

AAQEP Annual Report for 2024

Provider/Program Name:	University of Hawai'i at Mānoa - Initial Licensure Programs
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 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.

The University of Hawai'i at Mānoa (UHM) has international recognition among the nation's leading land, sea, and space grant universities. Grounded in the traditional values of our host culture, we strive for excellence in teaching, research, and community engagement, while promoting environmental sustainability and human justice. The UH Mānoa was founded in 1907 under the Morrill Act as a land-grant college of agriculture and mechanical arts. In 1912 the newly-named College of Hawai'i relocated to Mānoa Valley. The college became the University of Hawai'i in 1920 with the addition of a College of Arts and Sciences. The Territorial Normal and Training School (now College of Education) joined the University in 1931. The College of Education (COE) serves not only the state of Hawai'i, but a regional and global market. Ours is a diverse and robust college providing educational and community-driven research, policy studies, curriculum development, professional development, educational services, as well as teacher and educational leader preparation programs.

COE Vision - *A sense of purpose, a sense of place: Preparing knowledgeable, effective, and caring educators to contribute to a just, diverse, and democratic society.*

The College of Education envisions a Native Hawaiian place of learning and teaching sustained by a collaborative community of educators who provide innovative research, teaching, and leadership in an effort to further the field of education and prepare professionals to contribute to a just, diverse, and democratic society, and prioritize the educational well-being of the Native Hawaiian people and others across the Pacific through education. Our vision guides the direction and work of the college in and beyond lāhui Hawai‘i and is informed by tenets of aloha ‘āina, a‘o, mālama, ‘ike Hawai‘i, and pono, creating our sense of purpose and a sense of place.*

COE Strategic Principles

Principle A: Native Hawaiian Place of Learning and Teaching

Context A: Commit to and actualize a Native Hawaiian place of learning and teaching. Become a Native Hawaiian Place of Learning (Aloha ‘Āina University).

Principle B: Collaboration, Partnerships, and Community

Context B: Enrich student, faculty and staff experiences by embedding collaboration and partnerships as fundamental principles in the delivery of high quality programs (internally, locally, and globally).

Principle C: Innovate and Inspire

Context C: Nurture a culture of innovation and continuous improvement, including the use of technology to enhance equity and sustain excellence in teaching and learning. We inspire societal and extrinsic constructive change.

Principle D: Research to Improve Educational Outcomes

Context D: Commit to endeavors that innovate, improve, or influence the knowledge base of diverse learners who can contribute to a just society.

The COE submitted two Quality Assurance Reports (one for Initial Licensure Programs and one for Advanced Programs) and was awarded full accreditation for both through June 2028. This Annual Report includes data on our Initial Licensure Programs. Licensure programs are housed in (a) the School of Teacher Education (STE): Elementary, Secondary, and Master of Education in Teaching (MEdT); (b) the Department of Kinesiology and Rehabilitation Science (KRS); and (c) the Department of Special Education (SPED). Several programs are offered as a collaborative effort between these departments. The COE offers the Bachelor of Education (BEEd), Bachelor of Science (BS), Post-Baccalaureate Certificate in Elementary Education (PBCEE), Post-Baccalaureate Certificate in Secondary Education (PBCSE), Post-Baccalaureate Certificate in Music Education (PBCME), Post-Baccalaureate Certificate in Health and Physical Education (PBCHPE), Post-Baccalaureate Certificate in Special Education.

(PBSPED), the Master of Education in Early Childhood Education – Initial Licensure (MEd ECE), and the Master of Education in Teaching (MEdT) in secondary and elementary education, leading to initial teacher licensure.

***Glossary of Terms:**

‘āina: land, resources

aloha: compassion; loving relationships and reciprocal care

‘ike Hawai‘i: Hawaiian culturally rooted insights, perspectives, intuition, knowledge, skills, perceptions, sensory inputs, extra-sensory understandings, emotions, instincts, awareness, etc.

lāhui: nation, race, tribe, people, nationality

mālama: to take care of, tend, attend, care for, preserve, protect

pono: balance, right, harmony

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://coe.hawaii.edu/accreditation/>

2. 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 2023-2024

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates Enrolled: (September 1, 2023 – August 31, 2024)	Number of Completers: (September 1, 2023 – August 31, 2024)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Education	Dual: Elementary Education (K-6) & Early Childhood Education (PK-3)	20	10
	Dual: Elementary Education (K-6) & Special Education (K-6)	40	21
	Dual: Elementary Education (K-6) & TESOL (K-6)	18	7
	Dual: Early Childhood Education (PK-3) & Early Childhood Special Education (PK-3)	25	25
	Dual: Elementary Education (K-6) & Hawaiian Language Immersion (K-6)	1	1
	Elementary Education(K-6)	76	39
	English (6-12)	16	6
	Mathematics (6-12)	5	1
	Science (6-12)	5	4
	Social Studies (6-12)	7	4
	World Language (6-12)	7	4
	Music (6-12) (K-12)	19	11

	Special Education: Severe Disabilities/ Autism (PK – 12)	21	11
	Special Education: Mild/Moderate (6-12)	8	0
Bachelor of Science	Health (K-12) & Physical Education (K- 12)	2	1
	Health (K-6) & Physical Education (K-6)	2	0
	Health (6-12) & Physical Education (6-12)	3	3
Master of Education in Teaching	Art (6-12)	1	0
	Elementary Education (K-6)	19	7
	Elementary Education (K-6) & Hawaiian Language Immersion (K-12)	0	0
	English (6-12)	6	4
	English (6-12) & Special Education: Mild/Moderate (6-12)	6	3
	Hawaiian Language (6-12) & Hawaiian Language Immersion (K-12)	2	2
	Mathematics (6-12)	4	4
	Mathematics (6-12) & Special Education: Mild/Moderate (6-12)	1	1
	Science (6-12)	11	6
	Science (6-12) & Special Education: Mild/Moderate (6-12)	3	0
	Social Studies (6-12)	9	4
	Social Studies (6-12) & Special Education: Mild/Moderate (6-12)	4	2
	Social Studies (6-12) & Hawaiian Language Immersion (K-12)	1	1
World Languages (6-12)	7	7	

Post-Baccalaureate Certificate	Art (6-12)	1	1
	Drama/Theater Arts (6-12)	1	1
	Elementary Education (K-6)	27	13
	English (6-12)	5	1
	Mathematics (6-12)	3	1
	Music (6-12) (K-12)	2	1
	Physical Education (6-12)	3	2
	Health (K-6) & Physical Education (K-6)	0	0
	Health (6-12) & Physical Education (6-12)	2	1
	Science 6-12	2	1
	Social Studies 6-12	3	2
	Special Education: Mild/Moderate (PK3), (K-6), (6-12)	30	18
	World Languages (6-12)	6	3
	Special Education: Severe Disabilities/Autism (PK-3, K-6, 6-12, K- 12)	15	7
TESOL (6-12)	2	2	
Total for programs that lead to initial credentials		451	244
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Add-a-field licensure programs	Early Childhood Education (PK-K)(PK-3)	7	0
	Special Education (PBSPED): Mild Moderate (PK-3, K-6, 6-12)	8	5
	Special Education (PBSPED): Severe/Profound (PK-3, K-6, 6-12)	2	0
	Ethnomathematics (K-6)	0	0

	STEM (K-6, 6-12) – MEd in Curriculum Studies	1	1
	Teacher Leader (K-12)	0	0
	TESOL (K-6, 6-12, K-12) - Graduate Certificate in Multilingual Multicultural Professional Practice (MMPP)	14	0
Total for programs that lead to additional/advanced credentials		27	6
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
	N/A		
Total for additional programs		0	0
TOTAL enrollment and productivity for all programs		478	250
Unduplicated total of all program candidates and completers		478	250

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.)

None

3. 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.
478

<p>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.</p>
250
<p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>
320 (This number is greater than unique completers because some of our candidates completed a dual program, which resulted in completing requirements for two license fields.)
<p>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.</p>

Year	Initial Cohort Enrollment	Graduated in 100% time	Graduated in 150% time	Graduation Rate 100% time	Graduation Rate 150% time
Bachelor's Degrees (time to graduation = 2 years)					
2022	124	106	0	85%	85%
2021	132	109	4	83%	86%
2020	151	132	7	87%	92%
Post-Baccalaureate Degrees (time to graduation = 3 semesters)					
2022	44	36	6	80%	96%
2021	65	48	7	74%	85%
2020	93	64	3	69%	72%
Master's Education in Teaching Degree (time to graduation = 2 years)					
2022	40	33	1	83%	85%
2021	46	37	2	80%	85%
2020	49	36	3	73%	80%
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%.					
The state of Hawai'i has options for teacher candidates to meet the content knowledge requirements in their field, including thirty (30) semester credit hours in the license field from an accredited institution of higher education or passing a licensure test in their license field (Hawai'i Teacher Standards Board NBI 12-29Rev). The majority of the COE program completers utilize the 30 semester credit hours option, which is verified through transcript analysis. With respect to the elementary requirement, candidates					

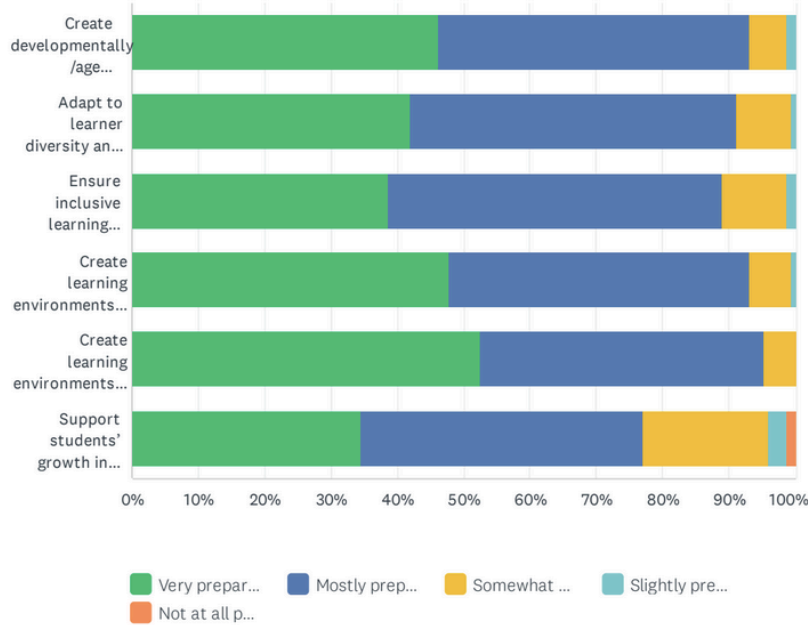
passed a minimum of 9-credit hours in English Language Arts, Social Studies, and Science. In some cases, a candidate would take just one of the elementary subtests in PRAXIS because they were missing credit hours in one subject area. In other cases, a candidate would take two or more of the elementary subtests. In AY23-24, of our initial licensure program completers, 99 individuals took at least one licensure exam for content knowledge verification. When candidates take the Praxis exam and do not pass, they can meet basic skills or content knowledge requirements through a different option as specified by Hawai'i Teacher Standards Board requirements:NBI 12-29Rev; therefore, a majority of the candidates do not retake the licensure exam. The following table represents Title II report data for AY23-24.

Test Number	Test Name	Number of Test Takers	Number Passed	Pass Rate
5002	ELEM ED MULTI SUBJ READING LANG ARTS	7	6	86%
5003	ELEM ED MULTI SUBJ MATHEMATICS	16	14	88%
5004	ELEM ED MULTI SUBJ SOCIAL STUDIES	2	2	100%
5005	ELEM ED MUTI SUBJ SCIENCES	9	8	89%
5024	EDUCATION OF YOUNG CHILDREN	11	10	91%
5038	ENGLISH LANGUAGE ARTS: CK	1	1	100%
5164	MIDDLE SCHOOL MATHEMATICS	1	1	100%
5165	MATHEMATICS	2	1	50%
5354	SPECIAL ED: CORE KNOWLEDGE AND APPLICATIONS	3	2	67%
5362	ENGLISH TO SPEAKERS OF OTHER LANGUAGES	10	10	100%
5543	SE CK AND MILD TO MODERATE APPL	24	24	100%
5545	SE CK AND SEVERE TO PROF APPL	11	11	100%
5713	CORE ACADEMIC SKILLS FOR EDUCATORS: READING	1	1	100%

5723	CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING	1	1	100%
F. Narrative explanation of evidence available from program completers , with a characterization of findings.				
<p>In AY23-24, 187 of 250 program completers responded to the Survey of Program Completers at the end of their student teaching experience; however, several respondents skipped items in the survey. As a result, the response rate ranges were from 75% - 65%. Overall, 92% of respondents felt they were very prepared, or mostly prepared to join the profession. Some of the areas that were weak in relation to other items on the survey include the extent to which program completers felt they were:</p> <ul style="list-style-type: none"> ● prepared to integrate Hawaiian history, culture, and language into their teaching practices (62% very or mostly prepared, which is an improvement from 54% last year); ● teach students who have disabilities (62% very or mostly prepared, which is an improvement from 58% last year); ● teach students who do not speak English as their first language (61% very or mostly prepared, which is an improvement from 55% last year); ● teach students who are gifted and talented (64% very or mostly prepared, which is similar to last year) <p>The figures below illustrate program completer responses to relevant prompts about the quality of our teacher preparation programs.</p>				

Q8 At the end of your COE teacher education program, to what extent are you prepared to...

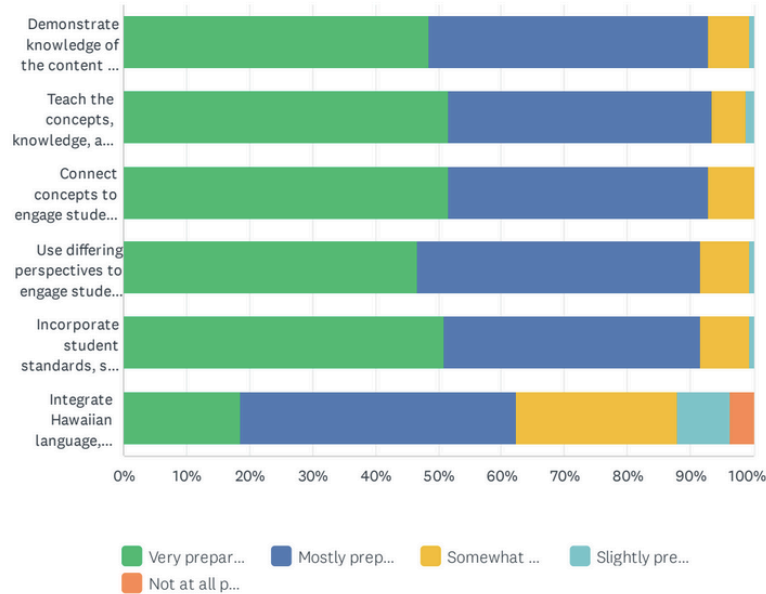
Answered: 172 Skipped: 15



	VERY PREPARED	MOSTLY PREPARED	SOMEWHAT PREPARED	SLIGHTLY PREPARED	NOT AT ALL PREPARED	TOTAL
Create developmentally/age appropriate learning experiences?	46.20% 79	46.78% 80	5.85% 10	1.17% 2	0.00% 0	171
Adapt to learner diversity and individual differences?	41.86% 72	49.42% 85	8.14% 14	0.58% 1	0.00% 0	172
Ensure inclusive learning environments that enable each learner to meet high standards?	38.60% 66	50.29% 86	9.94% 17	1.17% 2	0.00% 0	171
Create learning environments that support individual learning?	47.95% 82	45.03% 77	6.43% 11	0.58% 1	0.00% 0	171
Create learning environments that support collaborative learning?	52.63% 90	42.69% 73	4.68% 8	0.00% 0	0.00% 0	171
Support students' growth in international and global perspectives?	34.50% 59	42.69% 73	18.71% 32	2.92% 5	1.17% 2	171

Q9 At the end of your COE teacher education program, to what extent are you prepared to...

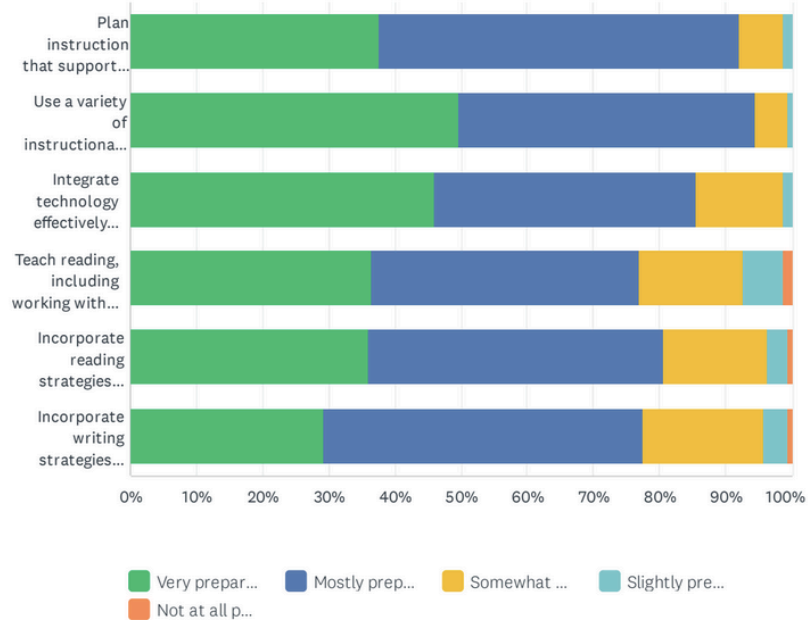
Answered: 167 Skipped: 20



	VERY PREPARED	MOSTLY PREPARED	SOMEWHAT PREPARED	SLIGHTLY PREPARED	NOT AT ALL PREPARED	TOTAL
Demonstrate knowledge of the content in your field?	48.50% 81	44.31% 74	6.59% 11	0.60% 1	0.00% 0	167
Teach the concepts, knowledge, and skills of your field in ways that enable students to learn?	51.50% 86	41.92% 70	5.39% 9	1.20% 2	0.00% 0	167
Connect concepts to engage students in learning?	51.50% 86	41.32% 69	7.19% 12	0.00% 0	0.00% 0	167
Use differing perspectives to engage students in learning?	46.71% 78	44.91% 75	7.78% 13	0.60% 1	0.00% 0	167
Incorporate student standards, such as the Common Core Standards, into your teaching practice?	50.90% 85	40.72% 68	7.78% 13	0.60% 1	0.00% 0	167
Integrate Hawaiian language, history, and culture into your teaching practice?	18.56% 31	43.71% 73	25.75% 43	8.38% 14	3.59% 6	167

Q10 At the end of your COE teacher education program, to what extent are you prepared to...

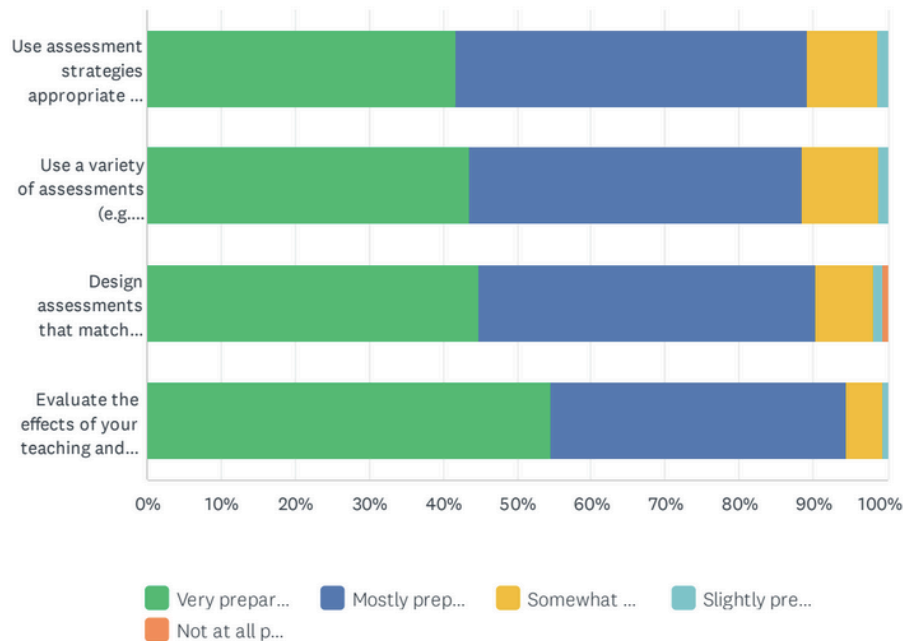
Answered: 165 Skipped: 22



	VERY PREPARED	MOSTLY PREPARED	SOMEWHAT PREPARED	SLIGHTLY PREPARED	NOT AT ALL PREPARED	TOTAL
Plan instruction that supports every student in meeting learning goals?	37.58% 62	54.55% 90	6.67% 11	1.21% 2	0.00% 0	165
Use a variety of instructional strategies to engage all learners?	49.70% 82	44.85% 74	4.85% 8	0.61% 1	0.00% 0	165
Integrate technology effectively into curricula and instruction?	46.06% 76	39.39% 65	13.33% 22	1.21% 2	0.00% 0	165
Teach reading, including working with students who have reading difficulties?	36.36% 60	40.61% 67	15.76% 26	6.06% 10	1.21% 2	165
Incorporate reading strategies across your curriculum?	35.98% 59	44.51% 73	15.85% 26	3.05% 5	0.61% 1	164
Incorporate writing strategies across your curriculum?	29.27% 48	48.17% 79	18.29% 30	3.66% 6	0.61% 1	164

Q11 At the end of your COE teacher education program, to what extent are you prepared to...

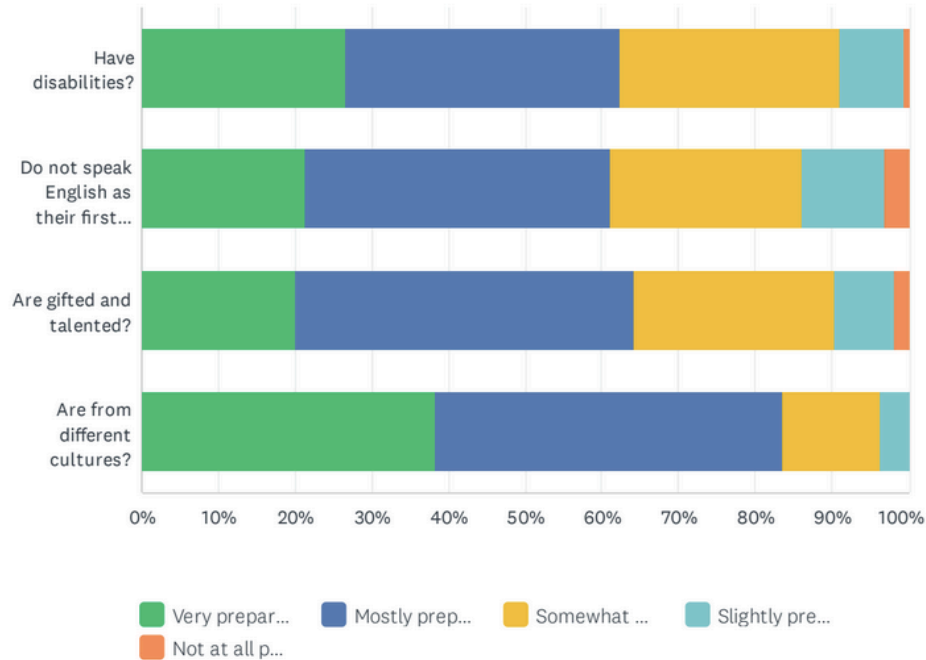
Answered: 165 Skipped: 22



	VERY PREPARED	MOSTLY PREPARED	SOMEWHAT PREPARED	SLIGHTLY PREPARED	NOT AT ALL PREPARED	TOTAL
Use assessment strategies appropriate to your students' needs?	41.82% 69	47.27% 78	9.70% 16	1.21% 2	0.00% 0	165
Use a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records) to determine students' strengths and instructional needs?	43.64% 72	44.85% 74	10.30% 17	1.21% 2	0.00% 0	165
Design assessments that match student learning objectives?	44.85% 74	45.45% 75	7.88% 13	1.21% 2	0.61% 1	165
Evaluate the effects of your teaching and modify plans accordingly?	54.55% 90	40.00% 66	4.85% 8	0.61% 1	0.00% 0	165

Q12 At the end of your COE teacher education program, to what extent are you prepared to teach students who...

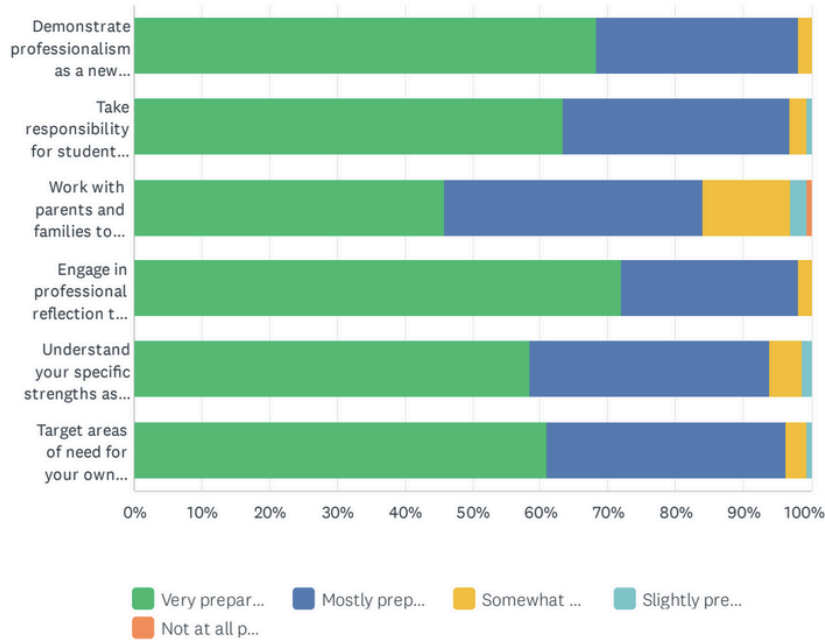
Answered: 165 Skipped: 22



	VERY PREPARED	MOSTLY PREPARED	SOMEWHAT PREPARED	SLIGHTLY PREPARED	NOT AT ALL PREPARED	TOTAL
Have disabilities?	26.67% 44	35.76% 59	28.48% 47	8.48% 14	0.61% 1	165
Do not speak English as their first language?	21.21% 35	40.00% 66	24.85% 41	10.91% 18	3.03% 5	165
Are gifted and talented?	20.00% 33	44.24% 73	26.06% 43	7.88% 13	1.82% 3	165
Are from different cultures?	38.18% 63	45.45% 75	12.73% 21	3.64% 6	0.00% 0	165

Q13 At the end of your COE teacher education program, to what extent are you prepared to...

Answered: 164 Skipped: 23



	VERY PREPARED	MOSTLY PREPARED	SOMEWHAT PREPARED	SLIGHTLY PREPARED	NOT AT ALL PREPARED	TOTAL
Demonstrate professionalism as a new teacher?	68.29% 112	29.88% 49	1.83% 3	0.00% 0	0.00% 0	164
Take responsibility for student learning and success?	63.41% 104	33.54% 55	2.44% 4	0.61% 1	0.00% 0	164
Work with parents and families to better support student learning?	45.73% 75	38.41% 63	12.80% 21	2.44% 4	0.61% 1	164
Engage in professional reflection to become a stronger teacher?	71.95% 118	26.22% 43	1.83% 3	0.00% 0	0.00% 0	164
Understand your specific strengths as a new teacher?	58.54% 96	35.37% 58	4.88% 8	1.22% 2	0.00% 0	164
Target areas of need for your own professional growth?	60.98% 100	35.37% 58	3.05% 5	0.61% 1	0.00% 0	164

In addition to the Program Completer Surveys, the Hawai'i Teacher Standards Board (HTSB) administered a survey to all applicants for new or renewal teacher licenses in Hawai'i to learn more about their preparedness and satisfaction with their preparation program. The following [Survey Data Provided by HTSB](#) confirms perceptions that completers shared with us on the survey that was administered by the UH Mānoa College of Education.

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

Evidence from employers of program completers are gathered through the HIDOE Employment Report and feedback gathered through meetings and data sharing with our partners including the COE Teacher Education Committees (TECs), the Hawai'i Data Exchange Partnership (DXP), the Hawai'i Teacher Education Coordinating Council (TECC), and the Hawai'i Teacher Standards Board (HTSB). In AY 2023-24, we gathered input through our TECs to identify strengths and weaknesses of current program offerings in relation to:

- a) workforce needs
- b) recruitment opportunities
- c) pathway options
- d) curriculum
- e) support systems
- f) general program improvements

The conversations that we have engaged in over the past year reflect workforce needs in specific areas of Special Education, Early Childhood Education, Hawaiian Immersion and Secondary Science and Math. Employers are partial to hiring our home grown teachers, but often need to rely on recruitment efforts from the continent, especially in these high needs areas. Recruitment efforts are increasing for the COE, especially for rural and neighbor island teachers. In response to the demands of the workforce, we are in the process of creating new pathways for Early Childhood Educators (especially birth-3rd grade), and teacher leaders in Special Education. We are also developing a new program in Counselor Education. Responses to curriculum remain positive; however, there are some voices that express concern for a stronger field-based instruction. While we respect the demands of the field, we also recognize our kuleana (responsibility) to develop educators who are prepared to be independent thinkers with a thorough grounding in evidence-based practices, learning science and educational theory. We recognize the need to navigate the tension between theoretical and practical training without placing them into a false dichotomy.

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.

The COE investigates employment rates for program completers from several sources.

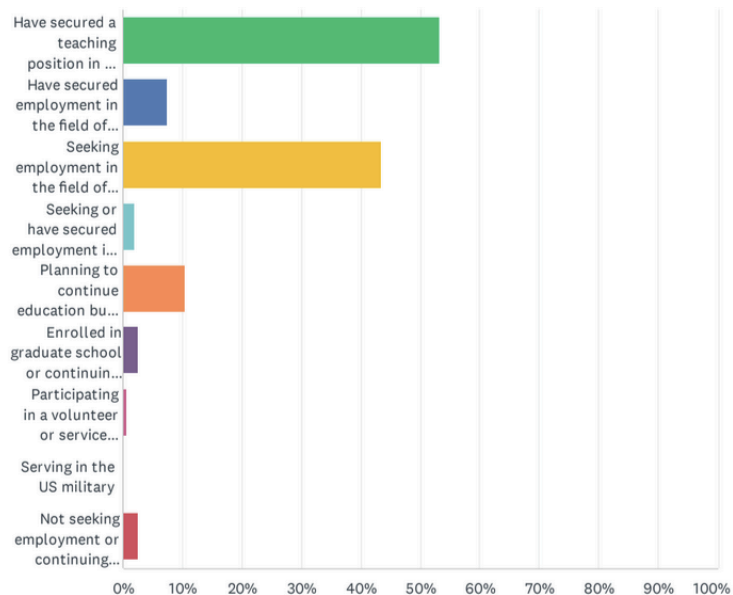
The Hawai'i Department of Education (HIDOE) annually publishes an employment report that they make publicly available on their website; however, the HIDOE 2023-2024 Employment Report has not been published yet. According to the 2022-2023 Employment Report, 16.4% of newly employed teachers in the state had completed a UH Mānoa COE teacher education program. The COE completers accounted for 223 of the newly hired teachers out of 395 who completed a Hawai'i preparation program (in-state state approved teacher education program (SATEP) college degree) which accounts for 29.1% of the total hires in 2022-23. We notice that HIDOE still hires approximately 40% of their teachers who hold out of state SATEP college degrees, and 30% who do not have a SATEP degree. Although UH Mānoa completers represent the majority of those entering HIDOE positions, the data indicate a continuing need to address the teacher shortage in the state of HI.

College	School Year	
	2022-23	
	Amount	Percent
Brigham Young University - Hawai'i	16	1.2%
Chaminade University	58	4.3%
Hawai'i Pacific University	13	0.9%
iteach Hawai'i	4	0.3%
Kaho'iwai	5	0.4%
Leeward Community College	12	0.9%
Teach Away Hawai'i	8	0.6%
University of Hawai'i - Hilo	18	1.3%
University of Hawai'i - Mānoa	223	16.4%
University of Hawai'i - West O'ahu	31	2.3%
University of Phoenix - Hawai'i	7	0.5%
Total of In-State SATEP College Degrees	395	29.1%
Total of Out-of-State SATEP College Degrees	548	40.4%
New Teachers Hired without SATEP Degree	413	30.5%
Total	1,356	100.0%

AY23-24 Survey for Student Teachers also provided insights regarding employment. Upon graduation, 53% (n=87) respondents had already secured a full-time teaching position in their fields, 7% (n=12) has secured employment that was not in their field of licensure, and 44% (n=71) were still seeking employment in education. What's more, in our survey of alumni who completed a UHM-COE licensure program in the past 5 years, 91% (n=69) were still working in the field of education.

**Q19 Which of the following BEST describes your status after graduation?
Select all that apply.**

Answered: 163 Skipped: 24

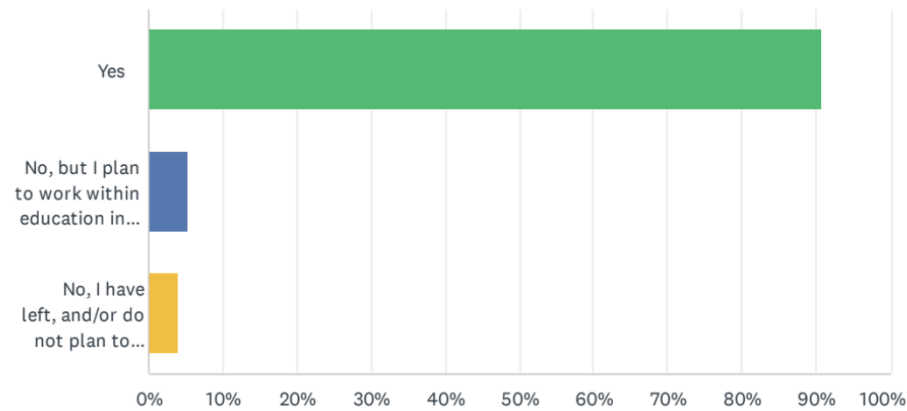


ANSWER CHOICES	RESPONSES
Have secured a teaching position in my field	53.37% 87
Have secured employment in the field of education (not teaching in my licensure field)	7.36% 12
Seeking employment in the field of education	43.56% 71
Seeking or have secured employment in a field other than education	1.84% 3
Planning to continue education but not yet accepted or enrolled	10.43% 17
Enrolled in graduate school or continuing education	2.45% 4
Participating in a volunteer or service program (e.g. Peace Corps, AmeriCorps)	0.61% 1
Serving in the US military	0.00% 0
Not seeking employment or continuing education at this time	2.45% 4
Total Respondents: 163	

UHM COE Alumni Survey - Initial Licensure Programs, 2023

Q5 Are you currently working within the field of education?

Answered: 76 Skipped: 10



ANSWER CHOICES	RESPONSES	
Yes	90.79%	69
No, but I plan to work within education in the future	5.26%	4
No, I have left, and/or do not plan to work within, the field of education	3.95%	3
TOTAL		76

4. 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
Assessment A: Candidate Ability to Plan Instruction	Overall score of Basic or higher	Of 199 teacher candidates who completed Assessment A, 1% (n=2) performed at the “Unacceptable” level, 15% (n=30) performed at the “Basic” level, 77% (n=154) performed at the “Proficient” level, and 7%(n=13) performed at the “Advanced” level.
Assessment B: Student Teaching Evaluation	Overall score of Basic or higher (BEd & PBCTE Elementary and Secondary) Overall score of Proficient or higher (Health & Physical Education, MEdT, and SPED)	Of 234 teacher candidates who completed Assessment B, less than 1% (n=1) performed at the “Unacceptable” level, 2% (n=5) performed at the “Basic” level, 83% (n=194) performed at the “Proficient” level, and 15%(n=34) performed at the “Advanced” level.
Assessment C: Candidate Effect on P12 Learning	Overall score of Basic or higher (BEd & PBCTE Elementary and Secondary) Overall score of Proficient or higher (Health & Physical Education, MEdT, and SPED)	Of 196 teacher candidates who completed Assessment C, no teacher candidates performed at the “Unacceptable” level, 3% (n=6) performed at the “Basic” level, 74% (n=146) performed at the “Proficient” level, and 23%(n=45) performed at the “Advanced” level.

Assessment D: Professional Dispositions	Overall score of Meets Expectations or higher	Assessment D is scored every semester, thus candidates have multiple scores for AY23-24. There were 611 scored assessments reflecting multiple scores for the 478 candidates. 6% (n=38) performed at the “Needs Improvement” level, 64% (n=389) performed at the “Meets Expectations” level, and 30% (n=184) performed at the “Exceeds Expectations” level.
COE Survey of Student Teachers	Responses in the upper two scale ratings of the preparedness (“very prepared” and “mostly prepared”) and agreement (“strongly agree” and “agree”) items.	In AY23-24, 92% of 164 respondents on the COE Survey of Student Teachers felt Mostly or Very Prepared as a result of their teacher education program.
COE Survey of Mentor Teachers	Responses in the upper two scale ratings of the preparedness (“very prepared” and “mostly prepared”) and agreement (“strongly agree” and “agree”) items.	In AY23-24, 88% of 137 respondents on the COE Survey of Mentor Teachers felt their candidate was Mostly or Very Prepared as a result of their teacher education program.
COE Survey of Alumni	Responses in the upper two scale ratings of the agreement (“strongly agree” and “agree”) items.	Of 77 respondents, the range is from 89% who “Agree” or “Strongly Agree” (Become a more knowledgeable teacher) to the low end of 66% who “Agree” or “Strongly Agree” (Communicate and foster relationships with families.) See Table of all items below.

UHM COE Alumni Survey - Initial Licensure Programs, 2023

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
Become a more knowledgeable teacher (develop my knowledge).	48.05% 37	41.56% 32	7.79% 6	1.30% 1	1.30% 1	0.00% 0	77	4.3
Become a more effective teacher (develop my skills).	45.45% 35	38.96% 30	11.69% 9	2.60% 2	1.30% 1	0.00% 0	77	4.2
Become a more caring teacher (develop my professional dispositions).	41.56% 32	38.96% 30	12.99% 10	5.19% 4	1.30% 1	0.00% 0	77	4.1
Understand local school and cultural communities.	37.66% 29	42.86% 33	12.99% 10	3.90% 3	2.60% 2	0.00% 0	77	4.0
Understand learners and the application of learning theory.	36.36% 28	50.65% 39	10.39% 8	1.30% 1	1.30% 1	0.00% 0	77	4.1
Understand assessment of and for student learning.	38.96% 30	42.86% 33	12.99% 10	3.90% 3	1.30% 1	0.00% 0	77	4.1
Use data to inform practice.	41.33% 31	33.33% 25	14.67% 11	9.33% 7	1.33% 1	0.00% 0	75	4.0
Create productive learning environments.	35.06% 27	46.75% 36	12.99% 10	5.19% 4	0.00% 0	0.00% 0	77	4.1
Support students' growth in international and global perspectives.	28.57% 22	29.87% 23	28.57% 22	9.09% 7	1.30% 1	2.60% 2	77	3.7
Adapt to learner diversity and individual differences (develop culturally responsive practices).	44.16% 34	37.66% 29	12.99% 10	1.30% 1	3.90% 3	0.00% 0	77	4.1
Communicate and foster relationships with families/guardians/caregivers.	27.27% 21	38.96% 30	16.88% 13	12.99% 10	2.60% 2	1.30% 1	77	3.7
Collaborate with colleagues to support professional learning.	36.36% 28	44.16% 34	12.99% 10	3.90% 3	2.60% 2	0.00% 0	77	4.0
Establish goals for my own professional growth.	38.96% 30	42.86% 33	11.69% 9	5.19% 4	1.30% 1	0.00% 0	77	4.1
Be able to apply my knowledge and skills in diverse school and community contexts.	31.17% 24	42.86% 33	15.58% 12	9.09% 7	1.30% 1	0.00% 0	77	3.9

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
Assessment A: Candidate Ability to Plan Instruction	Overall score of Basic or higher	Of 199 teacher candidates who completed Assessment A, 1% (n=2) performed at the “Unacceptable” level, 15% (n=30) performed at the “Basic” level, 77% (n=154) performed at the “Proficient” level, and 7%(n=13) performed at the “Distinguished” level.
Assessment B: Student Teaching Evaluation	Overall score of Basic or higher (BEd & PBCTE Elementary and Secondary) Overall score of Proficient or higher (Health & Physical Education, MEdT, and SPED)	Of 234 teacher candidates who completed Assessment B, less than 1% (n=1) performed at the “Unacceptable” level, 2% (n=5) performed at the “Basic” level, 83% (n=194) performed at the “Proficient” level, and 15%(n=34) performed at the “Distinguished” level.
Assessment D: Professional Dispositions	Overall score of Meets Expectations or higher	Assessment D is scored every semester, thus candidates have multiple scores for AY23-24. There were 611 scored assessments reflecting multiple scores for the 478 candidates. 6% (n=38)) performed at the “Needs Improvement” level, 64% (n=389) performed at the “Meets Expectations” level, and 30% (n=184) performed at the “Exceeds Expectations” level.
COE Survey of Student Teachers	Responses in the upper two scale ratings of the preparedness (“very prepared” and “mostly prepared”) and agreement (“strongly agree” and “agree”) items.	In AY23-24, 92% of 164 respondents on the COE Survey of Student Teachers felt Mostly or Very Prepared as a result of their teacher education program.

COE Survey of Mentor Teachers	Responses in the upper two scale ratings of the preparedness (“very prepared” and “mostly prepared”) and agreement (“strongly agree” and “agree”) items.	In AY23-24, 88% of 137 respondents on the COE Survey of Mentor Teachers felt their candidate was Mostly or Very Prepared as a result of their teacher education program.
COE Survey of Alumni	Responses in the upper two scale ratings of the agreement (“strongly agree” and “agree”) items.	Of 77 respondents, the range is from 89% who “Agree” or “Strongly Agree” (Become a more knowledgeable teacher) to the low end of 66% who “Agree” or “Strongly Agree” (Communicate and foster relationships with families.) See Table of all items above.

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.

Standards 1 & 2: This past year, our assessment work group collaborated to revise and improve our shared assessment system. While we are still piloting and running focus groups with teacher candidates, these instruments are nearing completion. The goals of the major revision efforts included:

1. Incorporating what faculty and stakeholders have learned from prior implementation;
2. Alignment with COE mission, objectives, and values across teacher preparation programs;
3. Tuning for quality and credibility of data that we value and can take action on;
4. Tuning to ensure fair and equitable language and approach (culturally responsive, equitable outcomes, bias mitigation)
5. Addressing areas that “need improvement” based on HTSB and AAQEP review;
6. Gathering input from internal and external stakeholders;
7. Incorporating updates to AAQEP Expectations Framework;
8. Incorporating updates to the Charlotte Danielson Framework.

The most current version of the new assessments, listed alongside the assessments they will be replacing are listed here in the [COE Shared Assessment Implementation Guide](#).

We have received recognition for this work, including [Mānoa Assessment Support Funds](#), invitation to present at the Hawai'i-Pacific Evaluation Conference, invitation to present at UHM CEA (Culturally and Equity Minded Assessment) Forum, and an invitation to present at the AAQEP Symposium. We are also developing three journal articles, reflecting on the process of developing these instruments.

Standard 3: While we were unable to hire an external Director of Assessment, Accreditation and Accountability, we were able to place an internal faculty member at the helm. Our current Director of AAA is uniquely positioned as she has a strong knowledge base for both undergraduate and graduate programs in the College of Education. Her direct involvement with programs has resulted in important discussions with faculty that have prompted reflection and response with a unified approach to continuous improvement. We were also successful in hiring an Assistant to support data collection, reporting, and visualization. As a result, we are beginning to stabilize while making progress on data displays via Google Looker Studio. We are gaining ground in developing reliable, efficient, and effective information systems that can be used for a variety of purposes that are not limited to Assessment, Accreditation, and Accountability - for example, establishing information systems where data also can be easily accessed and used for recruitment and advising purposes.

Standard 4: Recruiting remains a top priority for the COE, and last year we were able to follow through with a range of activities to and outreach. For example, our Recruitment Specialist leads regular [Information Sessions](#), both in person and virtually. She ran a Maui County Internship program that allowed our student teachers to be paid during their final semester, a critical encouragement for a part of our state that was devastated by fires a year ago. Since Spring 2024, [Good Jobs Hawai'i](#) has provided 236 College of Education (COE) student teachers and interns with tuition waivers. Recipients have expressed how much the stipends have helped them with everyday expenses as well as enabled them to continue working, focus on their studies and students, and balance their time and expenses with ease. As a result, the number of our current Fall '25 applicant pool (n=90) is up significantly from last year at this time (n=32).

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

	Standard 1
Goals for the 2024-25 year	<p>Complete implementation of shared assessments across all initial licensure programs.</p> <ul style="list-style-type: none"> • Ho'olālā: Planning Instruction • A'o: Teaching and Learning in the Classroom • Ho'opa'a: Strengthening Student Learning • Ho'oulu: Growing as a Professional • 'Imiloa: Seeking a Sense of Place • AAQEP Standards Aignment with Shared Assessments
Actions	<ol style="list-style-type: none"> 1) Collect feedback from pilots, including faculty feedback (forms) and candidate feedback (focus groups) on assessment design 2) Refine formatting and accessibility 3) Create data collection forms in SIS 4) Provide training modules to faculty 5) Map into programs along with any other assessments that are program-specific 6) Make publicly available in a handbooks and online
Expected outcomes	<ol style="list-style-type: none"> 1) High quality, well aligned, equity minded assessments 2) Accessible and easy to use 3) Quality data management 4) Rigorous and consistent implementation 5) Assessment informs curriculum and instruction 6) Public transparency

Reflections or comments	The process of implementing new assessments in response to the updated AAQEP standards and Charlotte Danielson Framework has been daunting. While it is a bit messy during this time of transition, we look forward to downstream data that faculty can trust and use to inform decision making.
	Standard 2
Goals for the 2024-25 year	Develop new evidence for completing AAQEP Standard 2g: Connect students, colleagues, and self to appropriate supports for mental well-being, including those related to trauma
Actions	Develop an instructional module that includes evidence of learning regarding mental well being, and pilot with special education teacher preparation cohorts.
Expected outcomes	Once the instrument has been developed, we hope to share across initial licensure programs for possible adoption.
Reflections or comments	We are committed to supporting candidates as they address this new aspect, and integrating the assessment with curriculum and instruction in a way that is meaningful for each educational context.
	Standard 3
Goals for the 2024-25 year	Conduct an Assessment Symposium for all COE faculty (3c, 3d). The Assessment Symposium will bring UHM-COE faculty members together to reflect on their personal assessment practices, collectively move their programs forward with quality assessment practices, and learn about new developments in assessment and accreditation that impact the College of Education as a unit.
Actions	<ol style="list-style-type: none"> 1. Plan agenda for a full day event with the theme: Equity and Justice in Assessment. 2. Recruit facilitators and participants. 3. Hold the symposium. 4. Collect evidence of effectiveness.
Expected outcomes	<ol style="list-style-type: none"> 1. Knowledge. COE Participants will... <ol style="list-style-type: none"> a. Understand the role that assessment can play in either reinforcing or disrupting social norms and injustices; b. Discuss culturally responsive and equity-minded assessment practices;

	<ul style="list-style-type: none"> c. Know AAQEP’s new accreditation standards/aspects and connect them to equity minded practices. <p>2. Skills. COE Participants will...</p> <ul style="list-style-type: none"> a. Reflect on personal background and biases as they relate to assessment. (e.g. How do our positions influence assessment choices that might limit the potential of future professionals?) b. Connect personal assessment practices with program objectives and unit outcomes. c. Collaborate with others to draw upon multiple perspectives when framing equitable assessment <p>3. Dispositions. COE Participants will...</p> <ul style="list-style-type: none"> a. Value the role that equitable assessment plays in developing effective professionals; b. Value the role that equitable assessment plays in the continuous improvement of the unit, c. Commit to program assessment plans that support the shared goals of the unit.
Reflections or comments	Planning is underway, and symposium will take place on January 17, 2025
	Standard 4
Goals for the 2024-25 year	This year, we are focusing on strengthening our pathways with the UH system's community colleges. With articulation agreements, we aim to create smoother transfers and pathways for students to complete their bachelor’s degrees in Education.
Actions	We are currently collaborating to create articulation agreements between the College of Education at University of Hawai’i at Mānoa (UHM) and the four community colleges: HonCC, HawCC, KauCC, and UHMC.
Expected outcomes	Multi-campus agreement to maintain quality programming with more efficient articulation across campuses, and striving towards program accessibility across the state of Hawai’i.
Reflections or comments	

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

N/A

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

The COE has been working with HTSB and community stakeholders to approve new programs with new licensures:

- **Early Childhood and Care Education Program approved Fall 2024 and projected to begin Fall 2025**
School of Teacher Education (STE) is transitioning our O’ahu-based in- person dual BEd in ECE (P-3) and Elementary Education (K-6) into a statewide, hybrid, single licensure program focused on ECE (Birth-8). The new program will be named the Early Childhood Care and Education (ECCE) program. Teacher candidates who successfully meet the ECCE program requirements will be recommended for an ECE P-3 license. The transition from a dual licensure in ECE and Elementary Education to a single ECE license aims to provide a more focused and manageable program for teacher candidates. The current dual BEd program requires 66 credits in the licensure portion of the program, including five methods courses and field experiences each semester, culminating in student teaching. In contrast, the new ECCE program will reduce course load to 60 credits, feature four methods courses and field experiences, and clinical experience/ student teaching. These modifications are intended to better support teacher candidates pursuing an ECE license and ensure they are fully qualified to teach children ages 3-8.
- **Masters of Teaching in Education Dual Elementary Education and Special Education approved Fall 2024 and projected to begin Fall 2025**
This modification will broaden the grade level range of the current MEdT Secondary (6-12) and Secondary Special Education (Mild/Moderate) (6-12) dual preparation track to create a separate dual preparation track of Elementary Education (K-6) and Special Education (Mild/Moderate) (K-6). UH Mānoa’s MEdT has a single licensure program in

Elementary Education. This modification will utilize existing courses from the current MEdT Elementary (K-6) and MEdT in Special Education (Mild/Moderate) (K-6) to enhance UH Mānoa's existing MEdT initial dual preparation licensure program.

- **Master of Education (MEd) in Special Education, Teacher Leader (approval TBA), projected to begin Summer 2025**
Associate Professor Sara Cook was awarded \$1,084,889 by the U.S. Department of Education, Office of Special Education Programs (OSEP). Funding will support *Promoting and Retaining Effective, Professional, and Responsive Educators in Hawai'i (PreparED HI)*. Over the next five years, *PreparED HI* will fund 30 scholars, representing the diversity of Hawai'i, to earn master's degrees in special education and prepare them as teacher leaders to support students with disabilities throughout the state. *PreparED HI* cohorts will earn an MEd in Special Education with a focus on leadership and research. Scholars will develop expertise in three key areas – foundations of special education, evidence-based practices, and leadership and collaboration. They will also gain knowledge in culturally relevant and assets-based pedagogies to effectively serve students receiving special education services in Hawai'i's diverse classrooms. In collaboration with colleagues from the Hawai'i Department of Education, *PreparED HI* will provide opportunities for participants to develop their ability to mentor new teachers, collaborate with stakeholders to advocate for students, and provide professional development on special education policy and practices in their schools and community.
- **Master of Education (MEd) School Counseling (approval TBA), projected to begin Fall 2025**
There has been an immediate and ongoing need to address the mental and emotional health of youth nationally and within the state of Hawai'i. The US Surgeon General, Vivek Murthy stated, "The COVID-19 pandemic further altered their experiences at home, school, and in the community, and the effect on their mental health has been devastating. The future wellbeing of our country depends on how we support and invest in the next generation" (Surgeon General Issues Advisory on Youth Mental Health Crisis Further Exposed by COVID-19 Pandemic | HHS.gov). Nationally, behavioral and mental health issues for our youth are on the rise, including depression and anxiety (CDC - Data and Statistics on Children's Mental Health) with 59% of youth experiencing major depression and not receiving needed mental health treatment (Mental Health in America - Youth Data). Our new MEd in School Counseling program will be offered as a completely online program and will provide a cost-efficient, quality graduate education program to candidates statewide. This program will address the significant need for trained, qualified and licensed school counselors throughout the State of Hawai'i. This 3-year, 48-credit program will aim to fill school counseling positions with licensed school counselors in the Hawai'i Department of Education. The COE is planning initial and added field licensure for the following Master of Education Degree in School Counseling license fields:
 - School Counselor P-6
 - School Counselor K-6
 - School Counselor 6-12

- School Counselor K-12
- School Counselor P-12

- **Relocation**

The College of Education (COE) has existed in its current location since 1929, before the establishment of the University of Hawai'i at Mānoa (UHM) campus. Now, almost 100 years later, we are preparing to move to a building centrally located on McCarthy Mall, which is considered prime campus real estate. The new building, currently in its design phase, has been described as a showcase building and is slated to consist of five floors, with two floors of classrooms, two floors of office-collaboration space for a college, school, or unit, and one floor of office space for another UH Mānoa unit. The state Legislature has provided \$70 million in funding for the building that will include flexible learning and office spaces that support modern methods of online delivery, collaboration and advising. If construction stays the course of its current timeline, we will be relocating the College of Education in 2027. Barriers that we have been addressing include, but are not limited to: insufficient office space for COE faculty who work with sensitive or restricted data, insufficient parking for faculty who work within the community and typically drive to schools throughout the day; insufficient storage for content area specialists who teach with extensive materials (e.g. Science and Art).

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

The COE is developing our understanding of the changes within the 2025 AAQEP standards and associated aspects. We are realigning our assessments and working with survey items to more closely reflect the intentions of the new standards. We are expecting to be accountable for aligning our Quality Assurance Reports with these standards in 2028.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Jamie Simpson Steele, Director of Assessment, Accreditation, and Accountability	Nathan Murata, Dean

Date sent to AAQEP:	December 27, 2024
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