



## NCTQ 2012 Teacher Preparation Policy Checklist for States

University of Hawai'i at Mānoa  
College of Education

| Recommendation   | NCTQ State Checklist   | UHM College of Education<br>Teacher Preparation Programs   |
|--|--|--|
| 1. Raise admission standards.                                  | a. Require teacher candidates to pass a test of academic proficiency that assesses reading, writing and mathematics skills as a criterion for admission into teacher preparation programs. | a. All COE teacher candidates must pass the Praxis I Pre-Professional Skills Tests in reading, writing, and mathematics as an admission requirement. Passing scores must be achieved on each test.   |
|  | b. Require preparation programs to use a common test normed to the general college-bound population.   | b. UH Mānoa undergraduate students must achieve a passing score on the SAT or the ACT for admission.   |
| 2. Align teacher preparation with Common Core State Standards. | a. Ensure that coursework and subject-matter testing for elementary teacher candidates are well aligned with standards.  | a. The Elementary and Early Childhood Education (EECE) program requires all candidates to align their planning, teaching, and assessment with the Common Core State Standards.   |
|  | b. Ensure that teacher preparation programs prepare elementary teaching candidates in the science of reading instruction and require a rigorous assessment of reading instruction.         | b. The EECE program prepares all candidates in the science of reading instruction and rigorously assesses their ability to teach reading. Candidates must pass two methods courses in language and literacy (ITE 313 & 314).   |
|  | c. Require teacher preparation programs to provide mathematics content specifically geared to the needs of elementary teachers.  | c. The EECE program requires two pre-requisite mathematics courses (MATH 111 & 112) for elementary teachers, and two courses in teaching elementary mathematics (ITE 324 & 325).   |
| 3. Improve clinical preparation.                               | a. Ensure that cooperating teachers have demonstrated evidence of effectiveness as measured by student learning.   | a. COE cooperating teachers must be tenured and recommended by their school principal. HIDEOE's new Educator Effectiveness System (EES) is being developed and piloted to provide evidence of teachers' effect on student achievement.   |
|  | b. Require summative clinical experience for all prospective teachers that includes at least 10 weeks of full-time student teaching.   | b. COE teacher candidates complete more than 400 hours of early field experience and 16 weeks of full-time student teaching and must demonstrate competence in the Hawai'i Teacher Performance Standards and the content standards in their teaching field.                                      |
| 4. Raise licensing standards.                                  | a. Eliminate K-8 generalist licenses.  | a. COE prepares candidates at the PK-3, K-6, and 7-12 levels. Elementary candidates are prepared to teach core and extended core subjects. Secondary (grades 7-12) candidates must have a content major (e.g., art, English, math, science, social studies, physical education, world language). |

| <b>Recommendation</b>                                  | <b>NCTQ State Checklist</b>  | <b>UHM College of Education<br/>Teacher Preparation Programs</b>   |
|--|--|--|
| 4. Raise licensing standards (continued).              | b. Require subject-matter testing for middle school teacher candidates.  | b. All secondary candidates (grades 7-12) must pass the Praxis II content test in the subject field prior to student teaching.   |
|  | c. Require subject-matter testing for secondary teacher candidates.  | c. All secondary candidates (grades 7-12) must pass the Praxis II content test in the subject field prior to student teaching.   |
|  | d. Require middle school and secondary science and social studies teachers to pass a test of content knowledge that ensures sufficient knowledge of the subjects taught. | d. All secondary science and social studies candidates (grades 7-12) must pass the Praxis II content tests in the subject field prior to student teaching. The social studies test covers United States History; World History; Government, Civics, Political Science; Geography; Economics; and Behavioral Sciences. Science candidates must pass the content test in their major area (e.g., biology, chemistry, physics). |
| 5. Don't lower the bar for special education teachers. | a. Do away with K-12 special education teacher licenses.   | a. The COE Special Education Department prepares candidates for the PK-3, K-6, 7-12 levels. The Deaf/Hard of Hearing program prepares for K-12 to work across grade levels, which enables them to teach students who are deaf/hard of hearing at multiple grade levels.  |
|  | b. Require special education teachers to pass a subject-matter test for licensure that is no less rigorous than what is required of general education candidates.        | b. The EECE program requires dual preparation candidates in elementary and special education to pass the Praxis II content tests in all elementary areas (language arts, mathematics, science, and social studies) as well as in special education. Secondary special education candidates are required to have a BA or BS for admission.  |
| 6. Hold teacher preparation programs accountable.      | a. Collect data that connect student achievement gains to teacher preparation programs.  | a. COE is working with HIDOE as they develop and pilot the new Educator Effectiveness System (EES), which will link student achievement gains to COE graduates. Data are not yet available to teacher preparation programs.  |
|  | b. Gather other meaningful data that reflect program performance.  | b. The EES will provide data on three other measures for COE teacher preparation program completers.   |
|  | c. Establish the minimum standard of performance for each category of data.  | c. HIDOE is establishing levels of performance at this time.   |
|  | d. Produce and publish an annual report card for each teacher preparation program.   | d. HIDOE will establish a means to report data on teacher preparation programs.  |