



AAQEP Annual Report for 2022

Provider/Program Name:	Hawaii Pacific University
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	6/30/2028

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

Hawai'i Pacific University's School of Education develops professional educators and leaders who are reflective practitioners dedicated to the scholarship of teaching, school renewal, and leading positive change. Its degree programs are based on standards-driven, field-based, and inquiry-oriented curricula that employ cutting-edge educational technology to integrate content and pedagogy. Employing an electronic portfolio-based assessment system, university faculty and mentor teachers guide the candidate's progress in achieving professional knowledge, skills, and dispositions.

The School of Education offers the following degree programs:

Bachelor of Arts in Elementary Education (BAEED)

Master of Education in Elementary Education (MEDEE)

Master of Education in Secondary Education (MEDSE)

Licensure only programs

The School of Education degree and licensure programs (Bachelor of Arts in Elementary Education, Master of Education in Elementary Education, and Master of Education in Secondary Education) prepare candidates to become competent, caring, and professional educators through classroom discussions and field experiences. Teacher candidates learn in small classes and enjoy individualized attention by university faculty and mentor teachers. Teacher candidates complete core and field experience courses as well as the capstone clinical practice (student teaching) courses in the State of Hawaii. Masters and Licensure Only programs are now offered online as well as in-seat.

Hawaii Pacific University's School of Education is recognized by the Hawaii Teacher Standards Board (HTSB) as a State Approved Teacher Education Program (SATEP). Approved licensure fields are: Elementary Education (K-6), English (6-12), Math (6-12), Social Studies (6-12), Science (6-12), World Languages (6-12), and TESOL (6-12). As required by the HTSB, teacher candidates must demonstrate content knowledge prior to student teaching by either passing the Praxis exam in the content area or satisfying a credit hour requirement in the content area. Student teaching is required to be completed in the State of Hawaii with 450 hours of clinical practice. Teacher candidates are encouraged to stay and teach within the State of Hawaii, however, the teaching license awarded by the HTSB is transferrable to other states.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.hpu.edu/cps/education/index.html>

- **Enrollment and Completion Data**

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2021-2022

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 06/22)	Number of Completers in most recently completed academic year (12 months ending 06/22)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Arts in Elementary Education	Elementary Education (K-6)	46	0* *HPU had 10 completers in Spring 2022 but they're licensure recommendations were not submitted to HTSB until 7/14/22. Thus, they will be counted in

			the 2022-2023 annual report.
Master of Education in Elementary Education	Elementary Education (K-6)	10	10
Master of Education in Secondary Education	English (6-12)	5	4
	Math (6-12)	2	1
	Social Studies (6-12)	2	2
	Science (6-12)	0	0
	World Languages (6-12)	1	1
Licensure Only: Alternative Pathway/Option B	Elementary Education (K-6)	2	2
	Secondary Science (6-12)	1	1
	TESOL (6-12)	1	1
Total for programs that lead to initial credentials		70	22
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Total for programs that lead to additional/advanced credentials			
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Total for additional programs			
TOTAL enrollment and productivity for all programs		70	22
Unduplicated total of all program candidates and completers		70	22

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

In 2022, the HPU School of Education was approved by the Hawaii Teacher Standards Board to offer licensure program in TESOL (6-12). We are offering this licensure pathway as a MED Secondary Education with Concentration in TESOL program.

- **Program Performance Indicators**

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
70
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
22
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
22

D. Cohort completion rates for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.

2021 Completer Data				
Program	Initial Cohort		Completion Rate (100% Time)	Completion Rate (150% Time)
Bachelor of Education in Elementary Education (4-year program)	16		0*	63% (10/16)*
Master of Education in Elementary Education (12-month program)	10		100%	N/A
Master of Education in Secondary Education (12-month program)	10		80%	TBD
Licensure Only Pathways (1 semester to 12 months)	4		100%	N/A

E. Summary of state license examination results, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

Due to the nature of our programs being so small with cohorts typically ranging from 5-25 students, most Title II pass rates are not reported. Additionally, the Hawaii Teacher Standards Board (HTSB) allows for Content Knowledge to be demonstrated by Content Knowledge Exam and/or satisfactory completion of credit hours in the content area. All teacher candidates are required to satisfy the content knowledge requirement prior to beginning student teaching.

Only the Traditional Program: Bachelor of Arts in Elementary Education program has sufficient numbers of test takers for Title II reporting of pass rates as provided below for 2021:

Test Code	Exam	# of Takers	# of Passers	Pass Rate
ETS 5002	Elem. Ed. Reading Language Arts	39	34	87%
ETS 5003	Elem. Ed. Math	39	36	92%
ETS 5004	Elem. Ed. Social Studies	39	32	82%
ETS 5005	Elem. Ed. Science	39	33	85%

Below is a table that indicates number of students in each program that complete the content knowledge requirement via content exam and by course credit in the content area for 2021:

Program	# of Completers	Content Area	# Completing Exam	# Completing Coursework
Bachelor of Arts in Elementary Ed.	0*	English Math Social Studies Science	N/A	N/A
Master of Arts in Elementary Ed.	10	English Math Social Studies Science	10 10 10 10	0 0 0 0
Master of Arts in Secondary Ed.	8	English (6-12) Math (6-12) Social Studies (6-12) Science (6-12) World Languages (6-12)	3 0 1 0 1	1 1 1 0 0
Licensure Only Pathways	4	Elementary Education (K-6) Science (6-12) TESOL (6-12)	2 1 0	0 0 1

F. Narrative explanation of evidence available from program completers, with a characterization of findings.

According to data from the 2021 Exit Survey data from last year's graduates, completers reported relatively high degrees of self-confidence in preparation of the InTASC standards. The lowest scoring items are InTASC Standard 6: Assessment, Standard 4: Content Knowledge, and Standard 8: Instructional Strategies, however the average score was still in within a favorable rating. These scores indicate that we need to reexamine the curriculum in the areas of assessment, content knowledge, and instructional strategies.

Summary of Exit Survey

18 completers were requested to complete the survey; six complied. The data below has N = 6.

InTASC Standard	Average	Median	Mode	Standard Deviation
1) Learner Development	3.83	4.00	4	0.37
2) Learning Differences	3.33	3.50	4	0.75

3) Learning Environments	3.67	4.00	4	0.47
4) Content Knowledge	3.50	3.50	3, 4	0.50
5) Application of Content	3.67	4.00	4	0.47
6) Assessment	3.33	3.00	3	0.47
7) Planning Instruction	3.50	4.00	4	0.76
8) Instructional Strategies	3.50	3.50	3, 4	0.50
9) Professional Learning and Ethical Practice	3.83	4.00	4	0.37
10) Leadership and Collaboration	3.67	4.00	4	0.47
G. Narrative explanation of evidence available from employers of program completers , with a characterization of findings. Unfortunately, we do not have Principal Survey data from the 2021-2022 academic year. We will work on collecting this data during this current year.				
H. Narrative explanation of how the program investigates employment rates for program completers , with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study. According to our data, 13 out of the 22 completers in 2021 are currently employed. Unfortunately, we were unable to collect data from some of our completers, so it is likely that this number is an underestimate. As noted below in our action items and in our 2020 QAR, a weakness of our program has been the collection of data from completers and alumni.				

- **Candidate Academic Performance Indicators**

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation																																				
Student Teaching Evaluations	One of the core indicators of achievement of program targets is the teaching evaluation. In all of our programs, we perform 4 teaching evaluations for each teacher candidate (2 by the mentor teacher, 2 by the university instructor). We use a rubric based on the Charlotte Danielson Framework that examines the following 5 components of instruction: <ul style="list-style-type: none">• 2b: Establishing a Culture for Learning• 2d: Managing Student Behavior• 3b: Using Questioning and Discussion Techniques• 3c: Engaging Students in Learning• 3d: Using Assessment in Instruction The rubric identifies 4 levels of performance: <ul style="list-style-type: none">• Unsatisfactory (1 point)• Basic (2 points)• Proficient (3 points)• Distinguished (4 points)	Score Distribution for MEDEE																																				
		<table><tr><th>Student ID</th><th>Average Score</th></tr><tr><td>1</td><td>2.5</td></tr><tr><td>2</td><td>2.7</td></tr><tr><td>3</td><td>2.8</td></tr><tr><td>4</td><td>2.9</td></tr><tr><td>5</td><td>2.9</td></tr><tr><td>6</td><td>2.9</td></tr><tr><td>7</td><td>3.0</td></tr><tr><td>8</td><td>3.1</td></tr><tr><td>9</td><td>3.1</td></tr><tr><td>10</td><td>3.5</td></tr><tr><td>11</td><td>3.5</td></tr><tr><td>12</td><td>3.5¹</td></tr><tr><td colspan="2"></td></tr><tr><td>Mean</td><td>3.03</td></tr><tr><td>Median</td><td>2.95</td></tr><tr><td>Mode</td><td>2.90</td></tr><tr><td>Standard Deviation</td><td>0.31</td></tr></table>	Student ID	Average Score	1	2.5	2	2.7	3	2.8	4	2.9	5	2.9	6	2.9	7	3.0	8	3.1	9	3.1	10	3.5	11	3.5	12	3.5 ¹			Mean	3.03	Median	2.95	Mode	2.90	Standard Deviation	0.31
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¹ This student teacher received only 3 evaluations – due to extenuating circumstances, the mentor teacher was only able to perform one teaching evaluation.

	<p>We assigned points to each level of performance (see list above). As a guideline, for a student to pass a teaching evaluation, we require them to get an overall average score of 2.5 or above, which roughly indicates that the student teacher is performing more at the proficient level rather than the basic level. However, depending on contextual factors (e.g., pre-existing problems and/or difficulties at the school), a lower score would be acceptable after the examiner establishes that the lower score is more attributable to the context rather than the student’s instructional ability and readiness. Generally, the scores by the mentor teachers’ evaluations are similar to those by the university instructors.</p> <p>The data at right are from program completers between July 1, 2021 through June 30, 2022. They include data from the Masters of Education in Elementary Education (MEDEE) and Masters of Education in Secondary Education (MEDSE). There was a total of 12 MEDEE completers and 10 MEDSE completers.</p> <p>The data show that:</p> <ul style="list-style-type: none">Everybody received a passing score (2.5 or better)	1	2.6	
		2	2.6	
		3	2.8	
		4	2.8	
		5	3.0	
		6	3.1	
		7	3.1	
		8	3.3	
		9	3.4	
		10	3.5	
		Mean	3.02	
		Median	3.05	
		Mode	2.60	
		Standard Deviation	0.30	

	<ul style="list-style-type: none">The average is about 3.0, which corresponds to a proficient level of teaching, which is considered moderately beyond expectations for student teachers that receive clinical training for 1-2 semesters.																													
Content Knowledge	<p>Teacher candidates can demonstrate their content knowledge via the following means:</p> <ul style="list-style-type: none">Praxis Content Knowledge TestAlternative test accepted by the Hawaii Teacher Standards Board (HTSB)College Coursework <p>All 12 MEDEE completers demonstrated their content knowledge via the Praxis Content Knowledge tests for Elementary Education (Test 5002 – Reading & Language Arts / Test 5003 – Mathematics / Test 5004 – Social Studies / Test 5005 – Science). The data at right shows the distribution of the margin beyond the passing score (averaged over the 4 subject areas). Ten out of 12 students got an average test score margin of 10 or more points, which is strong evidence that our MEDEE students generally possess a high level of content knowledge.</p>	<table><tr><th colspan="2">MEDEE Praxis Score Margin Distribution</th></tr><tr><th>Student ID</th><th>Average Margin</th></tr><tr><td>1</td><td>37.5</td></tr><tr><td>2</td><td>34.5</td></tr><tr><td>3</td><td>26.75</td></tr><tr><td>4</td><td>22.25</td></tr><tr><td>5</td><td>18.75</td></tr><tr><td>6</td><td>16.75</td></tr><tr><td>7</td><td>15</td></tr><tr><td>8</td><td>13.5</td></tr><tr><td>9</td><td>11.75</td></tr><tr><td>10</td><td>10.25</td></tr><tr><td>11</td><td>7</td></tr><tr><td>12</td><td>2</td></tr></table>	MEDEE Praxis Score Margin Distribution		Student ID	Average Margin	1	37.5	2	34.5	3	26.75	4	22.25	5	18.75	6	16.75	7	15	8	13.5	9	11.75	10	10.25	11	7	12	2
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	<p>Of the 10 MEDSE completers, half demonstrated their content knowledge with the Praxis content knowledge tests in their respective subjects. Of these 5 completers, three passed the test with a margin of 10 or greater. One of the students (World Languages: Japanese) used the American Council on the Teaching of Foreign Languages (ACTFL) test to demonstrate content knowledge. The student passed both the written and oral components of the test with the highest level of achievement: Superior. The remaining 4 completers satisfied the content knowledge requirement with college credits.</p>	<p>MEDSE – Evidence of Content Knowledge</p> <table border="1"> <thead> <tr> <th>Student ID</th><th>Subject</th><th>Margin / Credential</th></tr> </thead> <tbody> <tr> <td>1</td><td>English Language Arts: Content Knowledge (5038)</td><td>24</td></tr> <tr> <td>2</td><td>English Language Arts: Content Knowledge (5038)</td><td>12</td></tr> <tr> <td>3</td><td>Middle School Mathematics (5164)</td><td>11</td></tr> <tr> <td>4</td><td>English Language Arts: Content Knowledge (5038)</td><td>1</td></tr> <tr> <td>5</td><td>Social Studies: Content Knowledge (5081)</td><td>0</td></tr> <tr> <td>6</td><td>World Languages: Japanese</td><td>ACTFL</td></tr> <tr> <td>7</td><td>English Language Arts</td><td>CW</td></tr> <tr> <td>8</td><td>Social Studies</td><td>CW</td></tr> <tr> <td>9</td><td>Mathematics</td><td>CW</td></tr> <tr> <td>10</td><td>TESOL</td><td>CW</td></tr> </tbody> </table> <ul style="list-style-type: none"> • The number in parenthesis is the Praxis test code. • ACTFL = Written and Oral test by the American Council on the Teaching of Foreign Languages • CW = College Course Work 	Student ID	Subject	Margin / Credential	1	English Language Arts: Content Knowledge (5038)	24	2	English Language Arts: Content Knowledge (5038)	12	3	Middle School Mathematics (5164)	11	4	English Language Arts: Content Knowledge (5038)	1	5	Social Studies: Content Knowledge (5081)	0	6	World Languages: Japanese	ACTFL	7	English Language Arts	CW	8	Social Studies	CW	9	Mathematics	CW	10	TESOL	CW
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Exit Survey	<p>The exit survey is a self-assessment performed by completers. They are asked about the degree to which they feel the program prepared them for each of the 10 InTASC standard. The assessment is on a scale from 1 to 4, with 4 being Strongly Agree that the program prepared them well for the standard, while 1 corresponds to Strongly Disagree.</p> <p>The source of this data is from Spring 2021 completers, which is different from the source used in other components of this section. This is due to the roll-out of the new 1-year master’s program. The completers of the new program finished during the summer semester, which was very different from precedent (spring term completion). Because of this change, we were unable to collect the data from the cohort completing during the summer. For this reason, we gathered data from the Spring 2021 completers. Of 18 students who received requests to complete the exit survey, 6 complied. The summary of the data is shown in the next column.</p> <p>The following is our interpretation of the summary:</p> <ul style="list-style-type: none">• The distribution is generally on the high end of the scale (3 and 4).	<p>Summary of Exit Survey</p> <p>18 completers were requested to complete the survey; six complied. The data below has N = 6.</p> <table><tr><th>InTASC Standard</th><th>Average</th><th>Median</th><th>Mode</th><th>Standard Deviation</th></tr><tr><td>1) Learner Development</td><td>3.83</td><td>4.00</td><td>4</td><td>0.37</td></tr><tr><td>2) Learning Differences</td><td>3.33</td><td>3.50</td><td>4</td><td>0.75</td></tr><tr><td>3) Learning Environments</td><td>3.67</td><td>4.00</td><td>4</td><td>0.47</td></tr><tr><td>4) Content Knowledge</td><td>3.50</td><td>3.50</td><td>3, 4</td><td>0.50</td></tr><tr><td>5) Application of Content</td><td>3.67</td><td>4.00</td><td>4</td><td>0.47</td></tr><tr><td>6) Assessment</td><td>3.33</td><td>3.00</td><td>3</td><td>0.47</td></tr><tr><td>7) Planning Instruction</td><td>3.50</td><td>4.00</td><td>4</td><td>0.76</td></tr><tr><td>8) Instructional Strategies</td><td>3.50</td><td>3.50</td><td>3, 4</td><td>0.50</td></tr><tr><td>9) Professional Learning and Ethical Practice</td><td>3.83</td><td>4.00</td><td>4</td><td>0.37</td></tr><tr><td>10) Leadership and Collaboration</td><td>3.67</td><td>4.00</td><td>4</td><td>0.47</td></tr></table>	InTASC Standard	Average	Median	Mode	Standard Deviation	1) Learner Development	3.83	4.00	4	0.37	2) Learning Differences	3.33	3.50	4	0.75	3) Learning Environments	3.67	4.00	4	0.47	4) Content Knowledge	3.50	3.50	3, 4	0.50	5) Application of Content	3.67	4.00	4	0.47	6) Assessment	3.33	3.00	3	0.47	7) Planning Instruction	3.50	4.00	4	0.76	8) Instructional Strategies	3.50	3.50	3, 4	0.50	9) Professional Learning and Ethical Practice	3.83	4.00	4	0.37	10) Leadership and Collaboration	3.67	4.00	4	0.47
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	<ul style="list-style-type: none">• The lowest scoring items are InTASC Standard 6: Assessment, Standard 4: Content Knowledge, and Standard 8: Instructional Strategies. These scores indicate that students feel less confident in these standards in comparison to the other standards. We will reexamine the curriculum in the areas of assessment, content knowledge, and instructional strategies in order to improve the level of confidence in our completers in these areas.• We will work on improving the process by which we collect this essential data.																																													
Professionalism Survey	<p>Mentor teachers are surveyed twice during the semester regarding the professionalism of student teachers assigned to them. The areas of professionalism examined are:</p> <ul style="list-style-type: none">• Punctuality• Engagement• Preparedness• Collaboration• Communication	<p>Score Distribution for MEDEE</p> <table><tr><th>Student ID</th><th>Average Score 1</th><th>Average Score 2</th><th>Change</th></tr><tr><td>1</td><td>10</td><td>10</td><td>0</td></tr><tr><td>2</td><td>10</td><td>10</td><td>0</td></tr><tr><td>3</td><td>10</td><td>10</td><td>0</td></tr><tr><td>4</td><td>10</td><td>8.6</td><td>-1.4</td></tr><tr><td>5</td><td>10</td><td>8.6</td><td>-1.4</td></tr><tr><td>6</td><td>9.8</td><td>9.2</td><td>-0.6</td></tr><tr><td>7</td><td>9.4</td><td>9</td><td>-0.4</td></tr><tr><td>8</td><td></td><td>8.6</td><td></td></tr><tr><td>9</td><td></td><td>8.4</td><td></td></tr><tr><td>10</td><td></td><td></td><td></td></tr></table>	Student ID	Average Score 1	Average Score 2	Change	1	10	10	0	2	10	10	0	3	10	10	0	4	10	8.6	-1.4	5	10	8.6	-1.4	6	9.8	9.2	-0.6	7	9.4	9	-0.4	8		8.6		9		8.4		10			
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9		8.4																																												
10																																														

	<p>Mentor teachers are requested to evaluate students on a 10-point scale based on a rubric provided with the survey, with 10 points being very professional, whereas 0 corresponds to unprofessional.</p> <p>The data at right are from a subset of program completers between July 1, 2021 through June 30, 2022. The professionalism evaluation is performed only with fully-enrolled students, which excludes special-status students. There was a total of 10 MEDEE students who were evaluated by their mentor teachers. Of these, 1 student received neither evaluations, while 2 other students only received one of the two evaluations. (We urge mentor teachers to complete the evaluations, but some do not complete them.) For the MEDSE program, there were 8 students, of which 1 student received neither evaluations, while 3 received only one of the two evaluation.</p> <p>The results of the survey can be classified into the following categories:</p> <ul style="list-style-type: none">• Perfect score on both assessments• Upward trend• Downward trend	<p>Score Distribution for MEDSE</p> <table><tr><th>Student ID</th><th>Average Score 1</th><th>Average Score 2</th><th>Change</th></tr><tr><td>1</td><td>10</td><td>10</td><td>0</td></tr><tr><td>2</td><td>10</td><td>10</td><td>0</td></tr><tr><td>3</td><td>10</td><td>10</td><td>0</td></tr><tr><td>4</td><td>8.8</td><td>9.4</td><td>0.6</td></tr><tr><td>5</td><td>10</td><td></td><td></td></tr><tr><td>6</td><td></td><td>9.6</td><td></td></tr><tr><td>7</td><td>8.6</td><td></td><td></td></tr><tr><td>8</td><td></td><td></td><td></td></tr></table>	Student ID	Average Score 1	Average Score 2	Change	1	10	10	0	2	10	10	0	3	10	10	0	4	8.8	9.4	0.6	5	10			6		9.6		7	8.6			8			
Student ID	Average Score 1	Average Score 2	Change																																			
1	10	10	0																																			
2	10	10	0																																			
3	10	10	0																																			
4	8.8	9.4	0.6																																			
5	10																																					
6		9.6																																				
7	8.6																																					
8																																						

	<ul style="list-style-type: none"> Missing score(s) <p>We consider those in the first two categories as success cases, whereas those in the last two categories are things we need to work on. For the MEDEE program, the success rate was 3 out of 10, or 30%. We attribute this low rate to the fact that both this assessment and the 1-year master's program are relatively new and we are still working on improving the response rate from mentor teachers and also systematizing communication with mentor teachers in cases where the teacher candidates' professionalism needs improvement. We are considering new online tools to make this communication lower stake and more frequent so that the feedback from mentor teachers is more continuous. For the MEDSE program, the success rate was 50%, with problem being lack of response by some mentor teachers.</p>	
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Embedded Assessment for InTASC Standard 2: Culture-Based Sail Plan	The Culture-Based Sail Plan is an assessment that is aligned with AAQEP Standard 2b: Engage in culturally responsive practices with diverse	MEDEE Of the 12 MEDEE completers, 10 submitted this assessment (2 were not

	<p>learners and do so in diverse cultural and socioeconomic community contexts. The score for this assessment is a measure of our completers' achievement of this standard. The data are shown in the next column.</p> <p>Our interpretation of the results is that, by and large, students demonstrate solid achievement of instructional planning for diverse students using culturally responsive approaches. The one student who scored low on this task appears to have placed lower priority on this task, which indicates a possible need to improve buy-in from students about the importance of culturally responsive instruction.</p>	<p>required to because they were special-status students). All 10 achieved perfect score on this assessment.</p> <p>MEDSE Of the 10 MEDSE completers, 8 completed this assessment (2 were not required to because they were special-status students). Seven of the 8 achieved perfect score. One achieved 82% on this task.</p>
Embedded Assessment for InTASC Standard 3: Context for Learning	<p>This assessment is aligned with AAQEP Standard 2a: Understanding and engaging local school and cultural communities and communicate and foster relationships with families / guardians / caregivers in a variety of communities.</p> <p>This task required students to perform research about the demographics of the school and the surrounding community and compile a report on the findings.</p> <p>A major takeaway from the data shown in the next column is that elementary teacher candidates performed better on average than secondary teacher candidates. This could be an</p>	<p>MEDEE Of the 12 MEDEE completers, 10 submitted this assessment (2 were not required to because they were special-status students). Nine of the 10 achieved perfect score on this assessment. One student achieved 78% on this task.</p> <p>MEDSE Of the 10 MEDSE completers, 8 completed this assessment (2 were not required to because they were special-status students). Five of the 8 achieved a score of better than 90%. The three that fell below this were 82%, 80%, and 73%.</p>

	<p>indication of secondary teacher candidates valuing content matter over community. Further study would be needed to confirm this, but if this hypothesis were to be confirmed, it would indicate a greater need to impress on secondary teacher candidates to value relationships with the community more in their teaching practice.</p>																																		
<p>Teaching Evaluation – Component 2b: Establishing a Culture for Learning / Component 2d: Managing Student Behavior / Component 3c: Engaging Students in Learning</p>	<p>These three components of the teaching evaluation are aligned with AAQEP Standard 2c: Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts.</p> <p>The data at right are subcomponents of average teaching evaluation scores. The components are aligned with AAQEP standard 2c. The source of the data are 12 MEDEE program completers and 10 MEDSE completers. As a measure of achievement, we use 2.75 as a dividing line since this numerical value corresponds to the situation in which a score greater than this indicates more proficient or higher level of performance than basic or below. Of the 12 MEDEE completers, all scored above this cut-off point for Charlotte Danielson component 2b; 10 of the 12 scored above this for component 2d, and all students scored higher for component 3c. Of the 10 MEDSE students, all students scored higher than the cutoff for component 2b, 7 of the 10 scored higher for component 2d,</p>	<p>MEDEE</p> <table> <tr> <th>2b: Establishing a Culture for Learning</th><th>2d: Managing Student Behavior</th><th>3c: Engaging Students in Learning</th></tr> <tr><td>3.8</td><td>3.5</td><td>3.8</td></tr> <tr><td>3.7</td><td>3.5</td><td>3.7</td></tr> <tr><td>3.7</td><td>3.3</td><td>3.5</td></tr> <tr><td>3.2</td><td>3.1</td><td>3.4</td></tr> <tr><td>3.1</td><td>3.1</td><td>3.4</td></tr> <tr><td>3.1</td><td>3.1</td><td>3.2</td></tr> <tr><td>3.1</td><td>3.0</td><td>3.2</td></tr> <tr><td>3.0</td><td>3.0</td><td>3.2</td></tr> <tr><td>3.0</td><td>2.9</td><td>3.0</td></tr> <tr><td>3.0</td><td>2.9</td><td>2.9</td></tr> </table>	2b: Establishing a Culture for Learning	2d: Managing Student Behavior	3c: Engaging Students in Learning	3.8	3.5	3.8	3.7	3.5	3.7	3.7	3.3	3.5	3.2	3.1	3.4	3.1	3.1	3.4	3.1	3.1	3.2	3.1	3.0	3.2	3.0	3.0	3.2	3.0	2.9	3.0	3.0	2.9	2.9
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	<p>and 8 of the 10 scored higher for component 3c.</p> <p>The data provide strong evidence that program completers had demonstrated achievement of AAQEP standard 2c.</p>	<table> <tr> <td>2.9</td><td>2.6</td><td>2.9</td></tr> <tr> <td>2.8</td><td>2.4</td><td>2.8</td></tr> </table> <p>MEDSE</p> <table> <tr> <td>2b: Establishing a Culture for Learning</td><td>2d: Managing Student Behavior</td><td>3c: Engaging Students in Learning</td></tr> <tr> <td>3.7</td><td>3.9</td><td>3.4</td></tr> <tr> <td>3.6</td><td>3.6</td><td>3.3</td></tr> <tr> <td>3.4</td><td>3.6</td><td>3.3</td></tr> <tr> <td>3.4</td><td>3.1</td><td>3.3</td></tr> <tr> <td>3.3</td><td>3.0</td><td>3.2</td></tr> <tr> <td>3.1</td><td>2.9</td><td>3.1</td></tr> <tr> <td>3.0</td><td>2.8</td><td>2.9</td></tr> <tr> <td>3.0</td><td>2.7</td><td>2.8</td></tr> <tr> <td>2.8</td><td>2.6</td><td>2.6</td></tr> <tr> <td>2.8</td><td>2.3</td><td>2.6</td></tr> </table>	2.9	2.6	2.9	2.8	2.4	2.8	2b: Establishing a Culture for Learning	2d: Managing Student Behavior	3c: Engaging Students in Learning	3.7	3.9	3.4	3.6	3.6	3.3	3.4	3.6	3.3	3.4	3.1	3.3	3.3	3.0	3.2	3.1	2.9	3.1	3.0	2.8	2.9	3.0	2.7	2.8	2.8	2.6	2.6	2.8	2.3	2.6
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Embedded Assessment for InTASC Standard 9: Professional Development Plan	<p>This assessment is aligned with AAQEP standard 2e: Establish goals for their own professional growth and engage in self-assessment, goal-setting, and reflection.</p>	<p>MEDEE</p> <p>Of the 12 MEDEE completers, 10 submitted this assessment (2 were not required to because they were special-</p>																																							

	<p>Our interpretation of this result is that, for the most part, all MEDEE students demonstrated achievement of this standard through this assessment, while all but one student did so among the MEDSE completers. The one case with a 75% is attributable to personal difficulties experienced by the candidate (the candidate had a doctor's note to demonstrate the need for extra time to complete the task).</p>	<p>status students). Nine of the 10 achieved 99% or above on this task, while one scored 89%.</p> <p>MEDSE Of the 10 MEDSE completers, 8 completed this assessment (2 were not required to because they were special-status students). Seven of the 8 achieved a score of better than 90%, while one scored a 75%.</p>
Professionalism Evaluation item 5: Collaboration	<p>This assessment is aligned with AAQEP Standard 2f: Collaborate with colleagues to support professional learning.</p> <p>The result is shown in the next column. For the most part, students in both programs score high for collaboration. Those that score less than a 10 have observable behavior that mentor teachers can point to that detracts from a perfect score. In the future, we plan to systematically address these cases so that as many completers as possible will be aware of the importance of collaboration in their professional practice.</p>	<p>MEDEE Of the 12 MEDEE completers, 10 had their professionalism evaluated (2 were not required because they were special-status students). Eight of the 10 achieved 9 out of 10 or better for Collaboration. One scored an 8, and the other had no assessment (the mentor teacher did not perform the assessment).</p> <p>MEDSE Of the 10 MEDSE completers, 8 completed this assessment (2 were not required to because they were special-status students). Six of the 8 achieved a perfect score of 10 out of 10 for Collaboration, while one scored an 8 and another scored a 7.</p>

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

During the 2021-2022 academic year, the Hawaii Pacific University School of Education has emerged from being newly AAQEP accredited in June 2021 with motivation for program improvement. The challenge has, and continues to be, recovering from the difficult challenges of the COVID pandemic. However, we are optimistic that our programs will continue to grow and support our teacher candidates through the dedication of our hard-working faculty. We have successfully implemented or are in the process of implementing the following program updates, improvements, and changes:

The Hawaii Teacher Standards Board (HTSB) has adopted a standard that requires Educator Preparation Programs to include training in the Model Code of Ethics for Educators (MCEE). We have embedded MCEE content and training into our curricula at several points within our programs with hopes that the perspective of the MCEE can run throughout the teacher candidates as they develop their skills as teachers. Teacher candidates are first introduced to the MCEE in the Foundations of Education and Introduction to Teaching courses in the beginnings of their programs. They then are further trained with a MCEE workshop during their student teaching clinical practice so they can apply the MCEE to their experiences first hand in the classroom. Future curriculum examination will be done by faculty to determine how we can also integrate the MCEE into other courses in the program.

The Master of Education in Secondary Education was approved by the HTSB to license teacher candidates in TESOL grades 6-12 this past Spring 2022. We welcome this additional concentration to help support the growing English Language Learner population in Hawaii. HPU has an existing TESOL program and we have partnered with the TESOL faculty to support their students in becoming licensed TESOL teachers. The State of Hawaii Department of Education (HIDOE) has also recently made a push to require all licensed teachers to be ELL trained via a 6-credit requirement, so we also hope to provide more support to teachers that are needing to fulfill this new requirement.

We are currently beginning two new initiatives to help increase our retention and also increase enrollment in our Bachelor of Education in Elementary Education program. First, we are working on restructuring our current degree plan to move up foundational courses to first year students at HPU. Currently, they do not take Education courses until the 4th semester, which is during their second year at HPU. During this early time, we noticed that we lose a number of students to other majors, so we hope that having earlier contact will help us retain students. Second, we are restarting a cohort of students specifically for military

affiliated students that will be taught completely on the Hickam AFB. The military affiliated student has particular needs that differ from our traditional student, so we hope this program attracts more students in this demographic.