



AAQEP Annual Report for 2024

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 [\(UHCC\) 2023-2029 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/1zhnrnJU6i9U47nNyzLRxYPMilnsTHhVD/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 2023-2024

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 05/24)	Number of Completers in most recently completed academic year (12 months ending 05/24)
Alternative Certification for Career and Technical Education Licensure (CTE) Track I: Post-baccalaureate with certificate	HTSB Provisional License	33	8
Alternative Certification for Career and	HTSB Provisional Restricted	7	2

Technical Education Licensure (CTE) Track II: Post-AA degree with certificate			
Advanced Professional Certificate in Special Education, K-6, 6-12 (SPED)	HTSB Provisional License	65	24
Total for programs that lead to initial credentials		105	34
<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	1	0
Total for programs that lead to additional/advanced credentials		1	0
<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		106	34

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

<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>
<p>CTE: 40 SPED Initial Licensure: 65 SPED Add-a-Field to Existing Teaching License: 1</p>
<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>
<p>CTE: 10 SPED Initial Licensure: 24 SPED Add-a -Field: 0</p>
<p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>
<p>CTE: 10 SPED Initial Licensure: 24 SPED Add-a -Field: 0</p>
<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>
<p>CTE: 80% (08/10) completed in expected timeframe CTE: 90% (09/10) completed in 1.5 times the expected timeframe.</p> <p>SPED Initial Licensure: 92% (22/24) completed in expected timeframe SPED Initial Licensure: 96% (23/24) completed in 1.5 times the expected timeframe. SPED Add-a-Field: N/A SPED Add-a-Field: N/A</p>
<p>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%.</p>
<p>CTE Program Praxis II Scores - No CTE candidates took the Praxis test in 2023-2024. 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</p>

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.

SPED Program Praxis II Scores

SPED Praxis II Scores - Test 5354 (Passing = 151)	2023-2024
Number of Test Takers (Initial Licensure)	16
Average Score	168.5
Standard Deviation	9.91
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](#)

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

CTE: No survey of employers has been historically done for the program. There are plans to create and deploy an employer survey starting in Spring 2025. With the change of the field placement coordinator for the program, action has begun to build visibility of and engagement with the program through regular newsletters to various stakeholders and the community. This is expected to help with the dissemination of the survey and collection of responses.

SPED: Effective Fall 2024 (11/19/2024 was our inaugural event), Leeward CC has initiated a Joint Advisory Board Convening on our campus for all the Career and Technical Education Pathways to invite our respective advisory boards, industry stakeholders and employers to convene. The Agenda includes an opportunity to conduct focus group interviews and to facilitate organic discussions around best practices and recommendations for our educator preparation programs.

[Leeward CC Advisory Board Focus Group Questions](#)

[SPED Advisory Board](#)

[CTE Advisory Board](#)

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. Additional information regarding teacher candidate placement can be found on the HIDOE online directory which indicates the school at which a candidate is currently employed. That information can also be cross-referenced with the Hawai'i Teachers Standards Board (HTSB) public license search database. From that information, we were able to find that eight of the CTE graduates in the 2023-2024 academic year are currently employed at a HIDOE secondary campus and hold a current HTSB license. One has moved out of the state and another has pursued a career outside of the classroom. Of the 24 SPED graduates in the 2023-2024 academic year, 24 are currently employed at a HIDOE school and hold a current HTSB license.

The licensure exit surveys ask for the name of the school where they are currently teaching or what their plans are if they are not currently teaching at a school. For SPED completers, of the 23 respondents, 23 indicated they are currently working in a Hawai'i State Department of Education (HIDOE) K-12 classroom. For CTE, of the nine respondents, seven indicated that they are currently working in a Hawai'i State Department of Education (HIDOE) secondary school. One person shared that they would be moving to a school on the US continent. One responded that they have not yet decided.

The current survey does not include questions about ongoing education. This will be added to the upcoming survey.

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																				
Course Grades	The performance expectation is that 70% of candidates will receive a grade of C (70%) or higher in each course.	<table border="1"> <thead> <tr> <th data-bbox="1134 690 1285 769">CTE Course</th> <th data-bbox="1285 690 1556 769">Number Meeting Proficiency</th> <th data-bbox="1556 690 1906 769">Percent of Candidates Meeting Proficiency</th> </tr> </thead> <tbody> <tr> <td data-bbox="1134 769 1285 841">ED 310A</td> <td data-bbox="1285 769 1556 841">23/24</td> <td data-bbox="1556 769 1906 841">95.8%</td> </tr> <tr> <td data-bbox="1134 841 1285 912">ED 311A</td> <td data-bbox="1285 841 1556 912">20/26</td> <td data-bbox="1556 841 1906 912">76.9%</td> </tr> <tr> <td data-bbox="1134 912 1285 984">ED 312A</td> <td data-bbox="1285 912 1556 984">15/16</td> <td data-bbox="1556 912 1906 984">93.8%</td> </tr> <tr> <td data-bbox="1134 984 1285 1055">ED 393P</td> <td data-bbox="1285 984 1556 1055">12/14</td> <td data-bbox="1556 984 1906 1055">85.7%</td> </tr> <tr> <td data-bbox="1134 1055 1285 1127">ED 393S</td> <td data-bbox="1285 1055 1556 1127">11/11</td> <td data-bbox="1556 1055 1906 1127">100%</td> </tr> </tbody> </table>			CTE Course	Number Meeting Proficiency	Percent of Candidates Meeting Proficiency	ED 310A	23/24	95.8%	ED 311A	20/26	76.9%	ED 312A	15/16	93.8%	ED 393P	12/14	85.7%	ED 393S	11/11	100%
		CTE Course	Number Meeting Proficiency	Percent of Candidates Meeting Proficiency																		
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		<table border="1"> <thead> <tr> <th data-bbox="1134 1193 1285 1273">SPED Course</th> <th data-bbox="1285 1193 1556 1273">Number Meeting Proficiency</th> <th data-bbox="1556 1193 1906 1273">Percent of Candidates Meeting Proficiency</th> </tr> </thead> <tbody> <tr> <td data-bbox="1134 1273 1285 1367">ED 330</td> <td data-bbox="1285 1273 1556 1367">38/42</td> <td data-bbox="1556 1273 1906 1367">90.5%</td> </tr> </tbody> </table>			SPED Course	Number Meeting Proficiency	Percent of Candidates Meeting Proficiency	ED 330	38/42	90.5%												
		SPED Course	Number Meeting Proficiency	Percent of Candidates Meeting Proficiency																		
		ED 330	38/42	90.5%																		

ED 331	39/40	97.5%
ED 332	30/35	85.7%
ED 334	32/33	97.0%
ED 335	35/38	92.1%
ED 336	25/26	96.1%
ED 393S	24/26	92.3%

Focus Area	CTE Assignment	# Meeting Proficiency	% Meeting Proficiency
3	ED 312A: MCEE Scenario	13/16	81.3%
4	ED 311A: Complaint	24/26	92.3%
5	ED 311A: IEP Review and Analysis	24/26	92.3%
6	ED 310A: Class Mang Plan- Comm Management	24/24	100%
7	ED 310A: Comprehensive Classroom Management Plan	17/24	70.8%
8	ED 311A: Behavior	22/26	84.6%

Signature Assignments

The performance expectation is that 70% of candidates will achieve a grade of C (70%) or higher on each signature assignment.

	Management Modification		
9	ED 312A: Case St: Development	14/16	87.5%
10	ED 310A: Improve Plan - Data Analysis & Reflect	18/24	75.0%
11	ED 310A: PBL Unit - Completed	21/24	87.5%
12	ED 310A: IMP-Assess & Pacing	21/24	87.5%
13	ED 311A: Differentiating Assessment	20/26	76.9%
14	ED 310A: Time Management Plan	20/24	83.3%
15	ED 312A: Unit Plan-Inst & Accom ED 311A: Tier 2 Collaborative Inst	14/16 19/26	87.5% 73.1%
16	ED 311A: Tier 1 Strategy Lang & Lit	21/26	80.8%
17	ED 310A: Instruct Manag Plan - Student Engage	18/24	75.0%
18	ED 312A: Case Study Unit Plan - Inst & Accom	14/16	87.5%

A: Initial Licensure B: Add-a-Field

Focus Area	SPED Assignment	# Meeting Proficiency	% Meeting Proficiency
1	ED 393S: P&C Tasks	A: 24/26 B: n/a	A: 92.3% B: n/a
3	ED 331: MCEE Scenario	A: 38/39 B: 1/1	A: 97.4% B: 100%
4	ED 330: SPED/RTI Quiz	A: 40/41 B: 1/1	A: 97.6% B: 100%
7	ED 330: Lesson & Classroom Plan	A: 37/41 B: 1/1	A: 90.2% B: 100%
8	ED 332: Diversity of Learners	A: 28/34 B: 1/1	A: 82.4% B: 100%
9	ED 330: IBL-Learners Assignment	A: 36/41 B: 1/1	A: 87.8% B: 100%
10	ED 331: Post Assess Debrief Meeting	A: 34/39 B: 1/1	A: 87.2% B: 100%
11	ED 335: UDL Think, Tac, Toe	A: 35/37 B: 1/1	A: 94.6% B: 100%
12	ED 331: Lesson-Formative Assess	A: 36/39 B: 1/1	A: 92.3% B: 100%
13	ED 332: Multi Intelligence Plan	A: 29/34 B: 1/1	A: 85.3% B: 100%
14	ED 332: Problem-Based	A: 27/34	A: 79.4%

			Assignment	B: 1/1	B: 100%
		15	ED 335: Community of Inquiry - #8	A: 30/37 B: 1/1	A: 81.1% B: 100%
			ED 332: Support - Struggling Readers	A: 29/34 B: 1/1	A: 85.3% B: 100%
		16	ED 332: Pre-reading Activities	A: 29/34 B: 1/1	A: 85.3% B: 100%
		17	ED 332: Support for Struggling Readers Forum	A: 29/34 B: 1/1	A: 85.3% B: 100%
		18	ED 335: Assist Tech Assess & Con	A: 33/37 B: 1/1	A: 89.2% B: 100%

Candidate Observation Form (Practicum II)		% of CTE Candidates Meeting Proficiency			
		Focus Area	College Supervisor		Cooperating Teacher
		1	100% (11/11)	100% (11/11)	
		2	100% (11/11)	100% (11/11)	
		3	100% (11/11)	100% (11/11)	
		4	100% (11/11)	100% (11/11)	
		5	100% (11/11)	100% (11/11)	
		6	100% (11/11)	100% (11/11)	
7	100% (11/11)	100% (11/11)			

8	100% (11/11)	100% (11/11)
9	100% (11/11)	100% (11/11)
10	100% (11/11)	100% (11/11)
11	100% (11/11)	100% (11/11)
12	100% (11/11)	100% (11/11)
13	100% (11/11)	100% (11/11)
14	100% (11/11)	100% (11/11)
15	100% (11/11)	100% (11/11)
16	100% (11/11)	100% (11/11)
17	100% (11/11)	100% (11/11)
18	100% (11/11)	100% (11/11)

Focus Area	% of SPED Candidates Meeting Proficiency <i>A: Initial Licensure B: Add-a-Field *no student teachers '23-'24</i>	
	College Supervisor	Cooperating Teacher
1	96.2% (25/26)	96.2% (25/26)
2	96.2% (25/26)	96.2% (25/26)
3	96.2% (25/26)	96.2% (25/26)
4	96.2% (25/26)	96.2% (25/26)
5	96.2% (25/26)	96.2% (25/26)

		6	96.2% (25/26)	96.2% (25/26)
		7	96.2% (25/26)	96.2% (25/26)
		8	96.2% (25/26)	96.2% (25/26)
		9	92.3% (24/26)	92.3% (24/26)
		10	96.2% (25/26)	96.2% (25/26)
		11	92.3% (24/26)	92.3% (24/26)
		12	96.2% (25/26)	96.2% (25/26)
		13	96.2% (25/26)	96.2% (25/26)
		14	96.2% (25/26)	96.2% (25/26)
		15	92.3% (24/26)	92.3% (24/26)
		16	96.2% (25/26)	96.2% (25/26)
		17	92.3% (24/26)	92.3% (24/26)
		18	92.3% (24/26)	92.3% (24/26)

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			
		Focus Area	CTE Assignment	# Meeting Proficiency	% Meeting Proficiency
Signature Assignments	The performance expectation is that 70% of candidates will receive a grade of C (70%) or higher on the signature assignments aligned with AAQEP Standard 1.				
		2	ED 312A: Teacher Portfolio Rationale	11/16	68.7%

5	ED 311A: IEP Review and Analysis	24/26	92.3%
6	ED 310A: Class Mang Plan- Comm Management	24/24	100%
7	ED 310A: Comprehensive Classroom Management Plan	17/24	70.8%
8	ED 311A: Behavior Management Modification	22/26	84.6%
13	ED 311A: Differentiating Assessment	20/26	76.9%
15	ED 312A: Unit Plan- Inst & Accom ED 311A: Tier 2 Collaborative Inst	14/16 19/26	87.5% 73.1%

Focus Area	SPED Assignment	# Meeting Proficiency	% Meeting Proficiency
2	ED 334: PLC Forum Discussion - Padlet Posts	A: 27/32 B: 1/1	A: 84.4% B: 100%
5	ED 332: PBL Assignment	A: 27/34 B: 1/1	A: 79.4% B: 100%

		<table border="1"> <tr> <td>6</td> <td>ED 330: RTI Mock Meeting</td> <td>A: 31/41 B: 1/1</td> <td>A: 75.6% B: 100%</td> </tr> <tr> <td>7</td> <td>ED 330: IBL - Learning Environ</td> <td>A: 32/41 B: 1/1</td> <td>A: 78.0% B: 100%</td> </tr> <tr> <td>8</td> <td>ED 334: A'o Kumu Course</td> <td>A: 31/32 B: 1/1</td> <td>A: 96.9% B: 100%</td> </tr> <tr> <td>13</td> <td>ED 332: Multiple Intelligence Lesson</td> <td>A: 29/34 B: 1/1</td> <td>A: 85.3% B: 100%</td> </tr> <tr> <td>15</td> <td>ED 335: Community of Inquiry - #8 ED 332: Support - Struggling Readers</td> <td>A: 30/37 B: 1/1 A: 29/34 B: 1/1</td> <td>A: 81.1% B: 100% A: 85.3% B: 100%</td> </tr> </table>	6	ED 330: RTI Mock Meeting	A: 31/41 B: 1/1	A: 75.6% B: 100%	7	ED 330: IBL - Learning Environ	A: 32/41 B: 1/1	A: 78.0% B: 100%	8	ED 334: A'o Kumu Course	A: 31/32 B: 1/1	A: 96.9% B: 100%	13	ED 332: Multiple Intelligence Lesson	A: 29/34 B: 1/1	A: 85.3% B: 100%	15	ED 335: Community of Inquiry - #8 ED 332: Support - Struggling Readers	A: 30/37 B: 1/1 A: 29/34 B: 1/1	A: 81.1% B: 100% A: 85.3% B: 100%						
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13	ED 332: Multiple Intelligence Lesson	A: 29/34 B: 1/1	A: 85.3% B: 100%																									
15	ED 335: Community of Inquiry - #8 ED 332: Support - Struggling Readers	A: 30/37 B: 1/1 A: 29/34 B: 1/1	A: 81.1% B: 100% A: 85.3% B: 100%																									
Candidate Observation Forms	<p>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:</p> <p>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)</p>	<table border="1"> <thead> <tr> <th rowspan="2">Focus Area</th> <th colspan="2">% of CTE Candidates Meeting Proficiency</th> </tr> <tr> <th>College Supervisor</th> <th>Cooperating Teacher</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>100% (11/11)</td> <td>100% (11/11)</td> </tr> <tr> <td>5</td> <td>100% (11/11)</td> <td>100% (11/11)</td> </tr> <tr> <td>6</td> <td>100% (11/11)</td> <td>100% (11/11)</td> </tr> <tr> <td>7</td> <td>100% (11/11)</td> <td>100% (11/11)</td> </tr> <tr> <td>8</td> <td>100% (11/11)</td> <td>100% (11/11)</td> </tr> <tr> <td>9</td> <td>100% (11/11)</td> <td>100% (11/11)</td> </tr> <tr> <td>13</td> <td>100% (11/11)</td> <td>100% (11/11)</td> </tr> </tbody> </table>	Focus Area	% of CTE Candidates Meeting Proficiency		College Supervisor	Cooperating Teacher	2	100% (11/11)	100% (11/11)	5	100% (11/11)	100% (11/11)	6	100% (11/11)	100% (11/11)	7	100% (11/11)	100% (11/11)	8	100% (11/11)	100% (11/11)	9	100% (11/11)	100% (11/11)	13	100% (11/11)	100% (11/11)
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Focus Area	% of SPED Candidates Meeting Proficiency	
	College Supervisor	Cooperating Teacher
2	96.2% (25/26)	96.2% (25/26)
5	96.2% (25/26)	96.2% (25/26)
6	96.2% (25/26)	96.2% (25/26)
7	96.2% (25/26)	96.2% (25/26)
8	96.2% (25/26)	96.2% (25/26)
9	92.3% (24/26)	92.3% (24/26)
13	96.2% (25/26)	96.2% (25/26)

2. 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.

CTE:

The Field Placement Coordinator position was held by the Interim Field Placement Coordinator from January 2024 with the former coordinator officially retiring in April 2024. The Interim Coordinator became the new Field Placement Coordinator in August 2024.

Due to the changes in personnel, the full-time instructor position for the courses is currently vacant. Procedures to advertise and fill that position have been started in December 2024.

Some challenges that were identified and are currently being addressed are:

- Improving the visibility of the program
- Establishing a communication plan for the program
- Utilizing current treatments to teach concepts in the classroom

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.

5. Self-Assessment and Continuous Growth and Improvement

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

Table 5. Provider Self-Assessment and Continuous Improvement

	Standard 1
Goals for the 2024-25 year	Realignment of courses
Actions	Revisit all course learning objectives to ensure course alignment and building Alignment of language for course learning outcomes Ensure that all standards are being addressed in all courses of the program Work with representatives of the employer (advisory board members) to ensure that the knowledge and skills align with current initiatives in HIDEOE
Expected outcomes	Survey data on the effectiveness of the program to produce completers with the requisite knowledge and skills Survey data from representatives of all stakeholders: Program faculty Program completers Employers Community Partners Survey data should have a mean score of over 4 with a standard deviation below 1.0 for all questions
Reflections or comments	The need for conversations between course lecturers to align languaging and expectations while maintaining academic freedom. The need for coordination between lecturers, coordinator, and counseling to best support CTE program students and their unique needs.

	Standard 2
Goals for the 2024-25 year	New course offerings
Actions	In response to requests from various stakeholders on the need for professional development for CTE teachers, additional elective courses will be designed to help pre-service and in-service CTE teachers to grow as professionals Adding a course for English Language Learners in CTE
Expected outcomes	Course completers may include in-service teachers who are not in the certificate program. A end of course survey will need to be developed to gather the feedback from these unique mix of stakeholders. Survey data on the effectiveness of the program to produce completers with the requisite knowledge and skills in the elective course Survey data from representatives of all stakeholders: Program faculty Elective course completers Program completers Employers Community Partners
Reflections or comments	There is a need to gather feedback from course completers in addition to program completers on the degree to which courses address standard 2
	Standard 3
Goals for the 2024-25 year	Improve on orientation procedures
Actions	Redesigning of the orientation and registration procedures Separate registration and orientation into separate meetings Include new and continuing students in the orientation meeting to build community Include cooperating teachers and administrators in orientation meeting to ensure a cohesive message Use breakout rooms to offer targeted support to various role groups

Expected outcomes	Data from survey to improve the mean and lower the standard deviation for questions regarding program support Better relationships between the teacher candidates, staff, and schools from the beginning of the semester to improve collaboration and support.
Reflections or comments	
	Standard 4
Goals for the 2024-25 year	Re-engaging advisory board in a systematic manner Including industry mentors in courses as appropriate
Actions	After the first all CTE Advisory Board meeting in November 2024, regular meetings with the program advisory board will be held.
Expected outcomes	Actionable feedback for the program based on standards Improved visibility of the program Providing additional support for teacher candidates through networking opportunities in the courses and guest speaking events
Reflections or comments	With the change in coordinators, retirements, and other transitions, review and evaluation of the advisory board members, their roles, and opportunities for feedback need to be made.

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 has received feedback from their review committee. The proposal will go before the full board some time in Spring 2025.

Program Improvements

The program has added several courses to improve the foundational knowledge and skills of teacher candidates.

- Electives: Pedagogy of Aloha; Safety in the CTE Classroom; Educational Technology in CTE; and English Language Learner Methods for CTE
- Core program: Seminar for Field Practicum to discuss current educational theories and initiatives and to provide support with the portfolio process.

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).

In July 2024, a new law regarding CTE credentials was signed by the governor of the state of Hawai'i. This law will allow non-degree holders with industry experience to teach Career and Technical Education in HIDOE secondary schools. Representatives from Leeward CC are working with the Hawai'i State Department of Education, Hawai'i State Teachers Association, and the Hawai'i Teachers Standards Board to develop criteria for the new industry experience allowance.

This law has the potential to impact the program acceptance requirements and procedures.

[GM1252 .PDF](#)

https://www.capitol.hawaii.gov/sessions/session2024/bills/GM1252_.PDF

10. Sign Off

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

Date sent to AAQEP:	
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