education Philosophical Foundations

Values	Guiding Principles	InTASC Standards
Hoʻihi – respect. The value of *hoʻihi* teaches us to honor the dignity of others and to conduct ourselves with integrity. As professional educators, we honor the dignity and diversity of our students by fostering a positive learning environment and providing them with a variety of learning activities tailored to their unique needs.	*Professional educators are respectful.* They employ a repertoire of best practices for diverse learners and foster a positive learning community.	*The Learner and Learning* Standard #1: Learner Development Standard #2: Learning Differences Standard #3: Learning Environments
Imi Naʻauao **–** to seek knowledge. The value of *ʻimi naʻauao* promotes the ideal of life-long learning; it urges us to know our students well.	*Professional educators are knowledgeable.* They are subject matter experts who focus on the needs of the individual learner.	*Content Knowledge* Standard #4: Content Knowledge Standard #5: Application of Content.
Mālama **–** to care for *Mālama* is the benevolent value of stewardship; it calls on us to serve our students as care takers and as stewards of their learning. *Mālama* encourages us to exercise care in the conduct of our teaching through careful planning and assessment of student learning.	*Professional educators are caring.* They plan, teach, and assess student learning in a variety of ways.	*Instructional Practice* Standard #6: Assessment Standard #7: Planning for Instruction Standard #8: Instructional Strategies
Laulima – to work cooperatively. The value of *Laulima* encourages collaboration and cooperation. As educators, we achieve harmony when we adopt a reflective stance in our teaching, and we foster good relationships with others in support of student learning.	*Professional educators work collaboratively.* Professional Educators reflect upon their practice and engage in partnerships that support student learning.	*Professional Responsibility* Standard #9: Professional Learning and Ethical Practice Standard #10: Leadership and Collaboration

Distinctive Features

Guided by a profound belief in active, collaborative, experiential, reflective, and transformative learning as well as a deep commitment to diversity and educational technology, these degree programs are based on an innovative, inquiry-oriented, standards-driven, field-based, and technology-rich curriculum that integrates content and pedagogy and employs an electronic, portfolio-based assessment system to evaluate the teacher candidate's progress toward achieving professional standards. In addition, HPU provides teacher candidates with cutting edge, course web page technology tools and access to online periodical databases in education.

Hawai'i Pacific University's degree programs are *standards-driven*; the curriculum is aligned with professional, state and institutional standards. They are *field based*; teacher candidates engage in over 450 hours of clinical practice in school settings, under the guidance of mentor teachers who have been handpicked by school principals. They are content-*focused*; HPU faculty members, who are content-area experts, teach in the program. They are *technology-rich*; they feature web-enhanced courses and an electronic portfolio assessment system. Finally, they are *assessment-oriented*; they require continual classroom observations and candidate performance evaluations, along with key embedded assessments, a professional portfolio, and nationally normed tests of content knowledge.

University faculty, mentor teachers, and principals join in a unique partnership to deliver an innovative curriculum that has been designed to develop professional educators who are reflective practitioners dedicated to the scholarship of teaching and learning and school renewal. This partnership forms the basis for an alumni *'ohana* that provides continuing mentoring and support to its graduates.

Average Cost of Tuition for Academic Year 2017-2018

- For Undergraduate School of Education students per semester (FT: 12-16 credits): $12,100
- For Graduate School of Education students per semester (FT: 9 credits)   : $ 9,000

Impact on P-12 Learning and Development:

(CAEP Annual Reporting Measure 1)

Statement of the Claims

The claims made by the degree programs within the HPU School of Education are consistent with its values, guiding principles, and standards. They are also consistent with other program documents (i.e. the academic catalog and program website.

1. *The Learner and Learning.* HPU School of Education program completers understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.

2. *Content Knowledge.* HPU School of Education program completers have a deep and flexible understanding of their content areas and are able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content.

3. *Instructional Practice*. HPU School of Education program completers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways.

4. *Professional Responsibility.* HPU School of Education program completers engage in meaningful and intensive professional learning and self-renewal by modeling ethical behavior; by regularly examining their practice through ongoing study self-reflection and collaboration; and by collaborating with learners, families, colleagues, other school professionals, and community members.

Validity of Assessments and Appropriateness of Passing Scores

Program assessments have been carefully and meticulously aligned with its values, guiding principles, program standards, and claims. The InTASC Standards adopted by the program, assessments, and criteria for evaluation are ***appropriate*** indicators of success in the program because the 2011 Interstate Teacher Assessment and Support Consortium (InTASC) Standards are research-based; that is, they are based on the Council of Chief State School Officer (CSSO) Interstate Teacher Assessment and Support Consortium's (InTASC) best understanding of current research on teaching practice. The committee drew upon a range of resources in revising the standards, including key research literature, key resources on 21st century learning, their own professional expertise, and a review of the literature commissioned by InTASC to capture the current evidence base during the standards-writing process.

April 28th, 2018

In the development of assessments of candidate learning, faculty met to collaboratively write, approve, revise, and refine these assessments at Assessment Committee meetings over a period of several years. The faculty also formulated an assessment system, aligning the program's assessments with the appropriate InTASC standards and making decisions to embed these assessments in relevant courses. In addition, the faculty established consistent evaluation criteria for these assessments, using InTASC standards-based rubrics that measure candidate performance on a three-point scale (i.e., does not meet expectations, meets expectations, and exceeds expectations). Beginning with cohort year 2011 – 2012, the faculty decided to convert to a five-point scale (i.e., well below expectations, below expectations, approaches expectations, meets expectations, and exceeds expectations) so that finer distinctions could be made between levels of achievement. Candidates are expected to achieve a minimum score of "meets expectations" for each of the relevant InTASC standards-based criteria.

The following measures of impact on P-12 student learning are used as appropriate evidence throughout the Program:

1. Case Study
2. Culture-Based Sail Plan
3. Classroom Community Plan
4. Praxis Tests
5. Subject Matter Curriculum Course Grades
6. Teacher Work Sample
7. Unit Plan
8. Technology Rich Lesson Plan
9. Clinical Practice Evaluation
10. Professional Portfolio
11. Action Research Project

Teaching Effectiveness:

(CAEP Annual Reporting Measure 2)

Assessments for teaching effectiveness include:

Completer performance in   -Surveys of P-12 students on completer performance

                                                -School District-Level teacher evaluation

                                                -HPU designed Case Study

All teacher candidates complete a foundational course in Special Education, which includes components on working with students with gifted and talented students, as well as students with disabilities, including training related to participation as a member of individualized education program (IEP) teams.

All teacher candidates complete a foundational course in teaching English to speakers of other languages (TESOL), which was specially designed for regular education teachers.

All teacher candidates complete a unit plan and a teacher work sample, which includes a section on the integration of technology.

Program completers at HPU complete an exit interview evaluation prior to graduation. In addition to narrative comments, students respond to questions pertaining to:

-providing summary ratings of the Program.

-providing responses to open-ended questions about the HPU SOE Program.

-providing responses to questions about their preparation in: content knowledge, teaching diverse P-12 students, teaching P-12 students with diverse needs, classroom management, aligning teaching with state standards, family and community engagement, and assessment of P-12 student learning.

Satisfaction of Employers and Employment Milestones

(CAEP Annual Reporting Measure 3)

The HPU School of Education has plans for including employer surveys as a new category of evidence in a subsequent Inquiry Brief. Employers' evaluations of the program's graduates will provide further evidence of the program's effectiveness in preparing new teachers.

Further, the HPU School of Education has plans for including an alumni survey as a new category of evidence in a subsequent Inquiry Brief. This survey will provide a powerful assessment of the program's effectiveness in preparing new teachers and will enable the program to collect data in the following categories:

- Graduates' long term career retention rates
- Graduates' long term job placement rates
- Rates of graduates' professional advanced study
- Rates of graduates' leadership roles
- Rates of graduates professional service activities
- Alumni self-assessment of their accomplishment
- Third-party professional recognition of graduates (e.g. NBPTS)
- Graduates' authoring of textbooks, curriculum materials, etc.
- Case studies of graduates' own pupils' learning and accomplishments
- Employer Surveys
- Employer Observations

Satisfaction of Completers

(CAEP Annual Reporting Measure 4)

Results of the 2016-17 Taskstream exit survey included 92% of the respondents expressed that the Program prepared them for the classroom.

Program Completer's over the last 5 years:

(CAEP Annual Reporting Measure 5)

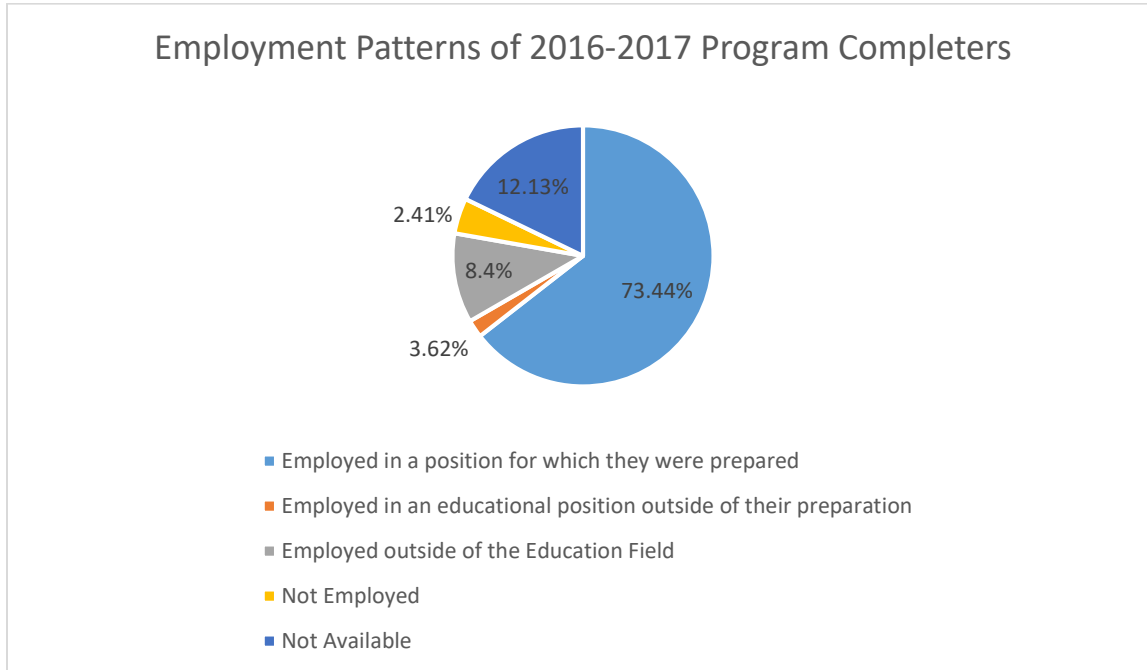| Name of Program	Type of Program (traditional or alternative)	2016-17	2015-16	2014-15	2013-14	2012-13
Elementary Education	Traditional	11	16	13	14	9
Elementary Education	Alternative	12	5	11	9	9
Secondary Education	Alternative	15	20	16	22	10

Summary Pass Rates for HPU School of Education: Praxis Assessment

(CAEP Annual Reporting Measure 6)

(Initial Teacher Preparation Candidates)

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	31	29	93.5
All program completers, 2015-16	41	40	97.6
All program completers, 2014-15	41	38	92.7
All program completers, 2013-14	45	44	97.8
All program completers, 2012-13	30	30	100
All program completers, 2011-12	38	33	86.8

April 28th, 2018

Employment Patterns of 2016-2017 Program Completers within the School of Education:
   (CAEP Annual Reporting Measure 7)

Employment Patterns of 2016-2017 Program Completers

12.13%

2.41%

8.4%

73.44%

3.62%

- Employed in a position for which they were prepared
- Employed in an educational position outside of their preparation
- Employed outside of the Education Field
- Not Employed
- Not Available

Starting Salaries for Teachers in Hawaii

(Effective 2016-17 School Year according to the Hawaii State Department of Education)

http://www.hawaiipublicschools.org/ConnectWithUs/Employment/WorkingInHawaii/Pages/home.aspx

No prior experience   -   Bachelor's   - $46,601

                                    -    Bachelor's + 30 credits or Master's   - $50,328
                                    -    PhD or EdD   - $60,010

Student Loan Default Rate
(CAEP Annual Reporting Measure 8)

- Reporting consumer information for the educator preparation provider (HAR §302A-807). Provide the available student loan default rates and other consumer information for the institution, unit and programs.

Consumer Information	Access to Data	No Access to Data	Publicly Displayed Data - *Insert Link*
3-year student default rate	☒	☐	https://www.nslds.ed.gov
Average cost of attendance	☐	☒	
Average beginning salary of a program completer	☐	☒	
Placement patterns of completers	☐	☒	

The EPP does not have any access to consumer data ☒.

OPE ID (Office of Post-Secondary Education Number)	007279
EPP Default Rate	2014 – 4.6%
	2013 – 4.4%
	2012 - 3.6%
	2011 - 4.4 %
	2010 - 4.2 %
	2009 - 5.3 %

https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=0&ope_id=007279