“You can’t live a perfect day without doing something for someone who will never be able to repay you.”

- John Wooden
Aloha Future CTE Teachers,

Field experience, through Observation and Participation (O & P) in the first semester of Practicum I - ED 295A and Student Teaching in the second semester of Practicum II - ED 295B, is generally regarded as the most important experience in the teacher education program. It is the time when candidates participate actively in experiences within the CTE secondary classrooms that will develop competence and teaching values. You will have the opportunity to link theory learned in the Leeward CC education courses with the practical application of content in the CTE secondary classroom. As you, the CTE Candidate, take on the total responsibility of teaching during the student teaching experience, (ED295B) you will have the guidance and support of the Cooperating Teacher (for those of you not hired as interns), Cooperating Principal, the Alternative Certification College Supervisor, your program instructors and I, the coordinator for the program.

As you know, the Alternative Certification for CTE Licensure program of study is designed to prepare candidates who seek licensure through the Hawai‘i Teacher Standards Board and employment in the Hawai‘i Department of Education (DOE), with educational content and a toolkit of strategies and skills necessary to become effective practitioners in CTE classrooms at the secondary level. By the end of the Alternative Certification CTE Program you will have knowledge of pedagogy and knowledge of multiple learning styles leading to practices that demonstrate sensitivity to diversity and social justice.

This handbook will define the policies and procedures for the Program and the two semesters of Practicum. Together we will explore the challenges and opportunities that will be encountered as you prepare to “Change the world, one CTE student at a time!”

Please feel free to contact me if you have questions.

With Gratitude,

Brian Ichida, Program Director/Instructor
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TABLE OF CONTENTS

Section I
Frequently Asked Questions 4
What Makes an Effective CTE Candidate? 11
Specific Responsibilities of the CTE Candidate 13

Section II
CTE Candidate Assessment Form 15
Plan of Assistance Policy 32
Frequently Asked Questions for CTE Candidates

1. How is the Alternative Certification for CTE Licensure Program Organized?

The Program’s conceptual framework can be thought of as a “spiral standards-based” approach. It is standards-based because the Program recommends you for CTE Licensure whenever you “meet proficiency” on the ten state teaching standards required by the Hawai‘i Teacher Standards Board (HTSB).

It is spiral because each education course that you take, including your Practicum I & II field experience, repeats or spirals the same 5 modules that cover the ten teaching standards. We chose to spiral the Program because reviewing the same teaching standards repeatedly will give you multiple opportunities to demonstrate your proficiency on those standards.

In addition, the Program provides an “evaluation and reflection” break at the end of each Module, in order to give the Candidate and the Cooperating Teacher time to debrief and discuss progress on the standards, and to give the Candidate time to work on completing the teaching portfolio and rationales that are required by the Program.

All documents and information that you will need for the Program are available on its website: http://teachcte.leeward.hawaii.edu/

On the website, you will find the Alternative Certification Program Conceptual Framework so you can see exactly how each standard, module, and course assignments of the Program are connected, and you will also find the Alternative Certification Program Modules and Course Calendars which will give you a one-page snapshot of the entire Program’s Track I courses and modules.

Because the Conceptual Framework is a large document and would difficult to use as a reference or assessment tool in the classroom, the Alternative Certification Program has streamlined the Conceptual Framework into the CTE Candidate Assessment Form to measure your proficiency on the ten teaching standards.

The CTE Candidate Assessment Form will be used throughout the program, including your education courses, to provide you with clear guidelines and continuous feedback on how you are progressing on the standards. There is a hard copy at the back of this handbook, but the CTE Candidate Assessment Form online version represents the official Assessment Form the Program will use when rating your performance.

Since the CTE Candidate Assessment Form represents the “tool” that everyone in the program uses to rate your proficiency, we require that any first-time rater go through a brief training by completing the Rater Trainer Module found on the Program’s website under CTE Candidate Assessment.
In the field experience for O&P and Student Teaching

2. How much time is required in the Practicums and what is the course workload?

**Practicum I - ED 295A (Observation & Participation):** Observation & Participation (O & P) is designed to introduce the CTE Candidate to the CTE classroom through a series of 5 observational and participation assignments that helps the CTE Candidate focus on areas of effective teaching. CTE Candidates who are not hired as interns in CTE secondary classroom are expected to complete 150 hours of field experience (2 days a week @ 5 hours/day) and teach 2 solo lessons. Together, the Cooperating Teacher and the CTE Candidate can determine the level of participation and timeline needed until the CTE Candidate is ready to teach the 2 solo lessons. In addition, O & P provides opportunities for the CTE Candidate to self-assess progress and create 5 teaching artifacts and rationales to be used in a teaching portfolio at the end of the program.

**Practicum II - ED 295B (Student Teaching):** Student Teaching is designed to provide opportunities for the CTE Candidate to teach solo in the CTE classroom through a series of 5 student-teaching assignments that helps the CTE Candidate focus on areas of effective teaching. CTE Candidates who are not hired as interns in CTE secondary classroom are expected to complete 15 weeks of student teaching (full-time) and teach solo for 3 weeks. Together, the Cooperating Teacher and the CTE Candidate can determine the level of participation and timeline needed until the CTE Candidate is ready to teach the 3 week solo period. In addition, Student Teaching provides opportunities for the CTE Candidate to complete a teaching portfolio that demonstrates to future principals that the Candidate is ready to be a licensed CTE teacher in his or her own classroom.

3. What are the field placement hours?

CTE Candidates are expected to be in their field placements on each assigned field day. They are to be on time, sign in/out at the office, and remain at their placement for their scheduled hours (O & P) or the entire day (Student Teaching). They are to maintain teacher hours, which will be determined based upon the DOE school schedule. Cooperating Teachers may adjust the field placement start and end times to suit the special needs of their schedule and/or their students. *As professionals, CTE Candidates are expected to find adequate daily/weekly time to meet and plan with their cooperating teacher. This may mean that, when possible, a CTE Candidate adjusts her or his hours of attendance to parallel the Cooperating Teacher’s hours. The key is to assure that there is adequate time set aside each day to communicate with the Cooperating Teacher and plan accordingly. Almost all CTE Candidates and Cooperating Teachers find that they need additional planning and discussion time before the start of the school day and after the final bell, especially during the Student Teaching semester.*

Field placement includes all professional development (PD) days, planning/collaboration
days, teacher work days, Teacher Institute Day, faculty meetings, IEP meetings, etc., that take place during the semester. In addition, students are highly encouraged to participate in other school-based activities that may extend beyond normal hours, such as: school-community events and meetings, extended field trips, parent/student conferences, and professional meetings, conferences (which are often on weekends) and workshops. The more opportunities the CTE Candidate has to experience everything that a teacher's job entails, the better prepared the Candidate will be to serve his or her students and the profession.

4. **What are the expectations held of CTE Candidates over the course of their O&P field experiences (ED 295A - Practicum I)?**

The CTE Candidate (who is not hired as an intern) is in the CTE secondary classroom to observe and participate in working with the Cooperating Teacher. CTE Candidates can assist with tutoring students one on one, work with small groups, and full group instruction as they apply teaching strategies and lessons developed in their education courses, after careful planning with their Cooperating Teachers. Their education course assignments can usually be integrated with the curriculum currently taught in the CTE secondary classroom. As end-of-semester goals in O & P, the CTE Candidate should be able to plan and teach at least two lessons (or mini-lessons) without the Cooperating Teacher's assistance.

5. **What are the expectations held of CTE Candidates over the course of their Student Teaching experiences (ED 295B - Practicum II)?**

In Student Teaching, CTE Candidates actively participate in experiences that will develop competence and teaching values. At they take on the total responsibility of teaching, they have the guidance and support of the Cooperating Teacher (for CTE Candidates who are not hired as interns), Cooperating Principal, and the College Supervisor who work jointly to help CTE Candidates meet licensure standards. CTE Candidates who are not hired as interns, teach a three-week solo period that can be taught in consecutive weeks or spread out over the semester. During this Student Teaching experience, the CTE Candidate is to develop a standards-based unit plan consisting of a minimum of 5 lessons (the final number to be determined by the Cooperating Teacher and CTE Candidate). The College Supervisor will formally evaluate the presentation of at least one of the lesson plans during the solo teaching time.

6. **What should CTE Candidates (who are not hired as interns) do when they first arrive at the school site for the Practicum?**

When CTE Candidates first arrive, they need opportunities to get to know the students and Cooperating Teachers with whom they will be working. Cooperating Teachers should have CTE Candidates assist them in routine tasks and gradually allow CTE Candidates to take lead responsibility for those tasks. CTE Candidates can work with individuals and small groups of students. CTE Candidates must also spend time observing, making notes about
questions they have, and talking with their cooperating teacher about their systems and strategies in the classroom. The first practicum, O&P, is about learning about how schools and classrooms work, with a gradual move toward teaching “solo” lessons.

7. **Do Cooperating Teachers need to keep track of the O&P CTE Candidate’s hours spent in the classroom to ensure that they meet their minimum required hours?**

No. The CTE Candidate and the College Supervisor assume responsibility for this kind of record keeping. During the first semester of the program the CTE Candidate is expected to attend each designated field day (O&P). During the second semester, the CTE Candidate is expected to spend five full days a week in his or her placement. CTE Candidates who are not hired as interns should call their Cooperating Teachers and their College Supervisor in advance if they will be absent. Absences should be made up on additional days, with the Cooperating Teacher’s approval. In addition, the CTE Candidate should not ask to leave early on field experience days other than in unavoidable situations.

8. **Can CTE Candidates use “instructional time” to prepare for lessons they will teach in the classrooms?**

Cooperating Teachers (for CTE Candidates not hired as interns) should give approval for anything that CTE Candidates do in the classroom. Thus, if a Cooperating Teacher wants a CTE Candidate to work on lesson preparation, the CTE Candidate certainly should do so. However, if the Cooperating Teacher wants the CTE Candidate engaged in other work, that’s what the CTE Candidate should do. Cooperating Teachers should feel free to ask for help from the College Supervisor if the CTE Candidates are using field experience time inappropriately. CTE Candidates may not be sure what they should be doing during their O&P field experience and some are hesitant to ask (i.e., they don’t want to be a bother). Making a written schedule with the CTE Candidate about their increasing responsibilities is especially helpful.

9. **Can Cooperating Teachers leave the O&P CTE Candidates alone with the students while they leave the classroom?**

Cooperating Teachers can leave CTE Candidates alone with the class when the Cooperating Teachers and CTE Candidates feel that they are ready to handle the responsibility. During the O&P field experience, Cooperating Teachers should allow CTE Candidates to have increasing responsibility for handling the classroom alone. Cooperating Teachers should let CTE Candidates know where they will be and how to contact them quickly should the need arise. A substitute teacher must be hired if the Cooperating Teacher will be off-campus.

10. **What is the role of the Leeward CC Alternative Certification College Supervisor?**

The College Supervisor visits the classroom at least five times during each Practicum and supports the CTE Candidate, and to collaborate with the Cooperating Teacher as needed.
The College Supervisor provides oral and/or written feedback to the CTE Candidate. For CTE Candidates that struggle to meet basic field expectations, the College Supervisor facilitates a Plan of Assistance for Improvement.

11. **What assessment instruments are used to evaluate the CTE Candidate?**

The CTE Candidate Assessment Form represents the overall assessment instrument used by the Program to evaluate the CTE Candidate’s effectiveness as a teacher and to recommend him or her for CTE licensure. The CTE Candidate Assessment Form measures the knowledge, skills, and dispositions of teacher effectiveness based on the ten HTSB standards outlined by the state. To be recommended for licensure, the CTE Candidate must “meet proficiency” for each of the ten standards. The CTE Candidate, the Cooperating Teacher, the College Supervisor, and the Education Instructors all use the CTE Candidate Assessment Form extensively throughout the Practicum and Education Courses to assess the CTE Candidate’s progress, but also as a feedback tool to help guide and focus the CTE Candidate on areas that need improving. This ensures that the standards for being recommended for licensure are clear to the CTE Candidate, reinforced throughout the entire program, and most importantly, provides the CTE Candidate many opportunities to receive feedback and improve in order to “meet proficiency” for all ten standards.

Specifically, in the Practicum courses, the hard copy of the CTE Candidate Assessment Form (found at the end of this handbook) serves as an excellent guide for the CTE Candidate, Cooperating Teacher, and the College Supervisor to focus their comments and feedback on a few standards at a time. Using the guide’s results, in Practicum I, the CTE Candidate formally self-assesses his or her performance by completing the online CTE Candidate Assessment Form, and in Practicum II, the Cooperating Teacher and College Supervisor complete the form as a final evaluation of the CTE Candidate’s proficiency on the ten teaching standards.

12. **What is the teaching portfolio and teaching rationales?**

To earn a CTE teacher’s license, the Hawai‘i Teacher Standards Board (HTSB) requires all candidates to demonstrate his/her proficiency and growth in each of the ten HTSB state teaching standards. To physically demonstrate this requirement, the Alternative Certification Program requires a Teaching Portfolio with 2 artifacts and rationales for each standard (20 in total) to be completed by the end of the program. This portfolio is used by the CTE Candidate as a professional tool for future job interviews and as the foundation of demonstrating continual professional growth as a teacher.

13. **What actions will take place if the CTE Candidate’s performance is marginal with respect to the expectations?**

As outlined above, The College Supervisor and the Cooperating Teaching (where applicable) will use the CTE Candidate Assessment Form to help identify the CTE
Candidate’s areas of strength and areas for improvement as well as offer specific recommendations on how to improve. Where there is evidence that a student teacher is not demonstrating the proficiencies required by Leeward Community College's Alternative Certification for CTE Licensure program and the Hawai‘i Teacher Standards Board (HTSB), efforts will be made to resolve the situation in a collaborative manner and will include the Student Teacher, the Cooperating Teacher, the Alt. Cert. College Supervisor A Plan of Assistance referral will be submitted on the CTE Candidate’s behalf. In cases where the Candidate’s performance has not improved to satisfactory within the required Plan of Assistance period, a second Plan of Assistance is implemented, and if that plan does not improve Candidate performance, then a final third referral is made, which is then reviewed by a panel to determine whether the Candidate should be terminated from the program or given another opportunity to continue.

14. What if the CTE Candidate’s Practicum Placement is terminated?

Failure is a very uncommon situation in which, despite efforts by the Student Teacher, the Cooperating Teacher, the Alt. Cert. College Supervisor and the Coordinator, serious performance issues (including dispositions) cannot be resolved. Leeward Community College will not issue a second student teaching placement to a student who fails his/her first student teaching assignment. Leeward Community College’s Alternative Certification for CTE Licensure Program reserves the right to terminate a student teaching placement at any time during the term upon recommendation of the coordinator of the program and endorsement by the Social Science Division Chair and the Dean of Arts and Sciences.

Termination of a student teaching placement does not automatically equate with failure by the Student Teacher. Except in the case of failure, there are several circumstances where a Student Teacher is allowed a second student teaching placement upon the recommendation of the Alt. Cert. College Supervisor and the Cooperating Teacher and approved by the Coordinator for the Alternative Certification program. These circumstances include, but are not limited to:

➢ Illness, emergency situations, and/or irreconcilable personality and/or philosophical differences between the student teacher and the cooperating teacher.
➢ In each case, a Plan of Assistance referral will be submitted on the student’s behalf to determine safeguards that can be put in place to ensure the success of a future placement.

Several conditions apply to circumstances where a second placement for Student Teaching is made:

➢ The Alt. Cert. College Supervisor and the Coordinator for the Alternative Certification Program under certain circumstances may approve a second placement within the first two weeks of the semester. Every effort will be made to place the Student Teacher in another setting in sufficient time to complete the term.
➢ If a second placement needs to take place after the third week, it may not be possible for the Student Teacher to complete Student Teaching during that semester. The Student Teacher will be placed in another setting for the following term.

➢ If a second placement is in another term, a determination will be made by the Coordinator of the Alternative Certification program and endorsed by the Social Science Division Chair and the Dean of Arts and Sciences to allow the tuition payment to be credited to the following term.

➢ If the CTE Candidate’s actions, for example; poor attendance, poor preparation, excessive tardiness, inappropriate behavior, failure to comply with the reasonable requests of the Cooperating Teacher or Alt. Cert. College Supervisor, are responsible for the termination, no credit will be issued.

➢ CTE Candidates will only be allowed a total of two Student Teaching assignments. If a second teaching assignment is also terminated for any reason, the CTE Candidate will not be allowed a third placement.

15. CTE Candidates who are not hired as interns, how much weight does the Cooperating Teacher’s evaluation of the CTE Candidate count toward the Program’s recommendation for CTE licensure?

The Cooperating Teacher’s ratings in the CTE Candidate Assessment Form are considered in the overall context of the final ratings from the College Teacher, Education Instructors, and the CTE Candidate’s own self-assessment. The Alternative Certification Program Faculty looks for consistency and improvement of performance in the ratings, but ultimately **70% of the proficiency scores from formal observations and courses on each standard need to be rated at “meets proficiency” or higher for the CTE Candidate to be recommended for CTE Licensure.** CTE Candidates who have not demonstrated readiness to move to the next level may be required to repeat O&P field experience or Student Teaching to demonstrate their knowledge, skills, and dispositions for teaching. CTE Candidates who do not demonstrate the required levels of performance will not be recommended for licensure.

16. What are the criteria for obtaining a recommendation for CTE Licensure?

After satisfactory completion of required course work and at the end of the practicum, the CTE Candidate should seek at least two professional letters of recommendations, which includes one from the Cooperating Teacher (if applicable) or department chair. The other letter can be from the College Supervisor or someone that the CTE Candidate chooses who can attest to the Candidates effectiveness as a teacher. The recommendation letters should be on school letter head or other appropriate official letterhead and a copies submitted to the College Supervisor.

The final steps for the CTE Candidate’s CTE Licensure is:

1. Program sends CTE Candidate names with licensure recommendation to HTSB, and the DOE.
2. The CTE Candidate applies for a teaching license from HTSB. See www.htsb.org for application and directions.

**Hawai`i Teacher Standards Board**

The Hawai`i Teacher Standards Board will issue licenses valid for a five-year period and must be renewed according to procedures set by the Board. Failure to renew one’s license results in the individual being ineligible for hire or rehire by the Department of Education. The law requires the payment of fees to keep one’s license valid.

Hawai`i Teacher Standards Board  
650 Iwilei Road #201  
Honolulu, HI 96817  
808-586-2600  
http://www.htsb.org

**What Makes an Effective CTE Candidate?**

Besides being a competent teacher in the classroom (HTSB Standards 1-8), the Alternative Certification Program and the state of Hawai`i expect you to also be a caring and collaborative professional (HTSB Standards 9-10). As soon as you step into a classroom, your reputation as a professional begins and that means that everything you do or say determines how you are regarded in the profession.

Below are the standards for being a caring and collaborative professional and the specific actions that the CTE Candidate needs to know in a new teaching placement or educational environment.

**To demonstrate that you’re an effective teacher who cares about being a professional, you should:**

- Get contact information for the school, Principal, Cooperating Teacher, and College Supervisor;
- Know the check in/out procedures for yourself and the Alt. Cert. College Supervisor;
- Tour the campus to become familiar with restrooms, cafeteria, library, teachers’ workroom, and designated teacher/staff parking areas;
- Know how to locate the custodian(s) and other support personnel;
- Learn where meetings take place (i.e. faculty meetings, parent-teacher meetings, etc.);
- Review school forms, such as tardiness, passes, excuses, etc.;
- Learn how to use media equipment, computer and other shop equipment and resources;
- Learn rules and procedures for fire drills and other emergency policies.
- Know the school discipline policies and forms.
- Keep time commitments. Arrive at your placement on time. Maintain the scheduled hours. Call your cooperating teacher (where applicable) when you are going to be late. 
or absent.

- Know and follow school and classroom procedures, including the school dress code.
- Dress appropriately for the classroom setting.
- Be a reflective practitioner, accept feedback as an opportunity to learn and grow.
- Be prepared and organized.
- Treat everyone around you with respect.
- Be fair and equitable.
- Take the initiative and assist your Cooperating Teacher whenever the opportunity arises.

**To demonstrate that you’re an effective teacher who cares about his or her students by developing your professional practice, you should:**

- Complete your educational course assignments to the best of your ability.
- Protect the health and safety of your students at all times.
- Advocate for your students and protect their rights.
- Nurture your students’ respect and compassion in each other.
- Seek opportunities to participate in extracurricular activities in the school.
- Seek opportunities for professional development.
- Attend professional meetings (faculty meetings, conferences) if possible.

**To demonstrate that you’re an effective teacher who cares about being ethical, you should:**

- Do not accept gifts or favors from students or colleagues that would impair your professional decisions.
- Be honest and open with everyone.
- Let your students, Cooperating Teacher, and College Supervisor know in advance if you are going to try out any “controversial” teaching strategies.
- Keep information about students, families and colleagues confidential.

**To demonstrate that you’re an effective teacher who communicates and collaborates with the learning community, you should:**

- Establish and maintain frequent and positive communication with your Cooperating Teacher. Be sure to clarify the roles, responsibilities and expectations that your Cooperating Teacher has for you.
- Communicate with the Cooperating Teacher to ensure that your lessons are relevant to the classroom curriculum and student learning needs.
- Proofread all written communication to ensure accuracy and professionalism.
- Make efforts to communicate with students and their families.
- Build positive relationships with cooperating teachers, CTE students, peers, school staff, and parents and caregivers.
- Take responsibility for ongoing communication with cooperating teachers and Alt. Cert. faculty evaluator (calls, email, logs, journals).
OVERVIEW OF PRACTICUM I & II: SPECIFIC RESPONSIBILITIES

CC = CTE Candidate; CT = Cooperating Teacher; CS = College Supervisor

<table>
<thead>
<tr>
<th>MODULE</th>
<th>Wks</th>
<th>ED 295A (O &amp; P)</th>
<th>ED 295B (Student Teaching)</th>
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<tbody>
<tr>
<td>Module 1: Standard 1,3</td>
<td>4</td>
<td>• #1: CC meets with CT/CS • #2: CS and CT observe CC • CC develops management plan</td>
<td>• #1: CC meets with CT/CS • #2: CS and CT observe CC • CC teaches lesson and demonstrates management plan</td>
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<td>Standard 9</td>
<td>1</td>
<td>• CC Debriefs with CT • CC completes Assessment Form • CC Completes Rationale (1 &amp;3)</td>
<td>• CC Debriefs with CT • CT/CS complete Assessment Form • CC Completes Teaching Portfolio (1 &amp;3)</td>
</tr>
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<td>Module 2: Standard 7, 6</td>
<td>2</td>
<td>• #3: CS and CT observe CC • CC begins planning first lesson.</td>
<td>• #3: CS and CT observe CC • CC begins planning unit plan w/5 lessons</td>
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<tr>
<td>Standard 9</td>
<td>1</td>
<td>• CC Debriefs with CT • CC completes Assessment Form • CC Completes Rationale (7,6)</td>
<td>• CC Debriefs with CT • CT/CS complete Assessment Form • CC Completes Teaching Portfolio (7,6)</td>
</tr>
<tr>
<td>Module 3: Standard 4,5,8,2</td>
<td>3</td>
<td>• #4: CS and CT observe CC • CC teaches first solo lesson</td>
<td>• #4: CS and CT observe CC • CC begins 3 week solo teaching</td>
</tr>
<tr>
<td>Standard 9</td>
<td>1</td>
<td>• CC Debriefs with CT • CC completes Assessment Form • CC Completes Rationale (4,5,8,2)</td>
<td>• CC Debriefs with CT • CT/CS complete Assessment Form • CC Completes Teaching Portfolio (4,5,8,2)</td>
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<tr>
<td>Module 4: Standard 6 cont..</td>
<td>2</td>
<td>• #5: CS and CT observe CC • CC teaches second solo lesson</td>
<td>• #5: CS and CT observe CC • CC completes 3 week solo teaching</td>
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<tr>
<td>Standard 9</td>
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<td>• CC Debriefs with CT • CT/CS complete Assessment Form • CC Completes Teaching Portfolio (6)</td>
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<td>Module 5: Standard 9,10</td>
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<td>• CC Debriefs with CT • CC completes Assessment Form • CC Completes Rationale (9 &amp; 10)</td>
<td>• CC Debriefs with CT • CT/CS complete Assessment Form • CC Completes Teaching Portfolio</td>
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<td>Program Evaluation of CC</td>
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<td>CC passes course with a C Assessment Form evaluated for progress in “Meeting Proficiency” in 10 standards</td>
<td>CC passes course with a C Assessment Form evaluated for final for “Meeting Proficiency” in 10 standards</td>
</tr>
</tbody>
</table>
Required Forms for the Practicum Experience
CTE CANDIDATE ASSESSMENT FORM

Please use this form as a tool to help facilitate observations and discussions of Candidate proficiency within a particular set of HTSB standards or "Focus Areas" in each Module.

You can also use this form to transfer your scores and comments to the "official" electronic version of the CTE Candidate Assessment Form after you formally rate the CTE Candidate.

For first-time raters, please go to the Alternative Certification Website [http://teachcete.leeward.hawaii.edu/](http://teachcete.leeward.hawaii.edu/) and click on CTE Candidate Assessment for a brief training on rating the Form (required).

Please use the following scale for your proficiency ratings.

4 - Candidate ALWAYS does this as a teacher (Exceeds Proficiency)

3 - Candidate MOSTLY does this as a teacher (Meets Proficiency)

2 - Candidate SOMETIMES does this as a teacher (Developing Proficiency)

1 - Candidate RARELY/NEVER does this as a teacher (Below Proficiency)

NA - NOT ATTEMPTED - Candidate did not have the opportunity to do this.

NS - NOT SURE - Question is confusing, ambiguous, or difficult to rate.

4 - Candidate ALWAYS does this as a teacher (Exceeds Proficiency)

- The Candidate always or consistently demonstrates the standard OR if the standard is situational, then the Candidate demonstrates the standard with a high level of confidence and competence in all situations. The Candidate's demonstration of the standard is a model for teachers.

3 - Candidate MOSTLY does this as a teacher (Meets Proficiency)

- The Candidate mostly demonstrates the standard OR if the standard is situational, then the Candidate demonstrates the standard with a good level of confidence and competence in most situations. The Candidate may need a little bit more practice and guidance for demonstrating the standard.

2 - Candidate SOMETIMES does this as a teacher (Developing Proficiency)

- The Candidate sometimes demonstrates the standard OR if the standard is situational, then the Candidate demonstrates the standard with some level of confidence and competence in some situations. The Candidate may need some more practice and guidance for demonstrating the standard.

1 - Candidate RARELY/NEVER does this as a teacher (Below Proficiency)

- The Candidate rarely or never demonstrates the standard OR if the standard is situational, then the Candidate demonstrates the standard with little or no level of confidence and competence in any situation. The Candidate may need a lot more practice and guidance for demonstrating the standard.

NA – NOT ATTEMPTED - Candidate did not have the opportunity to do this

- The Candidate did not have the opportunity or appropriate situation to demonstrate the standard.

NA – NOT SURE – Question is confusing, ambiguous, or difficult to rate

- The standard is difficult to rate because the standard language is confusing or isn’t clear. In addition, the rater may not be familiar with the standard enough to give it an appropriate rating.
MODULE 1: HTSB STANDARDS 1 & 3: 
THE LEARNER AND THE LEARNING ENVIRONMENT

HTSB Standard 1: Learner Development

Focus Area #1: Candidate describes students’ development, background & interests, and how this can be used to support their development. (1.1a, 1.2, 1.3, 8.4)

_____ CANDIDATE NOTES LEARNER DEVELOPMENT - Does Candidate note changes and patterns in learners across some areas of development? (1.1a)

_____ CANDIDATE NOTES LEARNER INTERESTS – Does Candidate actively seek out some information about learner interests in order to engage learners in developmentally appropriate learning experiences? (1.2)

_____ CANDIDATE USES DEVELOPMENTALLY APPROPRIATE INSTRUCTION - Does Candidate engage learners in a variety of learning experiences to capitalize on strengths and build areas of development that are weaker? (1.3, 8.4)

HTSB Standard 3: The Learning Environment

Focus Area #2: Candidate establishes and communicates classroom rules, routines, and procedures to students and families. (3.2, 3.1)

_____ CANDIDATE ESTABLISHES RULES, ROUTINES, AND PROCEDURES – Does Candidate articulate explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, as well as responsibility for preparation and completion of work? (3.2)

_____ CANDIDATE COMMUNICATES EXPECTATIONS TO FAMILIES – Does Candidate set expectations for the learning environment appropriate to school/district policies and communicate expectations clearly to families? (3.1)

Focus Area #3: Candidate communicates respectfully and is a responsive and supportive listener. (3.3, 3.4)

_____ CANDIDATE COMMUNICATES RESPECTFULLY – Does Candidate communicate verbally and nonverbally in ways that demonstrate respect for each learner? (3.3)

_____ CANDIDATE IS A RESPONSIVE AND SUPPORTIVE LISTENER – Is Candidate a responsive and supportive listener, seeing the cultural backgrounds and differing perspectives learners bring as assets and resources in the learning environment? (3.4)

Focus Area #4: Candidate manages the learning environment efficiently (3.5)

_____ CANDIDATE MANAGES THE LEARNING ENVIRONMENT EFFICIENTLY – Does Candidate manage the learning environment, organizing, allocating and coordinating resources (e.g., time, space, materials) to promote learner engagement and minimize loss of instructional time? (3.5)
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HTSB Standard 7: Planning Instruction

Focus Area #1: Candidate uses student prior knowledge and collaborations with colleagues/families to choose and organize CTE standards/objectives into a meaningful unit or lesson plan (7.1, 7.2, 5.1, 7.5, 7.9, 6.3, 7.10, 1.1b)

_____ CANDIDATE IDENTIFIES MEASURABLE AND MEANINGFUL LEARNER OUTCOMES - Does Candidate use the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills? (7.1)

_____ CANDIDATE DEVELOPS MEANINGFUL UNIT PLANS – Does Candidate plan and sequence common learning experiences and performance tasks linked to the learning objectives, and make content relevant to learners? (7.2)

_____ CANDIDATE INCORPORATES INTERDISCIPLINARY/THEMES – Does Candidate help learners see relationships across disciplines by making connections between curriculum materials in a content area and related perspectives from another content area or areas? (5.1)

_____ CANDIDATE USES PRIOR KNOWLEDGE TO PLAN INSTRUCTION – Does Candidate plan instruction using formative and summative data from digital and/or other records of prior performance together with what s/he knows about learners, including developmental levels, prior learning, and interests? (7.5)

_____ CANDIDATE USES ASSESSMENT DATA OVER TIME TO INFORM PLANNING – Does Candidate use data on learner performance over time to inform planning, making adjustments for recurring learning needs? (7.9)

_____ CANDIDATE COLLABORATES TO IMPROVE INSTRUCTION BASED ON ASSESSMENT DATA – Does Candidate participate in collegial conversations to improve individual and collective instructional practice based on formative and summative assessment data? (6.3)

_____ CANDIDATE USES FAMILY INTERACTIONS TO ADJUST PLANNING – Does Candidate use information from informal interactions with families to adjust his/ her plans and to incorporate home-based resources to provide further support? (7.10)

_____ CANDIDATE SEeks RESOURCES TO ADJUST TEACHING – Does Candidate seek resources, including from families and colleagues, to adjust teaching? (1.1b)
HTSB Standard 6: Assessments

Focus Area #2: Candidate uses a variety of valid formative assessments (6.1, 6.6)

_____ CANDIDATE USES A VARIETY OF VALID FORMATIVE ASSESSMENTS – Does Candidate use, design or adapt a variety of classroom formative assessments, matching the method with the type of learning objective? (6.1)

_____ CANDIDATE USES VALID ASSESSMENTS – Does Candidate match learning goals with classroom assessment methods? (6.6)

Focus Area #3: Candidate provides models and criteria for assessments (6.4a)

_____ CANDIDATE PROVIDES MODELS AND CRITERIA OF ASSIGNMENTS – Does Candidate engage each learner in examining samples of quality work on the type of assignment being given? Does Candidate provide learners with criteria for the assignment to guide performance? (6.4a)

Focus Area #4: Candidate creates digital gradebook to track students’ progress (6.5)

_____ CANDIDATE CREATES DIGITAL GRADEBOOK TO TRACK LEARNER PROGRESS – Does Candidate make digital and/or other records of learner performance so that s/he can monitor each learner’s progress? (6.5)

Focus Area #5: Candidate gives students multiple opportunities to complete the assessments (6.7)

_____ CANDIDATE GIVES LEARNERS MULTIPLE PRACTICE ASSESSMENTS – Does Candidate give learners multiple practice assessments to promote growth? (6.7)
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MODULE 3: HTSB STANDARDS 4, 5, 8 & 2:
INSTRUCTION & ACCOMMODATIONS

HTSB Standard 4, 5, & 8: Instruction

Focus Area #1: Candidate uses instructional strategies that support learning outcomes (8.1)

_____ CANDIDATE USES INSTRUCTIONAL STRATEGIES THAT SUPPORT LEARNER OUTCOMES – Does Candidate direct students’ learning experiences through instructional strategies linked to learning objectives and content standards? (8.1)

Teacher-Centered Instruction

Focus Area #2: Candidate clearly communicates to students the lesson outcomes, content, and misconceptions (8.2, 4.1, 4.2)

_____ CANDIDATE MAKES LEARNER OUTCOMES UNDERSTANDABLE – Does Candidate make the learning objective(s) explicit and understandable to learners, providing a variety of graphic organizers, models, and representations for their learning? (8.2)

_____ CANDIDATE CLEARLY COMMUNICATES CONTENT – Does Candidate accurately and effectively communicate concepts, processes and knowledge in the discipline, and use vocabulary and academic language that is clear, correct and appropriate for learners? (4.1)

_____ CANDIDATE ADDRESSES CONTENT MISCONCEPTIONS – Does Candidate draw upon his/her initial knowledge of common misconceptions in the content area, use available resources to address them, and consult with colleagues on how to anticipate learner’s need for explanations and experiences that create accurate understanding in the content area? (4.2)

Student-Centered Instruction

Focus Area #3: Candidate contextualizes content and incorporates real world application (4.5, 5.2)

_____ CANDIDATE CONTEXTUALIZES CONTENT – Does Candidate link new concepts to familiar concepts and help learners see them in connection to their prior experiences? (4.5)

_____ CANDIDATE INCORPORATES REAL WORLD APPLICATION – Does Candidate engage learners in applying content knowledge and skills in authentic contexts? (5.2)

Focus Area #4: Candidate provides students with multiple representations and approaches (MI & learning styles) to learn the content (4.3, 2.2)

_____ CANDIDATE USES MULTIPLE REPRESENTATIONS OF CONTENT – Does Candidate use multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards? (4.3)
CANDIDATE INCORPORATES MULTIPLE INTELLIGENCES/LEARNING STYLES – Does Candidate incorporate multiple approaches to learning that engage a range of learner preferences? (2.2)

Focus Area #5: Candidate students with collaborative and constructivist student-centered approaches to learn and communicate the content (e.g., inquiry, critical thinking, questioning, collaboration, flexible grouping (4.4, 5.3, 8.8, 5.7, 8.3, 8.10, 3.6, 5.5)

CANDIDATE DEVELOPS LEARNERS’ INQUIRY OF CONTENT – Does Candidate engage learners in applying methods of inquiry used in the discipline? (4.4)

CANDIDATE DEVELOPS LEARNERS’ CRITICAL THINKING – Does Candidate engage learners in learning and applying the critical thinking skills used in the content area(s)? Does s/he introduce them to the kinds of problems or issues addressed by the content area(s) as well as the local/global contexts for those issues? (5.3)

CANDIDATE USES QUESTIONS TO DEVELOP LEARNERS’ CRITICAL THINKING – Does Candidate pose questions that elicit learner thinking about information and concepts in the content areas as well as learner application of critical thinking skills such as inference making, comparing, and contrasting? (8.8)

CANDIDATE INCORPORATES LEARNER COLLABORATION – Does Candidate structure interactions among learners and with local and global peers to support and deepen learning? (5.7)

CANDIDATE INCORPORATES GROUP WORK TO LEARN CONTENT – Does Candidate prepare learners to use specific content-related processes and academic language? Does s/he also incorporate strategies to build group work skills? (8.3)

CANDIDATE FACILITATES GROUP INSTRUCTION – Does Candidate develop learners’ abilities to participate in respectful, constructive discussions of content in small and whole group settings? Does s/he establish norms that include thoughtful listening, building on one another’s ideas, and questioning for clarification? (8.10)

CANDIDATE VARIES GROUPING ACTIVITIES - Does Candidate vary learning activities to involve whole group, small group and individual work, to develop a range of learner skills? (3.6)

CANDIDATE ALLOWS MULTIPLE REPRESENTATIONS OF LEARNERS’ CONTENT MASTERY – Does Candidate provide opportunities for learners to demonstrate their understanding in unique ways, such as model making, visual illustration and metaphor? (5.5)
Focus Area #6: Candidate provides students with models and multiple opportunities for the students to communicate the content (4.6, 8.9)

_____ CANDIDATE AND LEARNER MODEL CONTENT – Does Candidate model and provide opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning? (4.6)

_____ CANDIDATE MODELS ALTERNATIVE REPRESENTATIONS OF CONTENT AND ALLOWS LEARNERS TO PRACTICE – Does Candidate model the use of non-linguistic representations, concept mapping, and writing to show how learners can express their understanding of content area concepts and assign work that allows the learners to practice doing so? (8.9)

Technology

Focus Area #7: Candidate provides opportunities for students to use interactive technology and research tools to learn the content and assists them in evaluating sources and communicating their findings. (7.4, 3.7, 8.7a, 8.7b)

_____ CANDIDATE INCORPORATES TECHNOLOGY – Does Candidate integrate technology resources into instructional plans? (7.4)

_____ CANDIDATE INCORPORATES INTERACTIVE TECHNOLOGIES - Does Candidate provide opportunities for learners to use interactive technologies responsibly? (3.7)

_____ CANDIDATE ASSISTS LEARNERS USE RESEARCH TOOLS – Does Candidate help learners use a variety of sources and tools, including technology, to access information related to an instructional objective? (8.7a)

_____ CANDIDATE ASSISTS LEARNERS TO EVALUATE SOURCES AND COMMUNICATE RESEARCH FINDINGS - Does Candidate help students learn to evaluate the trustworthiness of sources and to organize the information in a way that would be clear to an authentic audience? (8.7b)

Language & Literacy

Focus Area #8: Candidate develops students’ content literacy by incorporating language strategies and resources to read and write text in a specific context for a targeted purpose/audience (5.4, 8.5)

_____ CANDIDATE DEVELOPS LEARNERS’ CONTENT LITERACY – Does Candidate engage learners in developing literacy and communication skills that support learning in the content area(s)? Does s/he help them recognize the disciplinary expectations for reading different types of text and for writing in specific contexts for targeted purposes and/or audiences and provides practice in both? (5.4)

_____ CANDIDATE INCORPORATES LANGUAGE STRATEGIES – Does Candidate integrate primary language resources into instruction? (8.5)
HTSB Standard 2: Accommodations

Focus Area #9: Candidate identifies specific needs of the students and accommodates with individualized support, formative assessments, flexible grouping, and varied learning experiences (2.1, 7.3, 7.8a, 7.7)

_____ CANDIDATE ACCOMMODATES FOR THE LEARNER – Does Candidate identify learners who need additional support and/or acceleration and design learning experiences to support their progress? (2.1, 7.3)

_____ CANDIDATE USES FORMATIVE ASSESSMENT TO SUPPORT LEARNERS - Does Candidate use learner performance data and his/her knowledge of learners to identify learners who need significant intervention to support or advance learning? (7.8a)

_____ CANDIDATE USES FLEXIBLE GROUPING TO SUPPORT LEARNERS – Does Candidate identify learners with similar strengths and/or needs and group them for additional supports? (7.7)

Focus Area #10: Candidate collaborates with colleagues and specialists to meet learner needs (7.8b, 8.6, 4.7)

_____ CANDIDATE COLLABORATES WITH COLLEAGUES TO MEET LEARNERS’ NEEDS - Does Candidate seek assistance from colleagues and specialists to identify resources and refine plans to meet learner needs? (7.8b)

_____ CANDIDATE SEEKS RESOURCES FOR ELL STRATEGIES – Does Candidate seek assistance in identifying general patterns of need in order to support language learners? (8.6)

_____ CANDIDATE SEEKS RESOURCES TO MAKE CONTENT ACCESSIBLE TO LEARNERS’ LANGUAGE – Does Candidate consult with other educators to make academic language accessible to learners with different linguistic backgrounds? (4.7)

Special Needs

Focus Area #11: Candidate applies special needs interventions (IEP, etc), including assessment accommodations as designated by school protocols and documents progress (2.5, 2.6, 6.9a)

_____ CANDIDATE INCORPORATES LEARNERS’ SPECIAL NEEDS – Does Candidate apply interventions, modifications, and accommodations based on IEPs, IFSPs, 504s and other legal requirements, seeking advice and support from specialized support staff and families? (2.5)

_____ CANDIDATE FollowS SCHOOL INTERVENTION PROTOCOLS – Does Candidate follow a process, designated by a school or district, for identifying and addressing learner needs (e.g., Response to Intervention) and document learner progress? (2.6)

_____ CANDIDATE MAKES ASSESSMENT ACCOMMODATIONS FOR LEARNERS’ SPECIAL NEEDS – Does Candidate implement required accommodations in assessments and testing conditions for learners with disabilities? (6.9a)
**Focus Area #12:** Candidate accommodates for Gifted and Talented students by providing more challenging learning goals and differentiating assessments (6.10)

_____ CANDIDATE MAKES ACCOMMODATIONS FOR ADVANCED LEARNERS – Does Candidate differentiate assessments, which may include providing more challenging learning goals for learners who are advanced academically? (6.10)

**English Language Learners (ELL)**

**Focus Area #13:** Candidate incorporates language development strategies and assessment accommodations to make content and language accessible to linguistically diverse students (2.3, 6.9b)

_____ CANDIDATE INCORPORATES LEARNER’S LANGUAGE – Does Candidate incorporate tools of language development into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse learners? (2.3)

_____ CANDIDATE MAKES ASSESSMENT ACCOMMODATIONS FOR LEARNERS’ LANGUAGE – Does Candidate implement required accommodations in assessments and testing conditions for learners language learning needs? (6.9b)

**Culture & Diversity**

**Focus Area #14:** Candidate includes multiple perspectives in lesson that includes students’ personal, family, community, and cultural experiences and norms (2.4)

_____ CANDIDATE INCORPORATES LEARNERS’ CULTURE – Does Candidate include multiple perspectives in the presentation and discussion of content that include each learner’s personal, family, community, and cultural experiences and norms? (2.4)
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MODULE 4: HTSB STANDARD 6 continued:

ASSESSING LEARNER PROGRESS & ADJUSTING INSTRUCTION

Tracking and Assessing Student Progress

Focus Area #1: Candidate uses digital records and/or other records to support analysis and reporting of students’ progress (6.2b)

_____ CANDIDATE USES GRADEBOOK TO TRACK LEARNER PROGRESS - Does Candidate keep digital and/or other records to support his/her analysis and reporting of learner progress? (6.2b)

Focus Area #2: Candidate uses assessment and results ethically by implementing various kinds of assessments in the ways they were intended to be used and accurately interpreting the results (6.8)

_____ CANDIDATE USES ASSESSMENTS AND RESULTS ETHICALLY – Does Candidate engage in ethical practice of formal and informal assessment implementing various kinds of assessments in the ways they were intended to be used and accurately interpreting the results? (6.8)

Adjusting Instruction

Focus Area #3: Candidate uses data from multiple formative assessments to track learner progress and adjust instruction (6.2a, 7.6)

_____ CANDIDATE USES DATA FROM MULTIPLE ASSESSMENTS TO GUIDE INSTRUCTION – Does Candidate use data from multiple types of assessments to draw conclusions about learner progress toward learning objectives that lead to standard and use this analysis to guide instruction to meet learner needs? (6.2a)

_____ CANDIDATE USES FORMATIVE ASSESSMENT TO ADJUST PLANNING – Does Candidate use data from formative assessments to identify adjustments in planning? (7.6)

Focus Area #4: Candidate provides effective feedback and opportunities for students to self-assess and improve (6.4b)

_____ CANDIDATE PROVIDES FEEDBACK OF ASSIGNMENTS AND GUIDES LEARNERS’ TO SELF-EXAMINE WORK AND MAKE IMPROVEMENTS – Does Candidate use assignment criteria to point out strengths in performance to learners and offer concrete suggestions for how to improve their work? Does Candidate structure reflection prompts to assist each learner in examining his/her work and making improvements? (6.4b)
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HTSB Standard 9: Professionalism

Cares about Students

Focus Area #1: Candidate takes responsibility for all students’ learning by developing professional practice, helps them reach their full potential, protects their health, safety, and rights, and teaches them to respect others (9.1, 9.2, 9.3, 9.4)

- ______ CANDIDATE TAKES RESPONSIBILITY FOR ALL STUDENTS’ LEARNING BY DEVELOPING PROFESSIONAL PRACTICE – Does Candidate take responsibility for student learning by providing them with appropriate educational services on research and accepted best practices? (9.1)

- ______ CANDIDATE HELPS STUDENTS’ ACHIEVE THEIR FULL POTENTIAL – Does Candidate promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential? (9.2)

- ______ CANDIDATE NURTURES STUDENTS’ RESPECT AND COMPASSION - Does Candidate nurture in students life-long respect and compassion for themselves and others? (9.3)

- ______ CANDIDATE PROTECTS THE HEALTH, SAFETY, WELL-BEING, AND RIGHTS OF STUDENTS - Does Candidate take all reasonable precautions to protect the health, safety, well-being, and legislative rights of students? (9.4)

Cares about being a Professional

Focus Area #2: Candidate demonstrates appropriate professionalism behavior and treats everyone fairly, equitably, and with respect (9.5, 9.6, 9.7)

- ______ CANDIDATE DEMONSTRATES PROFESSIONAL BEHAVIOR – Does Candidate exhibit behaviors which uphold the dignity of the profession such as responding to feedback in a solution-orientated manner, dressing appropriately for school setting, being punctual, organized, and meeting deadlines? (9.5)

- ______ CANDIDATE IS RESPECTFUL TO EVERYONE – Does Candidate maintain a respectful and professional relationship with students, parents, colleagues, and the public? (9.6)

- ______ CANDIDATE IS FAIR AND EQUITABLE TO EVERYONE – Is Candidate fair and equitable in his/her treatment of students, parents, colleagues, and the public? (9.7)
Cares about being Ethical

Focus Area #3: Candidate is open and honest, demonstrates integrity by not exploiting personal relationships, makes teaching practices transparent, and keeps information confidential about students, parents, and colleagues as required by law (9.8, 9.9, 9.10, 9.11)

_____ CANDIDATE DEMONSTRATES INTEGRITY – Does Candidate NOT exploit professional relationships with students for personal gain and declines and gratuity, gift, or favor that would impair or influence professional decisions or actions? (9.8)

_____ CANDIDATE IS OPEN AND HONEST TO EVERYONE – Is Candidate truthful in representing facts concerning educational matters and is open and honest with students, parents, colleagues, and the public? (9.9)

_____ CANDIDATE MAKES TEACHING PRACTICES TRANSPARENT TO EVERYONE - Does Candidate make information about education research and best practices available to students, parents, colleagues, and the public? (9.10)

_____ CANDIDATE KEEPS INFORMATION CONFIDENTIAL – Does Candidate keep information about students, parents, and colleagues in confidence, unless disclosure is required by law or serves a professional purpose? (9.11)

HTSB Standard 10: Collaboration

Focus Area #4: Candidate communicates and collaborates with students, colleagues, school, and with families and the community to meet the needs of all learners (10.1, 10.2, 10.3, 10.4)

_____ CANDIDATE COLLABORATES WITH COLLEAGUES - Does Candidate participate on the instructional team(s) and use advice and support from colleagues to meet the needs of all learners? (10.1)

_____ CANDIDATE COLLABORATES WITH SCHOOL - Does Candidate participate in school-wide efforts to implement a shared vision and contributes to a supportive culture? (10.2)

_____ CANDIDATE COLLABORATES WITH FAMILIES AND COMMUNITY - Does Candidate elicit information about learners and their experiences from families and communities and use this ongoing communication to support learner development and growth? (10.3)

_____ CANDIDATE COMMUNICATES WITH LEARNING COMMUNITY TO DEVELOP COLLABORATION - Does Candidate use technology and other forms of communication to develop collaborative relationships with learners, families, colleagues and the local community? (10.4)
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PLAN OF ASSISTANCE (POA) REFERRALS

On rare occasions, a CTE Candidate might encounter difficulties so serious that it is necessary to consider terminating the Candidate’s participation in the program or practicum. The Plan of Assistance Referral procedure will be followed when termination of the Candidate’s participation in the program or practicum is being considered.

1. As soon as a serious and potentially disqualifying problem is observed, a Plan of Assistance referral may be initiated by either the Course Instructor or College Supervisor or both. Once the referral is made, the POA is reviewed by the Program Coordinator who will then gather more information from all involved parties. A meeting with the CTE Candidate will be scheduled with the Program Coordinator, however, the referring instructor(s) may also be present. A plan that outlines specific timelines and the goals for improvement will be generated. A copy of the Plan of Assistance will be signed and provided to the CTE Candidate, Cooperating Teacher, and Course Instructor/College Supervisor.

2. The College Supervisor/Course Instructor, Cooperating Teacher, and Program Coordinator will document all interactions in the Plan of Assistance.

3. If the required outcome is achieved within the timeline specified, the CTE Candidate will remain in the program or in the practicum placement.

4. If the CTE Candidate fails to demonstrate sufficient progress, a second Plan of Assistance will be generated. If sufficient progress is still not met after the second referral, then a third and final Plan of Assistance will be generated. At this point, the referral will go to a panel for consideration of program discontinuation. The panel will be comprised of the Course Instructor/College Supervisor, Cooperating Teacher, Program Coordinator, Program Counselor, and a representative from the CTE Field identified and chosen by Leeward CC (e.g., CTE Advisory Board member, director, complex resource person).

5. Upon the recommendation by the panel, the CTE Candidate’s program or practicum participation may be terminated. If the recommendation by the panel is for the CTE Candidate to continue, then any subsequent POA’s referrals will go to the panel again for consideration of program discontinuation.