

AAQEP Annual Report for 2025

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 (BEd), 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.

In April 2025, another degree program was recognized for initial licensure in School Counseling, MEd in Counseling with a concentration in School Counseling.

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, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates Enrolled: (September 1, 2024 – August 31, 2025)	Number of Completers: (September 1, 2024 – August 31, 2025)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Education	Dual: Elementary Education (K-6) & Early Childhood Education (PK-3)	12	7
	Dual: Elementary Education (K-6) & Special Education (K-6)	23	17
	Dual: Elementary Education (K-6) & TESOL (K-6)	20	10
	Dual: Early Childhood Education (PK-3) & Early Childhood Special Education (PK-3)	15	1

	Dual: Elementary Education (K-6) & Hawaiian Language Immersion (K-6)	2	1
	Elementary Education(K-6)	77	30
	English (6-12)	15	9
	Mathematics (6-12)	6	1
	Science (6-12)	3	1
	Social Studies (6-12)	11	3
	World Language (6-12)	4	3
	Music (K-6) (6-12) (K-12)	14	3
	Special Education: Severe Disabilities/ Autism (PK – 12)	19	9
	Special Education: Mild/Moderate (6-12)	9	7
Bachelor of Science	Health (K-12) & Physical Education (K- 12)	3	0
	Health (K-6) & Physical Education (K-6)	0	0
	Health (6-12) & Physical Education (6-12)	7	3
Master of Education in Teaching	Art (6-12)	4	1
	Elementary Education (K-6)	22	11
	Elementary Education (K-6) & Hawaiian Language Immersion (K-12)	2	1
	English (6-12)	2	1
	English (6-12) & Special Education: Mild/Moderate (6-12)	2	0
	Hawaiian Language (6-12) & Hawaiian Language Immersion (K-12)	0	0

	Mathematics (6-12)	3	0
	Mathematics (6-12) & Special Education: Mild/Moderate (6-12)	0	0
	Science (6-12)	8	4
	Science (6-12) & Special Education: Mild/Moderate (6-12)	4	1
	Social Studies (6-12)	11	1
	Social Studies (6-12) & Special Education: Mild/Moderate (6-12)	2	1
	Social Studies (6-12) & Hawaiian Language Immersion (K-12)	1	0
	World Languages (6-12)	3	1
Post-Baccalaureate Certificate	Art (6-12)	9	0
	Drama/Theater Arts (6-12)	0	0
	Elementary Education (K-6)	30	9
	English (6-12)	6	3
	Mathematics (6-12)	2	1
	Music (6-12) (K-12)	2	0
	Physical Education (6-12)	0	0
	Health (K-6) & Physical Education (K-6)	0	0
	Health (6-12) & Physical Education (6-12)	1	1
	Science 6-12	4	2
	Social Studies 6-12	3	0

	Special Education: Mild/Moderate (PK3), (K-6), (6-12)	38	11
	World Languages (6-12)	6	3
	Special Education: Severe Disabilities/Autism (PK-3, K-6, 6-12, K- 12)	12	8
	TESOL (6-12)	0	0
Total for programs that lead to initial credentials		417	168
<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)	17	2
	Special Education (PBSPED): Mild Moderate (PK-3, K-6, 6-12)	5	3
	Special Education (PBSPED): Severe/Profound (PK-3, K-6, 6-12)	5	2
	Ethnomathematics (K-6)	4	4
	Literacy Specialist	2	0
	STEM (K-6, 6-12) – MEd in Curriculum Studies	8	8
	Teacher Leader (K-12)	0	0
	TESOL (K-6, 6-12, K-12) - Graduate Certificate in Multilingual Multicultural Professional Practice (MMPP)	15	14
Total for programs that lead to additional/advanced credentials		56	33
<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	473	201
Unduplicated total of all program candidates and completers	473	201

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.)

We have added two new programs (each enrolling inaugural cohort of teacher candidates this Fall '25):
[Bachelor of Elementary Education with concentration in Early Childhood Education, birth through age 8](#)
[Masters of Education in Counseling with concentration in School Counseling \(P-12\)](#)

In addition, the MEdT Initial Dual Preparation Licensure program (Secondary and Special Education) was approved to extend the offering at the K-6 level 9/27/2024 (NBI 24-08).

We are in the process of “stopping out” three programs that lead to initial licensure. “Stopping out” means that we will not be accepting applicants for these programs next year, but they will still be on the books for the COE to bring back once we have problem-solved issues around program design, resources, and low enrollment:

- ESEE - Exceptional Students and Elementary Education (dual licensure in Elementary & SPED)
- MLL - Multi-Luanguage Learning (dual licensure in Elementary & MLL)
- SPED BEd - Secondary Mild/Moderate
- ECE - (dual licensure in Elementary & Early Childhood)

We continue to ‘stop out’ or pause the COLT - Certificate for Online Learning and Teaching program due to lack of resources. COLT is an added field program in ‘online teaching’ and was approved 10/14/2022 (NBI 22-33).

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

<p>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.</p>					
473					
<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>					
201					
<p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>					
244 (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)					
2023	118	103	15	87%	13%
2022	124	106	18*	85%	15%*
2021	132	109	23*	83%	17%*
Post-Baccalaureate Degrees (time to graduation = 3 semesters)					
2023	46	46	0	100%	N/A
2022	44	36	8*	81%*	19%*

2021	65	48	17*	74%	26%*
Master's Education in Teaching Degree (time to graduation = 2 years)					
2023	33	18	15	55%	45%
2022	40	33	7	83%	17%*
2021	46	37	9	80%	20%*

*revisement of number from prior year report (incorrect number or percentage calculated)

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 AY24-25.

Test Number	Test Name	Number of Test Takers	Number Passed	Pass Rate
5002	ELEM ED MULTI SUBJ READING LANG ARTS	4	2	50%
5003	ELEM ED MULTI SUBJ MATHEMATICS	10	6	60%
5004	ELEM ED MULTI SUBJ SOCIAL STUDIES	6	4	44%

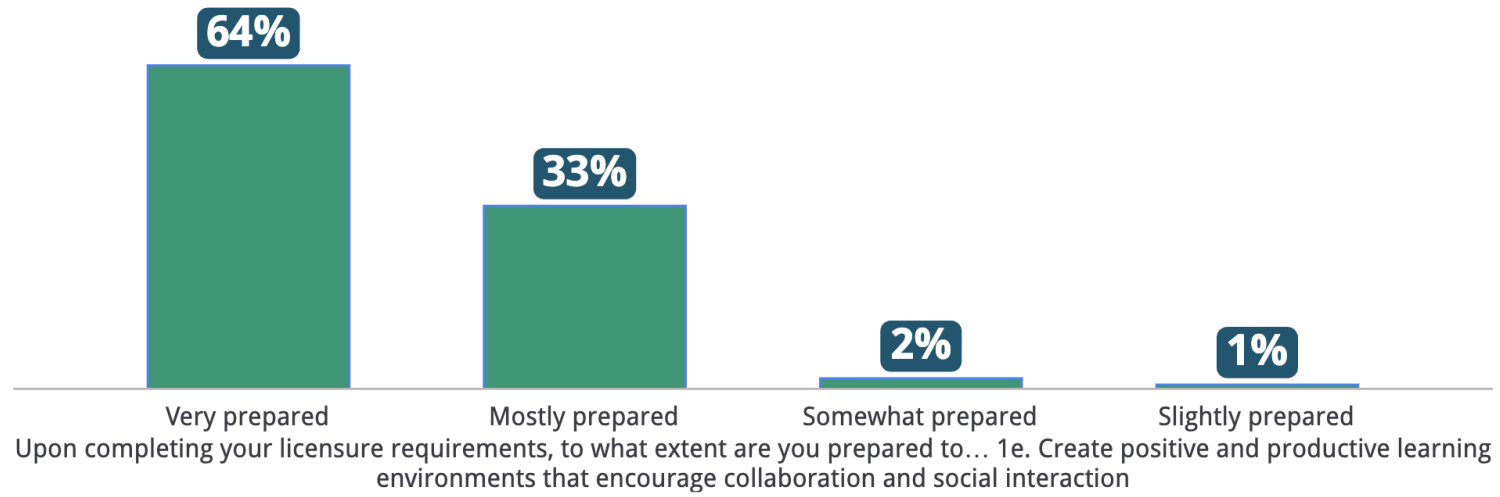
5005	ELEM ED MUTI SUBJ SCIENCES	11	7	64%
5024	EDUCATION OF YOUNG CHILDREN	7	6	86%
5038	ENGLISH LANGUAGE ARTS: CK	6	6	100%
5164	MIDDLE SCHOOL MATHEMATICS	2	1	50%
5165	MATHEMATICS	2	1	50%
5354	SPECIAL ED: CORE KNOWLEDGE AND APPLICATIONS	6	6	100%
5362	ENGLISH TO SPEAKERS OF OTHER LANGUAGES	16	15	94%
5543	SE CK AND MILD TO MODERATE APPL	21	17	81%
5545	SE CK AND SEVERE TO PROF APPL	0	0	N/A
5713	CORE ACADEMIC SKILLS FOR EDUCATORS: READING	1	1	100%

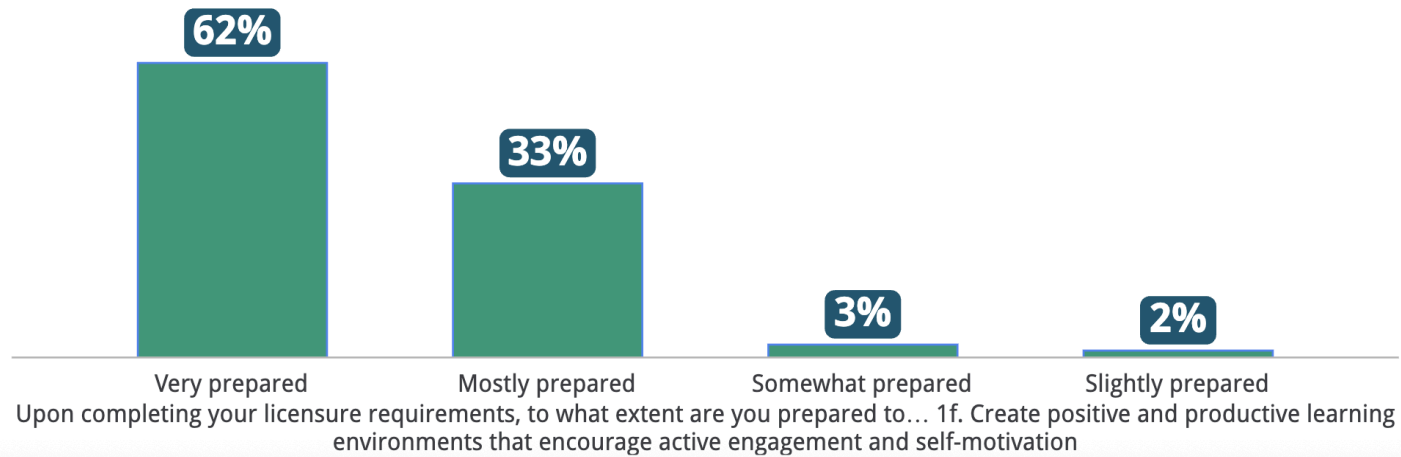
F. Explanation of **evidence available from program completers**, with a characterization of findings.

In AY24-25, we redesigned our program completer surveys in order to explicitly connect with the AAQEP 2025 framework standards and their associated aspects, the HTSB requirements, organized with a structure parallel to the Charlotte Danielson Framework. The complete set of data can be found here: [Completer Survey Dashboard](#). 110 of 201 program completers responded to the survey at the end of their student teaching experience, with a 55% return rate. We believe the longer survey may be dissuading completion, so we are investigating ways to encourage a stronger rate of return.

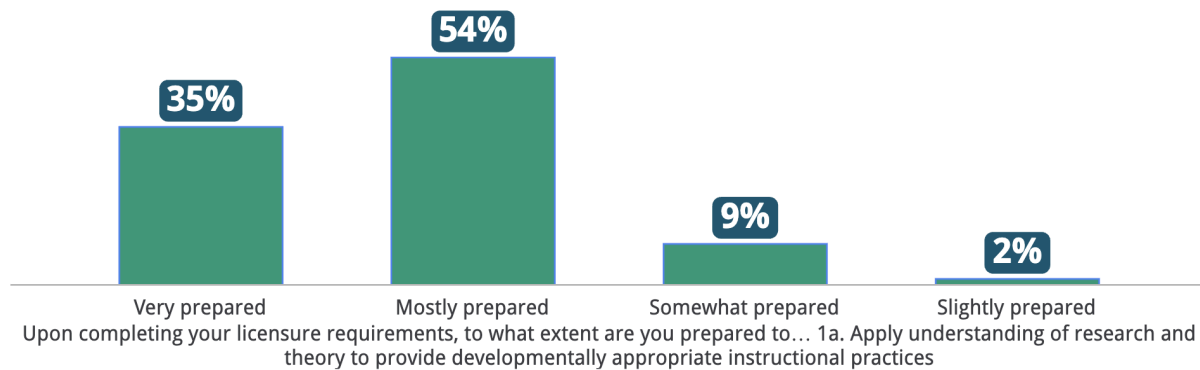
I. The Learner and Learning

In this category of items, graduates felt their strongest areas of preparation were in creating positive and productive learning environments that encourage collaboration and social interaction (64% very prepared, and 33% mostly prepared). The other area of note is the graduates' confidence in creating positive and productive learning environments that encourage active engagement and self-motivation (62% very prepared and 33% mostly prepared).



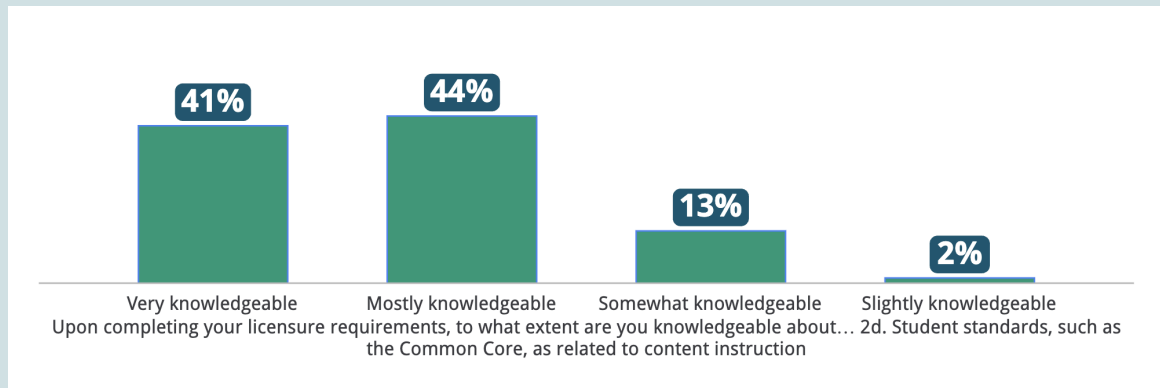
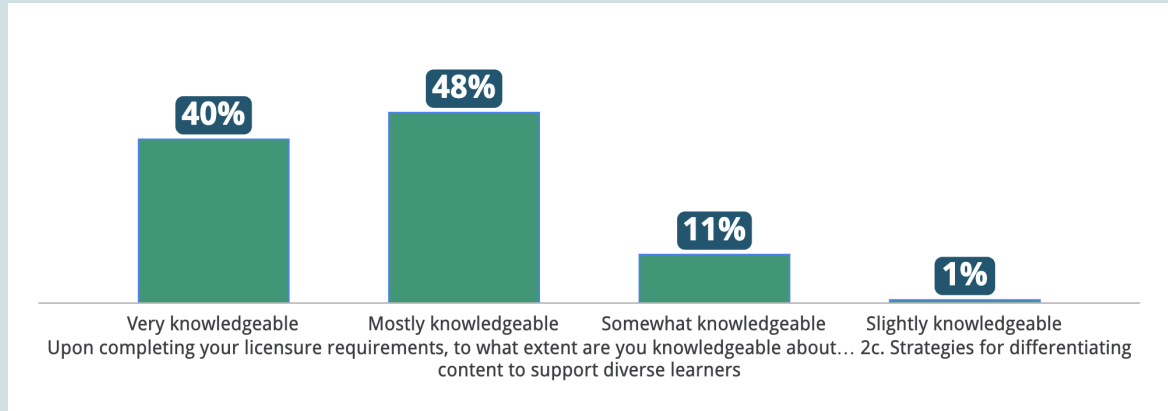


Under this category, our lowest scores came from the area of understanding research and theory to provide developmentally appropriate instructional practices (33% very prepared and 54% mostly prepared.)



II. Content Knowledge

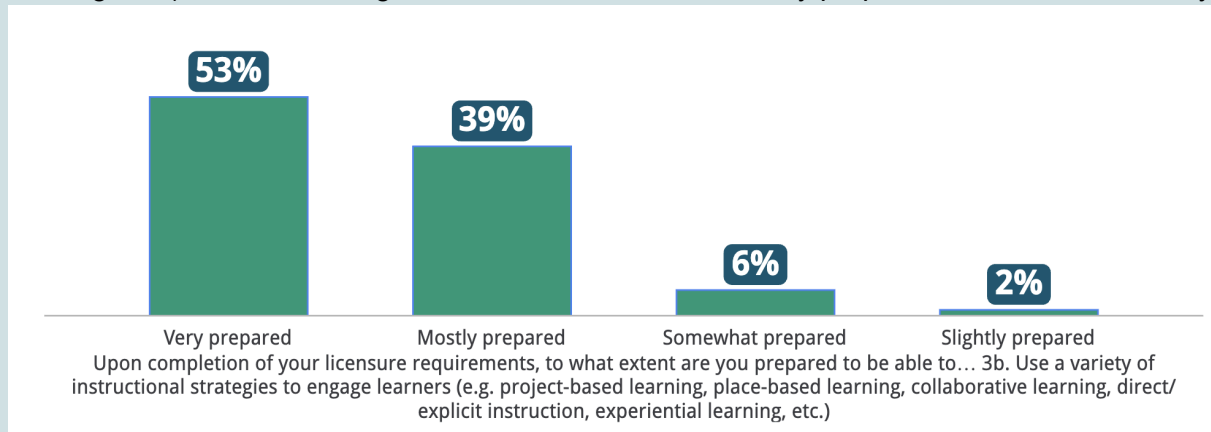
Under this category our strongest ratings came from two categories: strategies for differentiating content to support diverse learners (40% very knowledgeable, and 48% mostly knowledgeable) and knowing student standards, such as the Common Core, as related to instruction (41% very knowledgeable, and 44% mostly knowledgeable.)



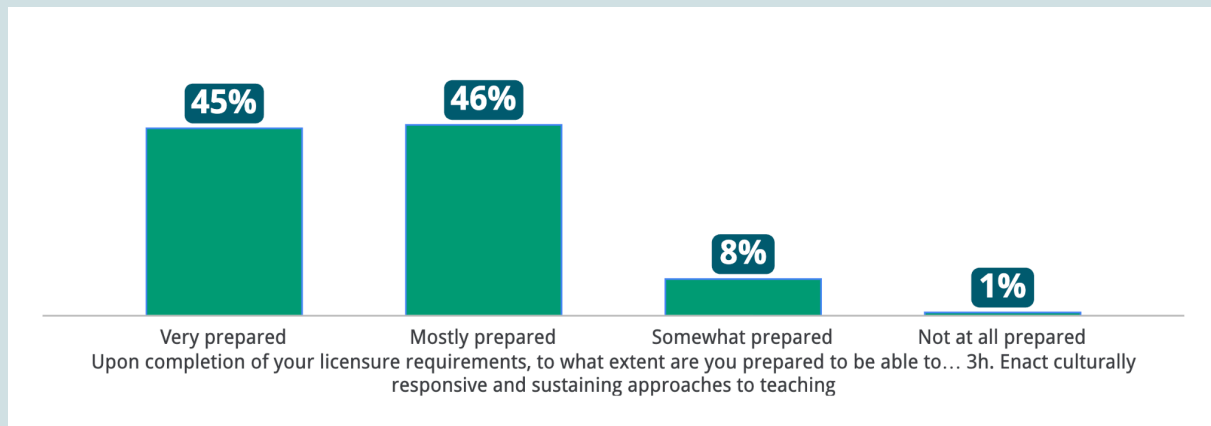
Our area of focus for continuous improvement continues to be supporting our teacher candidates with knowledge in Hawaiian language, culture and history, as related to instruction (25% very knowledgeable, and 39% mostly knowledgeable.)

III. Instructional Practice

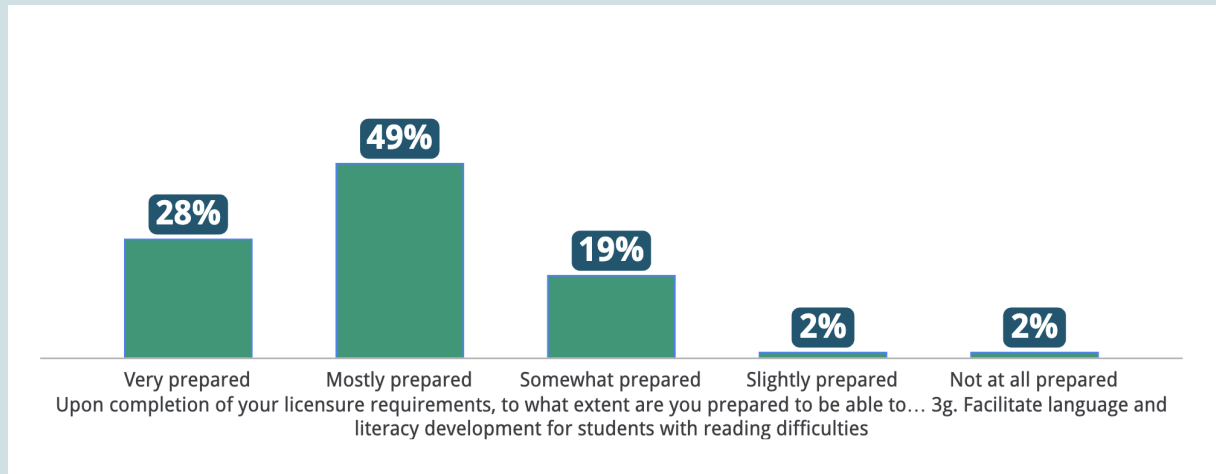
According to respondents, our clearest strength in this area is preparing teachers to use a variety of instructional strategies to engage learners (e.g. project-based learning, place-based learning, collaborative learning, direct/explicit instruction, experiential learning, etc.) For this item, graduates indicated 53% are very prepared, and 39% are mostly prepared.)



Another strength is our preparation of candidates to enact culturally responsive and sustaining approaches to teaching with 45% indicating they are very prepared, and 46% mostly prepared.

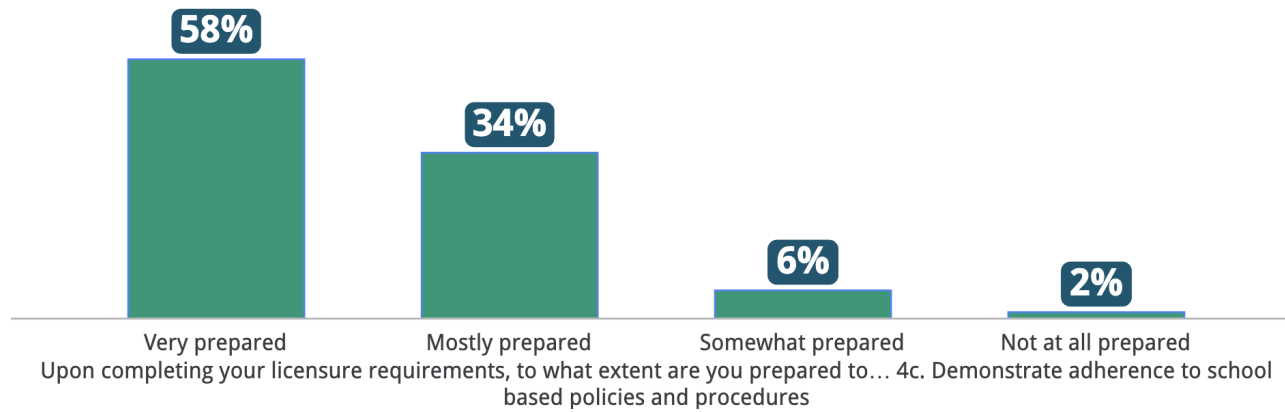


Our lowest scores in this category came from an item about preparing candidates to facilitate language and literacy development for students with reading difficulties. Many of our programs focus resources on literacy development for students who struggle (e.g. Elementary and Special Education), but a few programs focus on content literacy rather than teaching reading to students with reading difficulties (e.g. PE and Math). We will be looking at how to place more emphasis on struggling readers in our courses to ensure that the range of learners are more explicitly addressed - especially those who are struggling readers.

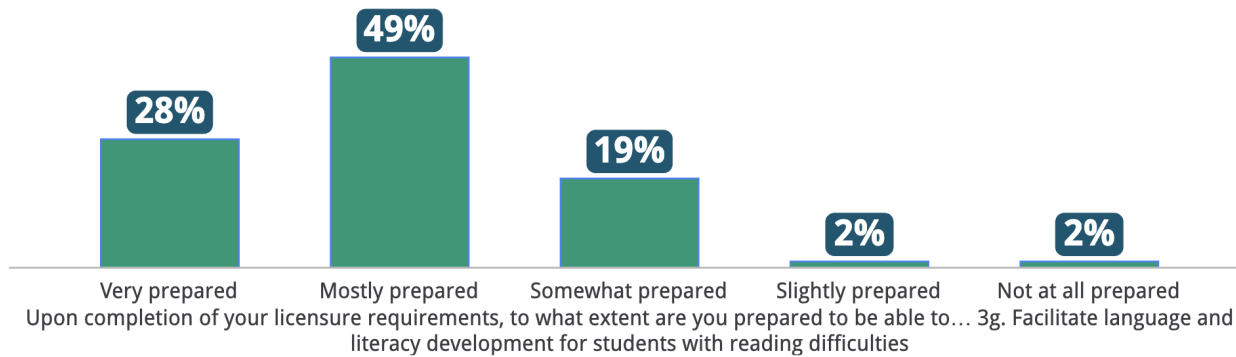


IV. Professional Practice

Respondents indicated they felt well prepared to adhere to school based policies and procedures (58% very prepared, 34% mostly prepared) as well as engage in personal reflection and growth (58% very prepared, and 34% mostly prepared.)



The area respondents feel the least prepared in is communicating and fostering relationships with families, guardians, and caregivers to engage with the wider school community, with only 28% very prepared, and 49% mostly prepared.)



G. 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 2024-25, 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, teachers of Multi-Lingual Learners (MLLs) also known as TESOL, and School Counselors. 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), teacher leaders in Special Education, and Hawaiian Immersion. We have also developed a new program in Counselor Education.

H. 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 2024-2025 Employment Report has not been published yet. According to the 2023-2024 Employment Report, 18.9% of newly employed teachers in the state had completed a UH Mānoa COE teacher education program. The COE completers accounted for 305 of the newly hired teachers out of 484 who completed a Hawai'i preparation program (in-state state approved teacher education program (SATEP) college degree). 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.

Table IV - In-State and Out-of-State, State Approved Teacher Education Program (SATEP)

College	School Year	
	2023-24	
	Amount	Percent
Brigham Young University - Hawai'i	23	1.4%
Chaminade University	110	6.8%
Hawai'i Pacific University	25	1.5%
iteach Hawai'i	20	1.2%
Kaho'iwai	3	0.2%
Leeward Community College	36	2.2%
Teach Away Hawai'i	5	0.3%
University of Hawai'i - Hilo	39	2.4%
University of Hawai'i - Mānoa	305	18.9%
University of Hawai'i - West O'ahu	67	4.2%
University of Phoenix - Hawai'i	4	0.2%
Total of In-State SATEP College Degrees	484	30.0%
Total of Out-of-State SATEP College Degrees	656	40.6%
New Teachers Hired without SATEP Degree	474	29.4%
Total	1,614	100.0%

This table shows the number of newly employed teachers hired with degrees from in-state and out-of-state colleges and universities, and reflects the college or university where the teacher education program was completed before or during the school year.

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

Last year, Initial Licensure Programs hired five (5) tenure-line faculty and 6 temporary faculty members. However, we terminated 1 tenure-line faculty, and 11 temporary faculty. (Note: 2 faculty members are listed under both termination and new hire because they changed from temp position to a tenure-track position in AY24-25. Also, 1 temp faculty was both hired and terminated in AY24-25.)

We are very much advocating for new positions, especially with respect to high needs areas in the workforce. After collecting all recommended positions from all departments, the Dean, in collaboration with department chairs, prioritizes COE position requests to forward to the Provost, and the Provost determines which positions will be allowed to move forward with a search. When faculty numbers are low and enrollment falls below a defined threshold (low enrollment as defined by UH Mānoa), we may temporarily pause a program to assess contributing factors and implement adjustments. The COLT program is an example of this: Although this program was approved, we neither have the right faculty to deliver the program, nor enough enrollment to indicate a demand, therefore we are pausing for a year before re-launching.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

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

This past year, we piloted a complete set of assessments that have been revised and re-mapped into program and coursework. Not all faculty or all programs piloted all assessments, but this is a strong start from the gate. See the following [Implementation Guide](#) to see how these new assessments align with previous ones.

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
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<p><u>A'o:</u> <u>Teaching and Learning in the Classroom</u> A'o (<i>the art of teaching</i>) is a college-wide, summative assessment that documents each candidate's ability to perform the instructional responsibilities of a teacher in a real-world setting. Student teachers will participate in their student teaching placement(s) as designated by their licensure program to demonstrate the ability to create a supportive learning environment and to provide effective instruction. The COE supervisor and mentor teacher will observe, support, and assess progress throughout the semester.</p>	<p>Overall score of "Proficient" (data score of "2") or higher for all programs.</p>	<p><u>Link to Dashboard Data</u></p> <p>Of 68 candidates, one scored "Developing" (1), 50 scored "Proficient" (2), and 17 scored "Advanced" (3).</p>
<p><u>Ho'opa'a:</u> <u>Strengthening Student Learning</u> Ho'opa'a (<i>to strengthen</i>): is a college-wide performance assessment that demonstrates each teacher candidate's ability to plan, teach, and assess the impact of a series of lessons on student learning. A <i>series</i> is defined as a sequential number of lessons that share some overlapping learning outcomes. The series will include a minimum of three lessons and three assessments. This project specifically addresses the teacher candidate's ability to: a) plan outcomes and assessments based on knowledge of the students; b) respond to students' needs; c) analyze student learning through assessment data; and, d) reflect on teaching practices for continuous improvement.</p>	<p>Overall score of "Proficient" or higher for all programs.</p>	<p><u>Link to Dashboard Data</u></p> <p>Of 76 teacher candidates, one scored "Developing" (1), 36 scored "Proficient" (2), and 39 scored "Advanced" (3).</p>

<p>Ho'oulu: Growing as a Professional</p> <p>Ho'oulu (<i>to grow</i>) is a college-wide tool used to document teacher candidates' growth. Although translations are imperfect, consider the following Ioina (domains) as professional dispositions:</p> <ul style="list-style-type: none"> ● Kuleana: <i>right, privilege, concern, responsibility</i> ● Pilina: <i>relationship, connection</i> ● Alu Like: <i>striving together, to cooperate</i> ● Ha'awina No'ono'o: <i>thought, reflection</i> ● Aloha 'Āina: <i>love of the land and its people</i> 	<p>Overall score of "Proficient" or higher for all programs.</p>	<p>Link to Dashboard Data</p> <p>Of 130 teacher candidates, one scored "Developing" (1), 45 scored "Proficient" (2), and 84 scored "Advanced" (3).</p>
<p>Ho'olālā: Planning Instruction</p> <p>Ho'olālā (<i>to plan</i>) is a college-wide performance assessment demonstrating each teacher candidate's ability to independently plan instruction for P12 learners. Teacher candidates submit lesson plans – the format, number, and length of which will be determined by each program. The context of who the candidate is teaching, where they are teaching, and what they are teaching will all play a role in each program's specifications for this requirement.</p>	<p>Overall score of "Proficient" or higher for all programs.</p>	<p>Link to Dashboard Data</p> <p>Of 46 teacher candidates, one scored "Developing" (2), 39 scored "Proficient" (2), and 5 scored "Advanced" (3).</p>
<p>'Imiloa: Seeking a Sense of Place</p> <p>'Imiloa (<i>to seek</i>) is a college-wide assessment that demonstrates each teacher candidate's understanding of how the environmental, cultural, and historical assets of a place can influence</p>	<p>Overall score of "Proficient" or higher for all programs.</p>	<p>NEW DATA COMING 2025-2026! (See goals).</p>

<p>student learning. This research project encourages candidates to become citizen-teachers who explore how teaching and learning in Hawai'i are directly tied to our collective sense of responsibility to this place. Through this assessment, teacher candidates will explore the assets of the many places where learning occurs for their students, and the <i>mo'olelo</i> (stories) of the place where the learning community is situated. This project specifically addresses the teacher candidate's ability to: a) know and value where their students come from; b) identify the assets of learning environments, c) understand the communities their students belong to; d) establish and cultivate a relationship with 'āina, culture and history of Hawai'i; and e) connect these local contextual factors to the global community. This assessment is completed early in each teacher preparation program, in order to help build a foundation for each teacher candidate's future professional activities. The experience is meant to help candidates shape their formative thinking about the significance of place in education, not necessarily as a showcase of skills.</p>		
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
<p>A'o: Teaching and Learning in the Classroom A'o (<i>the art of teaching</i>) is a college-wide, summative assessment that documents each candidate's ability to perform the instructional responsibilities of a teacher in a real-world setting.</p>	<p>Overall score of "Proficient" (data score of "2") or higher for all programs.</p>	<p>Link to Dashboard Data</p> <p>Of 68 candidates, one scored "Developing" (1), 50 scored "Proficient" (2), and 17 scored "Advanced" (3).</p>

<p>Student teachers will participate in their student teaching placement(s) as designated by their licensure program to demonstrate the ability to create a supportive learning environment and to provide effective instruction. The COE supervisor and mentor teacher will observe, support, and assess progress throughout the semester.</p>		
<p>Ho'opa'a: Strengthening Student Learning Ho'opa'a (<i>to strengthen</i>): is a college-wide performance assessment that demonstrates each teacher candidate's ability to plan, teach, and assess the impact of a series of lessons on student learning. A <i>series</i> is defined as a sequential number of lessons that share some overlapping learning outcomes. The series will include a minimum of three lessons and three assessments. This project specifically addresses the teacher candidate's ability to: a) plan outcomes and assessments based on knowledge of the students; b) respond to students' needs; c) analyze student learning through assessment data; and, d) reflect on teaching practices for continuous improvement.</p>	<p>Overall score of "Proficient" or higher for all programs.</p>	<p>Link to Dashboard Data Of 76 teacher candidates, one scored "Developing" (1), 36 scored "Proficient" (2), and 39 scored "Advanced" (3).</p>
<p>Ho'oulu: Growing as a Professional Ho'oulu (<i>to grow</i>) is a college-wide tool used to document teacher candidates' growth. Although translations are imperfect, consider the following ioina (domains) as professional dispositions:</p>	<p>Overall score of "Proficient" or higher for all programs.</p>	<p>Link to Dashboard Data Of 130 teacher candidates, one scored "Developing" (1), 45 scored "Proficient" (2), and 84 scored "Advanced" (3).</p>

<ul style="list-style-type: none"> ● Kuleana: <i>right, privilege, concern, responsibility</i> ● Pilina: <i>relationship, connection</i> ● Alu Like: <i>striving together, to cooperate</i> ● Ha‘awina No‘ono‘o: <i>thought, reflection</i> ● Aloha ‘Āina: <i>love of the land and its people</i> 		
<p>Ho‘olālā: Planning Instruction Ho‘olālā (<i>to plan</i>) is a college-wide performance assessment demonstrating each teacher candidate’s ability to independently plan instruction for P12 learners. Teacher candidates submit lesson plans – the format, number, and length of which will be determined by each program. The context of who the candidate is teaching, where they are teaching, and what they are teaching will all play a role in each program’s specifications for this requirement.</p>	<p>Overall score of "Proficient" or higher for all programs.</p>	<p>Link to Dashboard Data</p> <p>Of 46 teacher candidates, one scored “Developing” (2), 39 scored “Proficient” (2), and 5 scored “Advanced” (3).</p>
<p>‘Imiloa: Seeking a Sense of Place ‘Imiloa (<i>to seek</i>) is a college-wide assessment that demonstrates each teacher candidate’s understanding of how the environmental, cultural, and historical assets of a place can influence student learning. This research project encourages candidates to become citizen-teachers who explore how teaching and learning in Hawai‘i are directly tied to our collective sense of responsibility to this place. Through this assessment, teacher candidates will explore the assets of the many places where learning occurs for their students,</p>	<p>Overall score of "Proficient" or higher for all programs.</p>	<p>NEW DATA COMING 2025-2026! (See goals).</p>

<p>and the <i>mo'olelo</i> (stories) of the place where the learning community is situated. This project specifically addresses the teacher candidate's ability to: a) know and value where their students come from; b) identify the assets of learning environments, c) understand the communities their students belong to; d) establish and cultivate a relationship with 'āina, culture and history of Hawai'i; and e) connect these local contextual factors to the global community. This assessment is completed early in each teacher preparation program, in order to help build a foundation for each teacher candidate's future professional activities. The experience is meant to help candidates shape their formative thinking about the significance of place in education, not necessarily as a showcase of skills.</p>		
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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:

We completed a major revision on five shared assessments:

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.

[Ho'oulu Orientation](#) (for faculty, mentors and candidates). This is a new tool for grounding us all with shared understandings about professional dispositions, the Hawaiian language used in the instrument, and possibilities for formative assessment applications.

Well-Being Modules (for candidates). In the 2026 spring semester, all initial licensure programs are required to implement instruction around the topic of well-being and collect assessment data. But HOW they choose to do that is up to each program. This is a tool to support faculty with both instruction AND assessment. [Instructor Guide to Educator Well-Being Modules](#)

We also submitted our Mānoa Program Assessment reports which indicate how we devise program learning outcomes, how we assess our students according to those outcomes, student results of those assessments, and subsequent faculty action in response to the results. We received a recognition of “Excellence” on almost all of our initial licensure reports.

Standard 3:

[Assessment Symposium](#) Last year we launched our first which we are repeating in 2026. This gathering emphasizes that assessment, accreditation, and accountability are a “kākou thing” (we are in it together). 60 participants gathered to learn from and work with each other.

Student Information Service (SIS) Data Cleanup and Faculty Instruction. This was the first time many of our shared assessments were added to the system. We have been meeting with faculty and created an [SIS Tutorial](#) to support them

Involving Faculty in Assessment Design: We have a system to welcome feedback on our new shared assessment designs. On the [COE Initial Licensure Requirements: Shared Tools and Assessments](#) document, each assessment has an associated link for feedback. This link also elicits exemplary candidate work and any instructional materials for sharing among faculty.

Charrettes: Faculty from across the COE select one assessment from a course and engage in a feedback protocol with others. The purpose is to amplify UHM’s equity minded recommendations through high quality, student centered assessment practice. We ran our first Charrette this past fall.

Assessment 4:

The College of Education Recruitment Specialist has hosted or participated over 60 different recruitment events for teacher licensure programs throughout SY 2024-2025. She has organized and hosted twenty [College of Education information sessions](#), which includes sharing teaching career info, program info, and funding support for anyone looking to become a licensed teacher. These information sessions are offered virtually each month, and she travels to each island in the state (i.e, Kauai, Lanai, Maui, Molokai, Hawaii - Kona, Hawaii - Hilo, and Oahu) to host in-person sessions at our partner community college institutions. In addition, she provides guest speaker presentations at on-campus teacher prerequisite courses, as well as, presenting at five local high schools across the islands who offer Teaching as a Profession pathways. In addition, she attended six different local college and career fairs, and four community college transfer fairs. Lastly, she partners with UH Mānoa admissions and the Hawaii Department of Education to recruit for teacher education at various community events and job fairs.

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 and recent activities related to investigating data quality. Table 5 may focus 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 2025-26 year	<p>1c. Utilize knowledge of the diverse and intersecting aspects of human identity to support learner growth and development</p> <p>Imilooa: Seeking a Sense of Place - The College of Education is implementing this new shared assessment for the first time, and thus far the road has been bumpy. We are piloting implementation and need to ensure that faculty have the tools they need to teach and assess. We also want to gather our first data sets and analyze how the inaugural candidates are doing within a “Data Party.”</p>
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 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 2025-26 year	2g: Connect students, colleagues, and self to appropriate supports for mental well-being, including those related to trauma Complete and Implement Well Being Modules. While all programs are required to teach and assess well-being, this is not considered a shared assessment. Instead, programs may choose to continue working with Mental Health Hawaii or other instruction supports, however, they will need to develop assessments to accompany these instructional endeavors. The COE will also be providing Well-Being Modules that include interviews with professionals, students, teachers, and teacher candidates in Hawaii: Instructor Guide to Educator Well-Being Modules
Actions	Complete and implement an instructional module that includes evidence of learning regarding mental well being, and pilot with special education teacher preparation cohorts.
Expected outcomes	Programs will adopt the modules and begin to pilot the embedded assessments.
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 2025-26 year	e. Develops and maintains an effective assessment system, with input from the community, that uses trustworthy data to plan for and evaluate improvements and innovations Assessment, Accreditation and Accountability Website Redesign. While we do have a number of pages on the COE website related to our AAA work, they do not include many parts of our assessment systems - like the assessments themselves and the data dashboards we have developed.

Actions	<ol style="list-style-type: none"> 1. Meet with TDP to recruit the resources and information 2. Design a model 3. Program the model 4. Test and iterate
Expected outcomes	<p>We plan to engage in a thorough re-boot of our website for the following purposes/outcomes:</p> <ol style="list-style-type: none"> 1) To ensure transparent communication of our assessments and assessment results to the public, including employers, present students, and future students. 2) To provide faculty with easy access to all assessments and tutorials related to assessment work so that they can readily find and use the tools that have been developed. 3) To provide a systematic way for faculty to request data and report a glitch in the system 4) To be able to readily access data dashboards which can guide them in making decisions in course and program improvement
Reflections or comments	
Standard 4	
Goals for the 2025-26 year	<p>Strengthen stakeholder relationships and the flow of information from community partners. We have had trouble attaining relevant and up to date data to have a better understanding of how our graduates are doing in the professions.</p>
Actions	<p>Meet with Stephen Schatz, Executive Director of Hawaii P-20 Partners for Education to discuss workforce needs and collecting downstream data on our candidates.</p> <p>Meet with Sean Bacon, Kerry Tom, Sean Arai and other HIDEOE Personnel from Office of Talent management to discuss workforce needs and collecting downstream data on our candidates.</p>
Expected outcomes	<p>With strengthened partnerships, we hope to be able to analyze data from our graduates (e.g. workforce, performance, placements, etc.) This will allow us to reflect on our contributions in teacher education, celebrate where appropriate, and focus on areas to improve.</p>

Reflections or comments	When we connect with stakeholders, it's usually our students, alumni, school based personnel such as mentor teachers and principals. Although I have reached out on several occasions, a meeting with P-20 and HIDOE is more difficult to arrange. Forging strong relationships and networks is essential.
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Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

Ho’oulu Orientation (for faculty, mentors and candidates). This is a new tool for grounding us all with shared understandings about professional dispositions, the Hawaiian language used in the instrument, and possibilities for formative assessment applications.

Data Parties: A data party is a structured, collaborative event where stakeholders come together to review, analyze, and interpret data—often in a fun and engaging setting. The purpose of the data party is to democratize data by making it accessible and understandable to stakeholders, building shared understandings through the intersection of perspectives and interpretations, to support data-driven decisions as we identify patterns, celebrate strengths, and uncover areas for improvement, and fostering engagement by generating ownership of the findings and the actions that follow. In this session, we will examine one model of a data party in teacher preparation and ultimately apply this construct to participants’ own contexts.

Survey Revisions: We continue to solicit multiple perspectives from program completers, alumni, and mentor teachers. In AY24-25, we redesigned our program surveys in order to explicitly connect with the AAQEP 2025 framework standards and their associated aspects, the HTSB requirements, organized with a structure parallel to the Charlotte Danielson Framework.

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). If 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.

Next school year, we expect to welcome a new Associate Dean of Research. We have not had anyone serving in this position for over 10 years. This position will serve as one of three executives in the COE Dean's Office. Our new colleague will work in tandem with others to effectively provide research, administrative, and academic leadership in the College. This position will coordinate and ensure effective leadership of research programs funded by the State and Federal agencies, private foundations, and government organizations.

This Fall 2025, the COE accepted its first cohort in Counselor Education. The University of Hawai'i at Mānoa's (UHM) School Counseling program provides graduate-level training designed to prepare students for a fulfilling career as a professional school counselor. This is a two or three-year academic program leading to a Master of Education (M.Ed) in Counseling. The program emphasizes a holistic approach to school counseling, focusing on the academic, career, and social-emotional development of students. Through rigorous coursework, supervised field experiences, and a culminating project, students develop the knowledge, skills, and dispositions necessary to become effective, ethical, and culturally responsive school counselors. While the first cohort is still small, our newest faculty member, Dr. Jessica Koltz, is developing assessment systems that will work in tandem with our teacher preparation systems, while adjusted to fit the context of counselors in schools. We expect our assessments to develop as our program grows.

After the UH Mānoa campus approved the current strategic plan Mānoa 2025: Our Kuleana to Hawai'i and the World, the Native Hawaiian Place of Learning (NHPoL) Advancement Office began working on our strategy to support the plan's three goals specific to becoming a Native Hawaiian Place of Learning. COE faculty engaged in a one-week long professional development to prepare to meet this goal as "[Cohor Kaulua](#)." Next, a hui of representatives will now work with our COE strategic plan, our incubating School of Hawaiian Education, and our Native Hawaiian faculty to further strengthen our commitment and identity as a Native Hawaiian Place of Learning.

The COE has launched a new statewide track: Bachelor in Education degree in Early Childhood Education, Birth to 8 (B.Ed. in ECE, B-8), with a prekindergarten to third grade teacher license. Building on existing B.Ed. Degrees for ECE teachers, this newly designed track will be a culturally relevant and competency-based program for those interested in a career as an educator serving young children, birth through age 8, and their families in communities across Hawai'i.

Finally, 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).

[NBI 25-7 :The University of Hawai'i at Mānoa American Sāmoa Completers.](#) American Sāmoa BEd completers currently do not receive SATEP on their transcripts because they do not fulfill certain requirements that are a part of our BEd Manoa program, even though the programs are extremely similar. In American Sāmoa, teachers need to complete a degree in Education, but are not required to come from a SATEP. Moving forward, AS program completers who wish to become licensed teachers in HI will apply to our Post-Bacc program on the Mānoa campus and complete all their final requirements there. They will be counted alongside other candidates who are included in the HTSB EPP annual audit, AAQEP reporting, in the Title II Report. The COE is considering whether we should transition the American Sāmoa program to a BA in order to distinguish it from the Mānoa BEd program and avoid confusion. This NBI is not a new change. Information was submitted to HTSB to clarify programs offered in AS and procedures implemented by the COE if AS candidates wanted to pursue a Hawai'i teaching license.

[NBI 25-17: Guidance and Sample Evidence for Submission for SATEP Compliance and Program Modifications of Changes](#) As a regulatory board reviewing State Approved Teacher Education Programs (SATEPs), the HTSB defines "evidence" as the comprehensive documentation necessary to prove a program's compliance with state statutes, administrative rules, and performance standards. We have experienced challenges with submissions to HTSB related to program modifications and approvals, as the review process has become increasingly lengthy and has required the provision of additional evidence and program information. This has occurred even when submissions have directly addressed the specific requirements outlined in Hawai'i Administrative Rules (HAR).

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 25, 2025
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