



2012 NCTQ Critical Attention Summary for Hawai'i
 University of Hawai'i at Mānoa
 College of Education

NCTQ Checklist	Recommendations Authority: HTSB	UHM College of Education Teacher Preparation Programs
RED Admission into Preparation Program	a. Require that preparation programs use a common admissions test normed to the general college-bound population and limit acceptance to those candidates demonstrating academic ability in the top 50th percentile.	a. UH Mānoa undergraduate students take the SAT or the ACT for admission. COE requires a GPA of 2.75 or better for admission. The MEtT program requires a GPA of 3.0 or better for admission. Mean GPA for students admitted in Fall 2012 was 3.25.
Elementary Teacher Preparation	a. Require all elementary teacher candidates to pass a rigorous content test that assesses knowledge of all subjects.	a. The Elementary & Early Childhood Education (EECE) program requires that candidates pass the Praxis II content test (English Language Arts, mathematics, science, social studies). Candidates must pass each content section.
	b. Require preparation programs to provide mathematics content specifically geared to the needs of elementary teachers, and require candidates to pass a rigorous math assessment.	b. 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). All four courses are assessed rigorously.
	c. Require a rigorous assessment in the science of reading instruction.	c. 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).
	d. Require a content specialization in an academic subject area.	d. Because elementary teachers must be prepared to teach all content areas (art, language arts, mathematics, science, social studies, health, physical education), the EECE program requires that candidates complete the UHM General Education Core and Math 111 and 112 for admission. In addition, candidates complete nine content/methods courses for teaching in specific content areas (language arts [reading and writing], mathematics, science, social studies, health and physical education, performing arts, visual arts}.
Special Education Teacher Preparation	a. Eliminate the K-12 special education certificate, and require licenses that differentiate between preparation of elementary and secondary teacher candidates.	a. The COE Special Education Department prepares candidates for the PK-3, K-6, 7-12 levels. The Deaf/Hard of Hearing program prepares candidates for licensure K-12, which enables them to teach students who are deaf/hard of hearing at multiple grade levels.

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Special Education Teacher Preparation (continued)	b. Require that elementary special education candidates pass the same content test as general elementary teachers.	b. The EECE program requires dual preparation candidates in elementary and special education to pass Praxis II content tests in all elementary subject areas (language arts, mathematics, science, social studies) and in special education.
	c. Ensure that secondary special education teachers possess adequate content knowledge.	c. Secondary special education candidates are required to have a BA or BS in a content area, or 30 credits of coursework in a content area, or pass a Praxis exam in a content area for admission. Special education coursework includes research-based methods of teaching reading/language arts, math, and science to students with disabilities.
Student Teaching	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. HIDOE's new Educator Effectiveness System (EES), being developed and piloted, will provide evidence of teachers' effect on student achievement. Data are not yet available related to teacher preparation programs.
Teacher Preparation Program Accountability	a. Collect performance data to monitor programs.	a. Candidates complete a rigorous series of program assessments at key transition points in the teacher education programs. COE is working with HIDOE as they develop and pilot the new EES. When fully operational, EES will link student achievement gains to teacher preparation programs.
	b. Set minimum standards for program performance with consequences for failure to meet those standards.	b. HIDOE is establishing levels of teacher performance at this time.
	c. Publicly report performance data.	c. HIDOE will establish a means to report data on teacher preparation programs. COE publicly reports data on accredited programs and other metrics on its website. Fourteen programs recently received seven-year National Recognition from professional organizations (e.g., NCTM) partnered with NCATE.
YELLOW Secondary Teacher Education	a. Require secondary science and social studies teachers to pass a content test for each discipline they are licensed to teach.	a. 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).
GREEN Middle School Teacher Preparation	None	The COE prepares middle and secondary teachers (grades 7-12) in the Arts, English Language Arts, ESL, Mathematics, Physical Education Science, Social Studies, and World Language. All programs are nationally recognized by corresponding Specialty Professional Associations (e.g., National Council of Teachers of Mathematics).