



AAQEP Annual Report for 2022-2023

Provider/Program Name:	Leeward Community College Teacher Education Program
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	June 30, 2028

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

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

Teacher Education Program - Vision and Mission

The [Teacher Education program's](#) vision is to produce *caring, collaborative, and effective* educators. This vision reflects the program's values:

- *Caring*: We value practice that is professional, ethical, and continuously improving.
- *Collaborative*: We value practice that is team-oriented and community-based.
- *Effective*: We value practice that is standards-based and learner-center.

The Teacher Education program reaches its vision of producing *caring, collaborative, and effective* educators by fulfilling its mission:

- *To continuously improve access for nontraditional and underrepresented students from local communities by providing high-quality, learner-centered, flexible teacher preparation pathways that support the growth of effective, caring, and collaborative educators who*

are prepared to achieve, continue their education, and/or seek meaningful employment thereby addressing areas of critical teacher shortage.

The Teacher Education program's mission is represented by six program goals, which are designed to align with and support [Leeward Community College's mission and values](#) and the University of Hawai'i Community College's [\(UHCC\) 2015-2021 strategic plan](#). These six program goals serve as the guiding framework from which all program decisions are made by Education faculty and staff. In addition, the table below shows where each of the six program goals are addressed in the Association for Advancing Quality in Educator Preparation (AAQEP) accreditation quality assurance report.

Program Options

Alternative Certification for Career and Technical Education Licensure (CTE) Program

The CTE program is a state-approved and nationally accredited alternative pathway that equips candidates who have content knowledge in career and technical education with the pedagogy necessary to become caring, collaborative, and effective secondary teachers in CTE classrooms. This program prepares candidates to teach CTE in middle school or high school in the following license fields: Arts and Communications; Business; Health Services; Industrial and Engineering Technology; Natural Resources; and Public and Human Services. The CTE program is offered online and is available statewide.

Candidates enter the CTE licensure program as either Track I or Track II depending on their level of content knowledge, which is based on their prior educational background and industry experience. Track I is an 11 credit pathway that leads to a [provisional teacher license in a CTE field](#) and Track II is a 17 credit pathway that leads to a [provisional "restricted" teacher license in a CTE field](#).

Track I

- Baccalaureate Degree or higher from an accredited College or University in a CTE content area; or,
- Baccalaureate Degree in a non-CTE content area and five (5) years of relevant industry experience or passing score on the Praxis II exam in the content area.

Track II

- Associates Degree in a CTE content area from an accredited College or University and three (3) years of relevant industry experience; or,
- Associates Degree not in a CTE content area from an accredited College or University and five (5) years of relevant industry experience.

Special Education Advanced Professional Certificate (APC) Licensure Program Overview

The Advanced Professional Certificate (APC) in Special Education is a state-approved and nationally accredited 19 credit alternative teacher license pathway designed for those with a bachelor-level degree in any field that leads to recommendation for licensure to teach SPED in K-12 grade classrooms. The SPED program is offered online and is available statewide.

Teacher Education Program Mission Alignment with Leeward CC, UHCC system, and AAQEP Standards

<u>Teacher Education Program Mission Goals</u>	<u>Leeward CC Mission and Core Values</u>	<u>UHCC Strategic Plan</u>	<u>AAQEP Standards</u>
1. To improve access to teaching for nontraditional and underrepresented students from local communities.	I. Open Access - help all students attain their goals	Enrollment	Aspects 4a, 4b, 4e
2. To improve access to teaching by offering alternative teaching certification and degree pathways through multiple modes of delivery.			Appendix A
3. To <u>prepare</u> and <u>support</u> students with the knowledge, skills and dispositions of the Hawai'i Teacher Standards Board (HTSB) teaching standards to develop <i>caring, collaborative, and effective</i> educators.	II. Learning & Teaching Integrity - nurture and inspire	Modern Teaching and Learning Environments	Standards 1, 2 Aspects 3a, 3b, 3d
4. To create responsive community partnerships and to partner with local schools to provide field and practicum experience.	IV. Community Development Community - work together		Appendices A, C
5. To ensure completion of certificates or degrees leading to transfer or employment.	III. Workforce and Personal Development Diversity responsible global citizens	Hawai'i Graduation & Innovation Initiatives	Aspect 4c Appendix B

6. To systematically review program goals to ensure a high quality program.	V. Program Development Integrity - high quality program	High Performance Mission-Driven System	Aspects 3c, 3e, 3f, 4d, 4f Appendices C, D, E
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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):

<http://www.leeward.hawaii.edu/teach>
https://docs.google.com/document/d/1rMa41p6C05We9Kmidwpgll_zyyAPodG-/edit?usp=sharing&oid=113048516102068682808&rtpof=true&sd=true

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 2022-2023

*data from **Summer 2022-Spring 2023**

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 05/2023)	Number of Completers in most recently completed academic year (12 months ending 05/2023)
<i>Programs that lead to initial teaching credentials</i>			
Alternative Certification for Career and Technical Education Licensure (CTE) Track I: Post-baccalaureate with certificate	HTSB Provisional License	17	09

Alternative Certification for Career and Technical Education Licensure (CTE) Track II: Post-AA degree with certificate	HTSB Provisional Restricted	09	02
Advanced Professional Certificate in Special Education, K-6, 6-12 (SPED)	HTSB Provisional License	41	26
Total for programs that lead to initial credentials		67	39
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Advanced Professional Certificate in Special Education, PK-3, K-6, 6-12	HTSB Provisional License	2	1
Total for programs that lead to additional/advanced credentials		2	1
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
N/A	N/A	N/A	N/A
Total for additional programs		N/A	N/A
TOTAL enrollment and productivity for all programs		69	40
Unduplicated total of all program candidates and completers		69	40

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.)

N/A

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.
CTE: Fall 2022 = 28 Spring 2023 = 22 SPED Initial Licensure: Summer 2022= 33 Fall 2022 = 43 Spring 2023 = 35 SPED Add-a-Field to Existing Teaching License: Summer 2022: 1 Fall 2022: 0 Spring 2023: 1
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.
CTE: 11 SPED Initial Licensure: 27 SPED Add-a -Field: 1
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
CTE: 11 SPED Initial Licensure: 27 SPED Add-a -Field: 1
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.
CTE: 82% (09/11) completed in expected timeframe CTE: 91% (10/11) completed in 1.5 times the expected timeframe.

SPED Initial Licensure: 81% (21/26) completed in expected timeframe
 SPED Initial Licensure: 92% (24/26) completed in 1.5 times the expected timeframe.
 SPED Add-a-Field: 100% (1/1) completed in expected timeframe
 SPED Add-a-Field: 100% (1/1) completed in 1.5 times the expected timeframe.

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%.

CTE Program Praxis II Scores - No CTE candidates took the Praxis test in 2022-2023. Evidence that CTE candidates have sufficient content and pedagogical knowledge is verified by the CTE program coordinator using any of the criteria approved by the Hawai'i Teacher Standards Board (HTSB) as shown in the table below:

Evidence that CTE candidates have sufficient content and pedagogical knowledge is verified by the CTE program coordinator using any of the criteria approved by the Hawai'i Teacher Standards Board (HTSB):

- Praxis II in the content area, if available; or,
- Current valid National Industry Certification in the teaching license field; or,
- Professional certification from a national organization or association; or,
- Current journey worker status in a specific field, verified by current licensed employer; or,
- Valid industry license in the teaching license field; or,
- 30 hours of coursework in the content area; or,
- If none of the previous options exist, documentation of 5 years of successful industry experience related to the content area.

The chart below indicates the type of content knowledge that the CTE program coordinator has verified over the past academic year. The majority of evidence for CTE candidates in Track I and II comes from degree major or coursework in the content area, and any industry experience comes from verified employee documentation and/or letters from employers. To date, only one CTE candidate in Track I has opted to take the Praxis II content test in order to demonstrate content knowledge.

CTE Content Knowledge Sources

CTE Content Knowledge Evidence Sources	2022-23
Track I: BA (CTE Field)	17
Track I: BA (non-CTE Field) + HTSB content criteria list	01

Track II: AA (CTE Field) + HTSB content criteria list	07
Track II: AA (non-CTE Field) + HTSB content criteria list	01
Total Candidates	26
SPED Program Praxis II Scores	
SPED Praxis II Scores - Test 5354 (Passing = 151)	2022-23
Number of Test Takers (Initial Licensure)	30
Average Score	165.17
Standard Deviation	9.90
Number of Test Takers (Add-a-Field)	0
F. Narrative explanation of evidence available from program completers , with a characterization of findings.	
APC in SPED Evidence available from program completers CTE - Evidence available from program completers HTSB LeeCC Completer Data 2022-2023	
G. Narrative explanation of evidence available from employers of program completers , with a characterization of findings.	

Leeward CC has reached out to determine how other EPPs gather evidence of program completer performance from Advisory Groups of Employers. We are developing our own version of an internal survey similar to one provided by the [University of Hawai'i at Manoa's Advisory Group-Employer Information-Recommendations Survey](#)

Leeward CC SPED Coordinator serves on the [UH West O'ahu Teacher Education Advisory Committee](#) which holds regular meetings with employers of our graduates, constituents and colleagues to discuss shared knowledge from the field and provide feedback on proposed initiatives.

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.

Leeward CC utilizes a EPP Graduate Alumni Tracker that includes all graduates, their semester of completion, their school site where they completed their student teaching, and their current school of employment

In our monthly meetings with the Hawai'i Teacher Education Coordinating Committee (TECC) we were provided with a [Information System Map \(GIS\)](#) from the Hawai'i Department of Education to conduct a structured review of data on teacher shortages, teacher vacancies and EPP graduates, New Teacher Hires and EPPs, Teacher Incentives and Teacher Diversity through the Committee's "[Addressing Teacher Shortages by Engaging Stakeholders in a Data-Driven, Equity-Focused Approach](#)"

The data from the [Geographic Information System Map \(GIS\)](#) aligns with Leeward CC's EPP student teaching trackers in that our graduates primarily become new teacher hires in schools in Wai'anae, Nanakuli, Waipahu, and Mililani.

The data from the [Geographic Information System Map \(GIS\)](#) aligns with Leeward CC's EPP for CTE Student Trackers

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 Initial Licensure (A); Add-a-Field (B)
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Course Grades (AAQEP Standard 1)	The performance expectation is that 70% of candidates will receive a grade of C or higher (70%) in each course. The licensure programs utilize a 1-4 scaled rating, where grade equivalencies are as follows: 1=F; 2=D; 3=C; 4=A/B The CTE candidates exceeded the performance expectation in all five core courses in the CTE licensure program with an overall average of 88% meeting the expected performance expectation of 70%. The SPED candidates exceeded the performance expectation in all seven core courses in the SPED licensure program with an overall average of 90% meeting the expected performance expectation of 70%.		
		CTE Course Grades	% Candidates Meeting Proficiency (3 or higher)
		ED 310A	87% (13/15)
		ED 311A	86% (12/14)
		ED 312A	86% (12/14)
		ED 393P	88% (12/14)
		ED 393S	88% (14/16)
		SPED Course Grades	% Candidates Meeting Proficiency (3 or higher)
		ED 330	A: 93% (51/55); B:100% (2/2)
		ED 331	A: 94% (50/53); B: 100% (2/2)
		ED 332	A: 94% (48/51); B: 100% (2/2)
		ED 334	A: 88% (44/50); B: 100% (2/2)
		ED 335	A: 91% (42/46); B: 100% (2/2)
		ED 336	A: 81% (26/33); B: 100% (1/1)
		ED 393S	A: 84% (27/32); B: 100% (1/1)

Course Signature Assignments (AAQEP Standard 1)	The performance expectation is that 70% of candidates will receive a grade of C or higher (70%) on the signature assignments aligned with AAQEP Standard 1. The licensure programs utilize a 1-4 scaled rating, where grade equivalencies are as follows: 1=F; 2=D; 3=C; 4=A/B The CTE candidates exceeded the performance expectation in all 18 signature assignments in the CTE licensure program with an overall average of 87% meeting the expected performance expectation of 70%. The SPED candidates exceeded the performance expectation in 15 of the 15 signature assignments in the SPED licensure program with an overall average of 89% meeting the expected performance expectation of 70%.	<table> <tr> <th>Focus Area</th><th>Proficiency (3 or higher)</th><th>% Candidates Meeting</th></tr> <tr> <td colspan="3">CTE Signature Assignment</td></tr> <tr> <td>1</td><td>ED 312A: Behaviors</td><td>91% (45/49)</td></tr> <tr> <td>3</td><td>ED 312A: MCEE Scenario</td><td>91% (45/49)</td></tr> <tr> <td>4</td><td>ED 311A: Complaint</td><td>90% (44/49)</td></tr> <tr> <td>7</td><td>ED 310A: Comprehensive Classroom Management Plan</td><td>88% (43/49)</td></tr> <tr> <td>8</td><td>ED 311A: Behavior Management Modification</td><td>90% (44/49)</td></tr> <tr> <td>9</td><td>ED 312A: Case St. Development</td><td>88% (43/49)</td></tr> <tr> <td>10</td><td>ED 311A: Data Planning for Inclusion</td><td>86% (42/49)</td></tr> <tr> <td>11</td><td>ED 310A: PBL Unit - Completed</td><td>86% (42/49)</td></tr> <tr> <td>12</td><td>ED 310A: IMP-Assess & Pacing</td><td>84% (41/49)</td></tr> <tr> <td>13</td><td>ED 310A: IMP- Accom Plan</td><td>84% (41/49)</td></tr> <tr> <td>14</td><td>ED 310A: Time Management Plan ED 311A: Contextual Content</td><td>82%/90% (40/49) (44/49)</td></tr> <tr> <td>15</td><td>ED 312A: Unit Plan-Inst & Accom ED 311A: Tier 2 Collaborative Inst</td><td>84%/86% (41/49) (42/49)</td></tr> <tr> <td>16</td><td>ED 311A: Tier 1 Strategy Lang & Lit</td><td>88%/88% (43/49)</td></tr> </table>	Focus Area	Proficiency (3 or higher)	% Candidates Meeting	CTE Signature Assignment			1	ED 312A: Behaviors	91% (45/49)	3	ED 312A: MCEE Scenario	91% (45/49)	4	ED 311A: Complaint	90% (44/49)	7	ED 310A: Comprehensive Classroom Management Plan	88% (43/49)	8	ED 311A: Behavior Management Modification	90% (44/49)	9	ED 312A: Case St. Development	88% (43/49)	10	ED 311A: Data Planning for Inclusion	86% (42/49)	11	ED 310A: PBL Unit - Completed	86% (42/49)	12	ED 310A: IMP-Assess & Pacing	84% (41/49)	13	ED 310A: IMP- Accom Plan	84% (41/49)	14	ED 310A: Time Management Plan ED 311A: Contextual Content	82%/90% (40/49) (44/49)	15	ED 312A: Unit Plan-Inst & Accom ED 311A: Tier 2 Collaborative Inst	84%/86% (41/49) (42/49)	16	ED 311A: Tier 1 Strategy Lang & Lit	88%/88% (43/49)
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		17	ED 311A: Tier 2 Strat Design Collaborative Instr	86% (42/49)
		18	ED 311A: Tier 2 Using Tech Effect	88% (43/49)
		Focus Area		
		% Candidates Meeting Proficiency (3 or higher)		
		SPED Signature Assignment		
		1	ED 393S: P&C Tasks	A: 84% (27/32) B: 100% (1/1)
		3	ED 331: MCEE Scenario	A: 93% (28/30) B: 100% (2/2)
		4	ED 330: SPED/RTI Quiz	A: 96% (53/55) B: 100% (2/2)
		7	ED 330: Lesson & Classroom Plan	A: 93% (51/55) B: 100% (2/2)
		8	ED 332: Diversity of Learners	A: 83% (40/48) B: 100% (2/2)
		9	ED 330: IBL-Learners Assignment	A: 93% (51/55)

			B: 100% (2/2)
10	ED 331: Post Assess Debrief Meeting	A: 81% (43/53) B: 100% (2/2)	
11	ED 335: UDL Think Tac Toe	A: 90% (47/52) B: 100% (2/2)	
12	ED 331: Lesson-Formative Assess	A: 87% (26/30) B: 100% (2/2)	
13	ED 332: Multi Intelligence L Plan	A: 94% (29/31) B: 100% (2/2)	
14	ED 332: Problem-Based Assignment	A: 71% (22/31) B: 100% (2/2)	
15	ED 335: Community of Inquiry - #8 ED 332: Support -Struggling Readers	A: 85% (44/52) B: 100% (2/2) A: 84% (26/31) B: 100% (2/2)	
16	ED 332: Pre-reading Activities	A: 97% (30/31) B: 100% (2/2)	
17	ED 332: Support for Struggling	A: 84%	

		Readers Forum (26/31) B: 100% (2/2) 18 ED 335: Assist Tech Assess & Con A: 87% (45/52) B: 100% (2/2)																																										
Candidate Observation Form (Practicum) (AAQEP Standard 1)	The performance expectation is that 70% of candidates will receive a rating of 3 or higher on all 15 of the focus areas associated with AAQEP Standard 1 that are evaluated in the field practicum course (student teaching) by both the College Supervisor and Cooperating Teacher. The licensure programs utilize a 1-4 scaled rating where: 4 - Candidate CONSISTENTLY does this as a teacher. (Exceeds Proficiency) 3 - Candidate USUALLY does this as a teacher. (Meets Proficiency) 2 - Candidate OCCASIONALLY does this as a teacher. (Below Proficiency) 1 - Candidate RARELY/NEVER does this as a teacher. (Well Below Proficiency)	<table> <tr> <th>Focus Area</th><th colspan="2">% Candidates Meeting Proficiency (3 or higher)</th></tr> <tr> <th></th><th>CTE College Supervisor AY 22-23</th><th>CTE Cooperating Supervisor AY 22-23</th></tr> <tr><td>1</td><td>89% (17/19)</td><td>95% (18/19)</td></tr> <tr><td>3</td><td>84% (16/19)</td><td>95% (18/19)</td></tr> <tr><td>4</td><td>89% (17/19)</td><td>89% (17/19)</td></tr> <tr><td>7</td><td>95% (18/19)</td><td>89% (17/19)</td></tr> <tr><td>8</td><td>95% (18/19)</td><td>89% (17/19)</td></tr> <tr><td>9</td><td>89% (17/19)</td><td>95% (18/19)</td></tr> <tr><td>10</td><td>95% (18/19)</td><td>95% (18/19)</td></tr> <tr><td>11</td><td>89% (17/19)</td><td>89% (17/19)</td></tr> <tr><td>12</td><td>95% (18/19)</td><td>79% (15/19)</td></tr> <tr><td>13</td><td>95% (18/19)</td><td>95% (18/19)</td></tr> <tr><td>14</td><td>89% (17/19)</td><td>95% (18/19)</td></tr> <tr><td>15</td><td>95% (18/19)</td><td>95% (18/19)</td></tr> </table>	Focus Area	% Candidates Meeting Proficiency (3 or higher)			CTE College Supervisor AY 22-23	CTE Cooperating Supervisor AY 22-23	1	89% (17/19)	95% (18/19)	3	84% (16/19)	95% (18/19)	4	89% (17/19)	89% (17/19)	7	95% (18/19)	89% (17/19)	8	95% (18/19)	89% (17/19)	9	89% (17/19)	95% (18/19)	10	95% (18/19)	95% (18/19)	11	89% (17/19)	89% (17/19)	12	95% (18/19)	79% (15/19)	13	95% (18/19)	95% (18/19)	14	89% (17/19)	95% (18/19)	15	95% (18/19)	95% (18/19)
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	The CTE candidates exceeded the performance expectation in all 15 of the focus areas on the Candidate Observation Form. College Supervisors scored an overall average of 90% meeting the expected performance expectation of 3-Candidate USUALLY does this as a teacher. (Meets Proficiency). Cooperating Supervisors scored an overall average of 91% meeting the expected performance expectation of 3-Candidate USUALLY does this as a teacher. (Meets Proficiency).	16	89% (17/19)	89% (17/19)
		17	79% (15/19)	89% (17/19)
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		Focus Area	% Candidates Meeting Proficiency (3 or higher)	
			SPED College Supervisor AY 22-23	SPED Cooperating Supervisor AY 22-23
	The SPED candidates exceeded the performance expectation in all 15 of the focus areas on the Candidate Observation Form. College Supervisors scored an overall average of 94% meeting the expected performance expectation of 3-Candidate USUALLY does this as a teacher. (Meets Proficiency). Cooperating Supervisors scored an overall average of 94% meeting the expected performance expectation of 3-Candidate USUALLY does this as a teacher. (Meets Proficiency).	1	A: 92% (34/37); B: 100% (1/1)	A: 92% (34/37); B: 100% (1/1)
		3	A: 92% (34/37); B: 100% (1/1)	A: 92% (34/37); B: 100% (1/1)
		4	A: 92% (34/37); B: 100% (1/1)	A: 92% (34/37); B: 100% (1/1)
		7	A: 92% (34/37); B: 100% (1/1)	A: 92% (34/37); B: 100% (1/1)
		8	A: 92% (34/37); B: 100% (1/1)	A: 92% (34/37); B: 100% (1/1)
		9	A: 92% (34/37); B: 100% (1/1)	A: 92% (34/37); B: 100% (1/1)
		10	A: 97% (36/37); B: 100% (1/1)	A: 97% (36/37); B: 100% (1/1)
		11	A: 92% (34/37); B: 100% (1/1)	A: 92% (34/37); B: 100% (1/1)
		12	A: 92% (34/37); B: 100% (1/1)	A: 92% (34/37); B: 100% (1/1)
		13	A: 92% (34/37); B: 100% (1/1)	A: 92% (34/37); B: 100% (1/1)
		14	A: 97% (36/37); B: 100% (1/1)	A: 97% (36/37); B: 100% (1/1)
		15	A: 97% (36/37); B: 100% (1/1)	A: 97% (36/37); B: 100% (1/1)
		16	A: 97% (36/37); B: 100% (1/1)	A: 97% (36/37); B: 100% (1/1)
		17	A: 97% (36/37); B: 100% (1/1)	A: 97% (36/37); B: 100% (1/1)

		18	A: 97% (36/37); B: 100% (1/1)	A: 97% (36/37); B: 100% (1/1)
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation		
Course Signature Assignments (AAQEP Standard 2)	The performance expectation is that 70% of candidates will receive a grade of C or higher (70%) on the signature assignments aligned with AAQEP Standard 2. The licensure programs utilize a 1-4 scaled rating, where grade equivalencies are as follows: 1=F; 2=D; 3=C; 4=A/B The CTE candidates exceeded the performance expectation in all 7 signature assignments in the CTE licensure program with an overall average of 88% meeting the expected performance expectation of 70%. The SPED candidates exceeded the performance expectation in all 8 signature assignments in the CTE licensure program with an overall average of 87% meeting the expected performance expectation of 70%.	Focus Areas	% Candidates Meeting Proficiency (3 or higher)	
			CTE Signature Assignment	AY 22-23
		2	ED 312A: Teacher Rationale #4	85% (11/13)
		5	ED 311A: IEP Review and Analysis	93% (13/14)
		6	ED 310A: Classroom Management Plan- Communication	87% (13/15)
		7	ED 310A: Comprehensive Classroom Management Plan	87% (13/15)
		8	ED 311A: Behavior Management Modification	93% (13/14)
		13	ED 311A: Differentiating Assess	93% (13/14)
		15	ED 312A: Case Study Unit Plan - Inst & Accommodations	85% (11/13)

		% Candidates Meeting Proficiency (3 or higher)	
		Focus Area	SPED Signature Assignment
		2	ED 334: PLC Forum Discussion - Padlet Posts A: 78% (39/50) B: 100% (2/2)
		5	ED 332: PBL Assignment A: 71% (22/31) B: 100% (2/2)
		6	ED 330: RTI Mock Meeting A: 89% (49/55) B: 100% (2/2)
		7	ED 330: IBL - Learning Environ A: 89% (49/55) B: 100% (2/2)
		8	ED 334: A'o Kumu Course A: 84% (42/50) B: 100% (2/2)
		13	ED 332: Multiple Intelligence Lesson A: 90% (28/31) B: 100% (2/2)
		15	ED 335: Community of Inquiry - #8 A: 85% (44/52) B: 100% (2/2) ED 332: Support -Struggling Readers A: 84% (26/31) B: 100% (2/2)

Candidate Observation Form (Practicum) (AAQEP Standard 2)	The performance expectation is that 70% of candidates will receive a rating of 3 or higher on all 8 of the focus areas associated with AAQEP Standard 2 that are evaluated in the field practicum course (student teaching) by both the College Supervisor and Cooperating Teacher. The licensure programs utilize a 1-4 scaled rating where: 4 - Candidate CONSISTENTLY does this as a teacher. (Exceeds Proficiency) 3 - Candidate USUALLY does this as a teacher. (Meets Proficiency) 2 - Candidate OCCASIONALLY does this as a teacher. (Below Proficiency) 1 - Candidate RARELY/NEVER does this as a teacher. (Well Below Proficiency) The CTE candidates exceeded the performance expectation in all 8 of the focus areas on the Candidate Observation Form. College Supervisors scored an overall average of 76% meeting the expected performance expectation of 3-Candidate USUALLY does this as a teacher. (Meets Proficiency). Cooperating Supervisors scored an overall average of 87% meeting the expected performance expectation of 3-Candidate USUALLY does this as a teacher. (Meets Proficiency).	<table> <tr> <th data-bbox="1077 235 1171 300">Focus Area</th><th colspan="2" data-bbox="1203 235 1785 267">% Candidates Meeting Proficiency (3 or higher)</th></tr> <tr> <td></td><th data-bbox="1203 300 1365 397">CTE College Supervisor AY 22-23</th><th data-bbox="1507 300 1722 397">CTE Cooperating Supervisor AY 22-23</th></tr> <tr> <td data-bbox="1077 430 1108 462">2</td><td data-bbox="1203 430 1354 462">93% (13/14)</td><td data-bbox="1507 430 1659 462">93% (13/14)</td></tr> <tr> <td data-bbox="1077 495 1108 527">5</td><td data-bbox="1203 495 1354 527">93% (13/14)</td><td data-bbox="1507 495 1659 527">93% (13/14)</td></tr> <tr> <td data-bbox="1077 560 1108 592">6</td><td data-bbox="1203 560 1354 592">86% (12/14)</td><td data-bbox="1507 560 1659 592">93% (13/14)</td></tr> <tr> <td data-bbox="1077 625 1108 657">7</td><td data-bbox="1203 625 1354 657">93% (13/14)</td><td data-bbox="1507 625 1659 657">86% (12/14)</td></tr> <tr> <td data-bbox="1077 690 1108 722">8</td><td data-bbox="1203 690 1354 722">93% (13/14)</td><td data-bbox="1507 690 1659 722">86% (12/14)</td></tr> <tr> <td data-bbox="1077 755 1108 787">9</td><td data-bbox="1203 755 1354 787">86% (12/14)</td><td data-bbox="1507 755 1659 787">93% (13/14)</td></tr> <tr> <td data-bbox="1077 820 1119 852">13</td><td data-bbox="1203 820 1354 852">93% (13/14)</td><td data-bbox="1507 820 1659 852">86% (12/14)</td></tr> <tr> <td data-bbox="1077 885 1119 917">15</td><td data-bbox="1203 885 1354 917">86% (12/14)</td><td data-bbox="1507 885 1659 917">86% (12/14)</td></tr> </table> <table> <tr> <th data-bbox="1077 1006 1171 1071">Focus Area</th><th colspan="2" data-bbox="1203 1006 1785 1039">% Candidates Meeting Proficiency (3 or higher)</th></tr> <tr> <td></td><th data-bbox="1203 1071 1375 1169">SPED College Supervisor AY 21-22</th><th data-bbox="1507 1071 1743 1169">SPED Cooperating Supervisor AY 21-22</th></tr> <tr> <td data-bbox="1077 1201 1108 1234">2</td><td data-bbox="1203 1201 1386 1266">A: 84% (27/32) B: 100% (1/1)</td><td data-bbox="1507 1201 1690 1266">A: 84% (27/32) B: 100% (1/1)</td></tr> <tr> <td data-bbox="1077 1299 1108 1331">6</td><td data-bbox="1203 1299 1386 1364">A: 84% (27/32) B: 100% (1/1)</td><td data-bbox="1507 1299 1690 1364">A: 84% (27/32) B: 100% (1/1)</td></tr> </table>	Focus Area	% Candidates Meeting Proficiency (3 or higher)			CTE College Supervisor AY 22-23	CTE Cooperating Supervisor AY 22-23	2	93% (13/14)	93% (13/14)	5	93% (13/14)	93% (13/14)	6	86% (12/14)	93% (13/14)	7	93% (13/14)	86% (12/14)	8	93% (13/14)	86% (12/14)	9	86% (12/14)	93% (13/14)	13	93% (13/14)	86% (12/14)	15	86% (12/14)	86% (12/14)	Focus Area	% Candidates Meeting Proficiency (3 or higher)			SPED College Supervisor AY 21-22	SPED Cooperating Supervisor AY 21-22	2	A: 84% (27/32) B: 100% (1/1)	A: 84% (27/32) B: 100% (1/1)	6	A: 84% (27/32) B: 100% (1/1)	A: 84% (27/32) B: 100% (1/1)
Focus Area	% Candidates Meeting Proficiency (3 or higher)																																											
	CTE College Supervisor AY 22-23	CTE Cooperating Supervisor AY 22-23																																										
2	93% (13/14)	93% (13/14)																																										
5	93% (13/14)	93% (13/14)																																										
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7	93% (13/14)	86% (12/14)																																										
8	93% (13/14)	86% (12/14)																																										
9	86% (12/14)	93% (13/14)																																										
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15	86% (12/14)	86% (12/14)																																										
Focus Area	% Candidates Meeting Proficiency (3 or higher)																																											
	SPED College Supervisor AY 21-22	SPED Cooperating Supervisor AY 21-22																																										
2	A: 84% (27/32) B: 100% (1/1)	A: 84% (27/32) B: 100% (1/1)																																										
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	The SPED candidates exceeded the performance expectation in all 8 of the focus areas on the Candidate Observation Form. College Supervisors scored an overall average of 93 % meeting the expected performance expectation of 3-Candidate USUALLY does this as a teacher. (Meets Proficiency). Cooperating Supervisors scored an overall average of 93% meeting the expected performance expectation of 3-Candidate USUALLY does this as a teacher. (Meets Proficiency).	7 A: 91% (29/32) B: 100% (1/1) 8 A: 84% (27/32) B: 100% (1/1) 9 A: 94% (30/32) B: 100% (1/1) 13 A: 91% (29/32) B: 100% (1/1) 15 A: 94% (30/32) B: 100% (1/1) A: 94% (30/32) B: 100% (1/1)
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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.

Standard 3: Quality Program Practice

3b. Develops and implements quality clinical experiences, where appropriate, in the context of documented and effective partnerships with P-12 schools and districts.

ED 297: SPED Mentor Teacher Training & ED 297S : SPED Internship Modifications

At Curriculum Committee Meeting on 9/29/23, the committee approved of the following [revisions to the experimental courses](#).

[ED 297 and ED 297S](#) effective **Fall 2024:**

- ED 297: SPED Mentor Teacher Training (1cr)
 - increased from 1cr to 3cr ([credit increase justification](#))
 - **new permanent course title ED 246: SPED Mentor Teacher Training**
 - removed field requirement to allow any candidate interested in the content to enroll
 - removed delivery format: field-based learning
 - changed from CO-OP Schedule to LEC Schedule
- ED 297S: Special Education Internship (1cr)
 - increased from 1cr to 3cr ([credit increase justification](#))
 - **new permanent course title ED 246S: Introduction to Special Education**
 - removed field requirement to allow any candidate interested in the content to enroll
 - removed delivery format: field-based learning
 - changed from INT Schedule to LEC Schedule

Standard 3: Quality Program Practice

3e. Engages in continuous improvement of programs and program components, and investigates opportunities for innovation, through an effective quality assurance system

In September 2022, Leeward CC completed this [Hawai'i Teachers Standards Board's \(HTSB\) Annual State Approved Teacher Education Program Report](#) for review and approval by the Executive Director of HTSB. The annual report included a comprehensive overview of the program utilizing standard measurements of analysis for quality assurance.

Standard 4: Program Engagement in System Improvement

4a. Engages with local partners and stakeholders to support high-need schools and participates in efforts to reduce disparities in educational outcomes

Addition of SPED PK-3 Licensure Field:

[Leeward CC's Report to HTSB to Add SPED PK-3 as a Grade Level to our Advanced Professional Certificate in SPED](#) was submitted on 9/13/23 and HTSB is currently working on assembling a committee to review the proposal. Our original Letter of Intent to Plan a SPED PK-3 Initial Licensure Program ([NBI 21-10](#)) was approved by the board back on 9/17/2021.

Spring 2022: Develop ECE SPED assignments and rubrics for ED 330: SPED Law–Standards 1, 2, 3

Summer 2022: Develop ECE SPED assignments and rubrics for ED 331: SPED Assessment–Standards 6, 7

Fall 2022: Develop ECE SPED assignments and rubrics for ED 332: ELA Interventions–Standard 4, 5

Spring 2023: Develop ECE SPED assignments and rubrics for ED 334: Particip. Prof. Community–Standard 9, 10

Summer 2023: Develop ECE SPED assignments and rubrics for ED 335: ED Tech for the Inclusive Classroom–Standard 8

According to a U.S. Department of Education Office of Special Education Programs Report, there are 2,555 children in Hawaii between the ages of 3-5 receiving special education services, with the highest percentage (67%) qualifying under the disability category of Developmental Delay.

At the request of the Office of Early Learning, effective December 2018, the Hawaii Teachers Standards Board requires completion of a State Approved Teacher Education Program (SATEP) to earn a license in Early Childhood Education (ECE) PK-3 or PK-K. This statute has increased the need for preparation program options leading to ECE teacher licensure since there is no longer an option to add the ECE field through a content knowledge test or coursework combined with experience.

As of the 2022-2023 SY, [34 HDOE Schools](#) offer public pre-kindergarten classrooms through the [Executive Office on Early Learning](#).

Priority is provided for children whose situations include, but are not limited to, one or more of the following:

- Children who are eligible for special education services under the Individuals with Disabilities Act (IDEA) and require general education placement.
- Children in foster care.
- Children who are experiencing homelessness or unstable housing.
- Children who are dual or multi-language learners.
- Children whose family's income is no more than 300% of the federal poverty level.
- Children who are experiencing at-risk situations which may impact their development and learning.

The development and expansion of Hawaii's public early learning system has created an imminent need for highly qualified Early Childhood Educators, particularly those trained in working with students with special needs and/or who have socioeconomic factors that place them at-risk.

Standard 4: Program Engagement in System Improvement

4b. Seeks to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and support

The UH-Center on Disability Studies was awarded an Office of Special Education Programs (OSEP) Early Childhood Grant

See [LeeCC 3.28.23 Letter of Support](#). Our ECE SPED Faculty will receive a 1-month overload to enhance the ECE SPED curriculum and content in our 3+1 Bachelor's of Science in SPED pathway. In preliminary discussions, the ECE curriculum could seamlessly weave into two of our special education content knowledge courses, [ED 282: Collaboration and Teaming](#) and [ED 283: Partnerships with Culturally and Linguistically Diverse Families](#).

Standard 4: Program Engagement in System Improvement

4d. Investigates available and trustworthy evidence regarding computer placement, effectiveness, and retention in the profession and uses that information to improve programs

Leeward CC faculty are participating in the [Hawai'i Teacher Education Coordinating Committee's "Addressing Teacher Shortages by Engaging Stakeholders in a Data-Driven, Equity-Focused Approach."](#) LEE faculty break out into work groups with EPPs statewide to review, interpret, and develop action plans based on the data on: New Hires by EPP, Retention, Race/Ethnicity of Completers. The workgroups are using the [Geographic Information System \(GIS\) Map Workbook: Hawaii](#) and [Padlet link](#).

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 2023-24 year	
Actions	
Expected outcomes	
Reflections or comments	
	Standard 2
Goals for the 2023-24 year	Redesign ED 282: Collaboration and Teaming and ED 283: Partnerships with Culturally and Linguistically Diverse Families to include specialized curriculum on inclusive early childhood education. These courses comprise 6cr of the 15 optional elective credits that can be taken as part of the APC in SPED licensure pathway to fulfill the Content Knowledge requirement in lieu of passing Praxis 5354. (CTE) Continue to offer courses in various modalities and timeframes and add 2 additional courses (ED 314 - Educational Technology in CTE Classrooms & ED 315 - Safety in CTE Classrooms).
Actions	
Expected outcomes	

Reflections or comments	
	Standard 3
Goals for the 2023-24 year	
Actions	Redesign two special education courses, ED 246S: SPED Internship course and ED 246: SPED Mentor Teacher Training course to deliver as 3cr. Effective Fall 2024 (CTE) In partnership with the Hawai‘i Teacher Standards Board (HTSB), HIDOE CTE Education Specialist, Leeward CC CTE Coordinator will work to establish a matrix for the “Demonstration of Content Knowledge requirements for each or the new expanded CTE Pathways.”
Expected outcomes	
Reflections or comments	
	Standard 4
Goals for the 2023-24 year	Enhance integration of Hawaiian Language, History, and Culture in our SATEP curriculum to provide a more substantive foundation in this requirement for state licensure.
Actions	Two Teacher Education Program faculty members will participate in the Hawai‘i Teachers Standards Board sponsored Educator Preparation Program (EPP) Consortium which will focus on Hawaiian Language, History, and Culture, and how it is being incorporated into EPPs in Hawaii. These consortium series review the different requirements that EPPs have in the way they prepare their candidates in Hawaii, through the Hawaii Administrative Rules. The goal is to provide support and clarity to all of the EPPs. (CTE) In partnership with the HIDOE Office of Hawaiian Education offers, Leeward CC CTE Coordinator coordinates the annual HA Orientation for all Teacher Education Program students.

Expected outcomes	Potentially add ED 277: Indigenous Teaching Perspectives to the Academic Plan as a pre-requisite or enhance at least 2 courses in the respective licensure programs to include a more robust foundation in Hawaiian Language, History, and Culture.
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.

[Leeward CC's Report to HTSB to Add SPED PK-3 as a Grade Level to our Advanced Professional Certificate in SPED](#) was submitted on 9/13/23 and HTSB is currently working on assembling a committee to review the proposal and we anticipate a review no later than Spring 2024 for a potential Fall 2024 roll out..

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).

n/a

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Christina Keaulana, SPED Coordinator  Brian Ichida, CTE Coordinator 	Michelle Igarashi, Dean of Arts and Sciences 

Date sent to AAQEP:	
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