# CORE

## CENTER ON RESPONSIVE EDUCATION

Deaf Education

Education/Special Education

Educational Interpreting

Second Language Teaching

KAPIʻOLANI
COMMUNITY COLLEGE

# CORE

## Center on Responsive Education

The Center on Responsive Education—CORE—is a group of four KCC programs preparing paraprofessionals and educational interpreters and serving as pathways for pre-education and transfer students. We work together to prepare educational professionals and paraprofessionals to be educationally, culturally, and linguistically responsive to individual and group needs—specializing in differentiated instruction and universal design.

### Second Language Teaching

The SLT Program provides a unique educational experience for students who are interested in becoming second language tutors, second language teaching assistants, and – with further education – second language teachers, in various global contexts.

View the website

### Education

The Education Program allows students to study from one of four specialized pathways: Elementary, Secondary, and Special Education; and our newest pathway, Dual Preparation. Students in this program gain hands-on experiences in preK-12 classroom settings with experienced teachers.

View the website

### Deaf Studies

The Deaf Education program prepares paraprofessionals to provide instructional support to deaf students in preK-12 classrooms. This program is also serves as a pathway for students interested in teaching deaf students or working in deaf-related fields.

View the website

### Interpreter Education

The Interpreter Education program provides a range of learning opportunities and field experiences to prepare students to interpret effectively in American Sign Language, English and contact varieties of signed English for public school and related settings.

View the website

**core**

# KCC Core

Education

**Wall**                                    **KCC Core** · Everyone (Most Recent)

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Info

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like this

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Share:  **Post**  **Photo**  **Link**  **Video**

Write something...

**KCC Core**

CORE Banquet Dec 15, 2011 5:00 pm
Kahikoluamea Center (Building with Subway)
Please RSVP by Mon Dec 12, 2011 to Ms. Ogata (Olona 213) or email to
vogata@hawaii.edu. The banquet fee is $10.

Like · Comment · Share · December 7, 2011 at 3:59pm ·

RECENT ACTIVITY

KCC Core changed their Website.
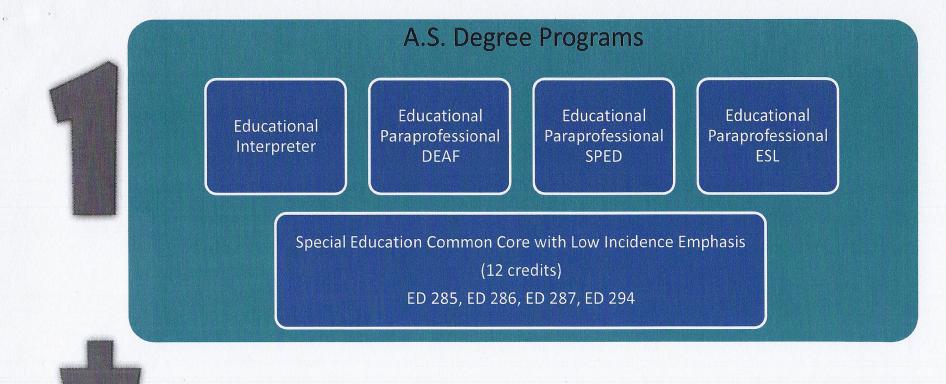
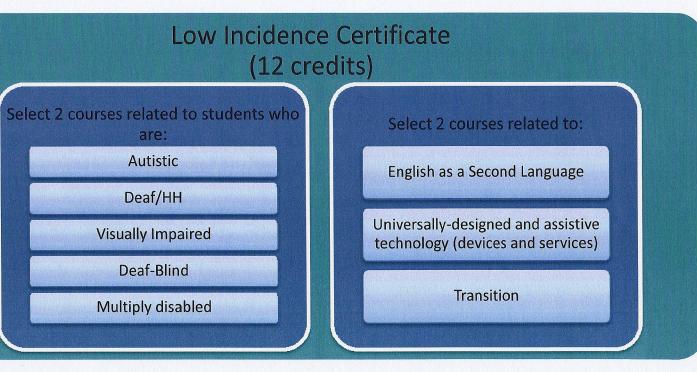KCC Core joined Facebook. · Like · Comment

There are no more posts to show.

Success

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## A.S. Degree Programs

| Educational Interpreter | Educational Paraprofessional DEAF | Educational Paraprofessional SPED | Educational Paraprofessional ESL |
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**Special Education Common Core with Low Incidence Emphasis**

**(12 credits)**

ED 285, ED 286, ED 287, ED 294

**+**

**1**

## Low Incidence Certificate
## (12 credits)

| Select 2 courses related to students who are: | Select 2 courses related to: |
|---|---|
| Autistic | English as a Second Language |
| Deaf/HH | Universally-designed and assistive technology (devices and services) |
| Visually Impaired | |
| Deaf-Blind | Transition |
| Multiply disabled | |

# CENTER ON RESPONSIVE EDUCATION (CORE) PROJECTS

## CORE 1+1: Paraprofessionals Working with Low Incidence Populations in Hawai'i and the Pacific, including Students with Limited English Proficiency

**Goal 1:** Ensure that CORE curricula reflects best practice and is educationally, culturally, and linguistically responsive to individual and group needs;

**Goal 2:** Reduce the critical shortage of highly qualified and specially prepared paraprofessionals to work with students with a variety of low incidence disabilities;

**Goal 3:** Prepare paraprofessionals in the effective use of research-based responsive instructional strategies to enhance the academic performance of students with a single low incidence disability or combination of disabilities, and who may have LEP; and

**Goal 4:** Increase student retention and provide support to CORE 1 +1 students while in the project and as they begin their employment as paraprofessionals.

## Strengthening the CORE (Program Improvement Grant)

**Goal 1:** Redesign CORE curricula to reflect best practices in Special Education and Second Language Teaching, integrating the Ecology of Engaged Learning;

**Goal 2:** Evaluate and restructure CORE Field Experiences to prepare educationally, culturally, and linguistically responsive paraprofessionals in a variety of settings;

**Goal 3:** Create a CORE Learning and Teaching Lab to prepare Responsive Paraprofessionals for teaching in the 21st Century;

**Goal 4:** Redesign CORE marketing and recruitment methods to increase enrollment and expand opportunities for underrepresented student populations;

**Goal 5:** Revamp retention strategies to facilitate student success and program completion;

**Goal 6:** Establish an administrative and funding structure for CORE programs and faculty;

**Goal 7:** Evaluate the effectiveness of CORE's new Ecology of Engaged Learning model.

| | ED/SPED | DEAF ED | ED INTERPRETING | SLT |
|---|---|---|---|---|
| **PIG Goal 1: Curriculum revisions using Responsive Education components** (DI, RTI, UDI, SIOP, Ecology of Learning, Technology)<br><br>Redesign CORE curricula to reflect best practices in Special Education and Second Language Teaching, integrating the Ecology of Engaged Learning<br><br>*OSEP set this as a mandatory focus for Year 1*<br><br>**1+1 Goal 1:** Ensure that CORE curricula reflects best practices, is educationally, culturally, and linguistically responsive to students' needs, and is aligned with KCC's Strategic Plan<br><br>**1+1 Goal #3:** Prepare paraprofessionals in the effective use of research-based responsive | **Accomplished:**<br>• Courses revised using Curriculum Responsive Education Components<br>• Course outlines submitted & approved through Curriculum Central:<br>**ED 125:** Family, School, & Community Partnerships I<br>**ED 126:** Family, School, & Community Partnerships II<br>**ED 286:** Intro to Special Education I<br>**ED 287:** Intro to Special Education II<br>**ED 151:** Educational Technology<br>**ED 294:** Capstone Seminar & Practicum (Special Education)<br><br>**Comments:**<br>**ED 122:** Foundations in Education & **ED 123:** Psychological Foundations in Education | **Accomplished:**<br>• Courses revised using Curriculum Responsive Education Components<br>• Course outlines submitted & approved through Curriculum Central:<br>**DEAF 201** Intro to Deaf Studies & Deaf Education<br>**DEAF 202** Effective Teaching Strategies<br><br>**Comments**: Establishing Deaf Education as a Concentration or ASC is in progress.  Selected DEAF courses will be proposed for Diversification designation. | **In progress:**<br>• Courses are in the process of being revised to meet CORE requirements* and the College's 5-year updates.<br>• All 11 IT courses are in Curriculum Central in varying stages of revision<br>• All course revisions (**IT 101-IT 294**) targeted to be completed Spring '12 (Target dates have been discussed with A & S Dean)<br><br>**Comments**: *Responsive Education components (DI and UDI, in particular) are incorporated into the IT courses' teaching methodologies.<br><br>Establishing Interpreter Education as a Concentration or ASC is in | **In progress:**<br>• Courses will be revised Summer 2012 using Responsive Education Components<br>• Course outlines will be submitted & approved through Curriculum Central Fall 2012 for Fall 2013<br><br>SLT 102:  Second Language Learning<br>SLT 103:  Second Language Teaching<br>SLT 202:  Concepts and Issues in ST<br>SLT 203:  Integrating Content and SLT<br>SLT 290: Second Language Assessment<br><br>**Comments:**  Because SLT courses were just approved in Fall 2009, effective Fall 2010, the courses have not been revised until this time but will be so this summer 2012, well before the |

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| instructional strategies to enhance the academic performance of students with a single low incidence disability or a combination of disabilities, and who may have LEP | These courses were created to fulfill articulation agreement requirements with the UHM-COE. Curricula also reflect best practices.<br><br>Establishing Education as a Concentration or ASC is in progress. Selected ED courses proposed for WI Diversification designation. | | progress. Selected IT courses will be proposed for Diversification designation. | required 5-year review.<br><br>Establishing Second Language Teaching as a Concentration or ASC is in progress. Three of the five SLT courses have Diversification designations. SLT 102 & 103 will be modified and updated for WI designation. |
| **PIG Goal 2: Field Experiences Revisions, using Ecology of Engaged Learning model**<br><br>Evaluate and restructure CORE Field Experiences to prepare educationally, culturally, and linguistically responsive paraprofessionals in a variety of settings.<br><br>*OSEP set this as a mandatory focus for Year 1* | **Accomplished:**<br>• Field experiences integrated into revised courses<br>• **ED 294:** Capstone Seminar & Practicum (Sp Ed) revised, parallels **DEAF 294**<br>• Course outlines submitted & approved through Curriculum Central<br><br>**Comments:**<br>**ED 294** was also re-designed to include a leadership component and preparation for PRAXIS I. These areas were added to fulfill articulation agreement requirements with the UHM-COE. | **Accomplished:**<br>• Field experiences integrated into revised courses<br>• **DEAF 294** Capstone Seminar & Practicum revised, parallels **ED 294**<br>• Course outlines submitted & approved through Curriculum Central | **In progress:**<br>• Field experiences are integrated into all IT courses<br>• **IT294 Practicum** entered in Curriculum Central and is being revised to meet CORE requirements** & KCC's 5-year updates.<br>• All course revisions (**IT 101-IT 294**) targeted to be completed Spring '12 (Target dates have been discussed with A & S Dean)<br><br>**Comments: **IT294** practicum students are placed in settings where Responsive Education strategies are used. | • Field experiences are integrated into all SLT courses, using Ecology of Engaged Learning model. The 100-hour Field Experience is embedded in a 20-hour requirement in each of the program's 5 courses.<br><br>• **Comments:** The SLT Program does not require a teaching "practicum" or "internship" because the major transfer institution and department (UH Manoa/Department of Second Language Studies) does not have such a requirements. |

| PIG Goal 3: CORE Learning & Teaching Lab

Create a CORE Learning and Teaching Lab to prepare Responsive Paraprofessionals for teaching in the 21$^{st}$ Century | Accomplished:<br>• Discussions with several administrators. | In progress:<br>• Meeting with administration & review of needs and budget<br>• Examined technology & equipment for interpreting lab | Needed:<br>• Administrative support<br>• Proposal for space construction, equipment, & staffing<br>• Identify space (Leahi? Lama?)<br>• Construct & equip CORE Center<br>• Establish APPLE CORE at the Center | Challenges:<br>• Space at KCC is at a premium<br>• Prioritizing & recognition of CORE programs<br>• $135,000+ funding for lab but no lab to equip<br>• Scattered CORE faculty, both geographically & departmentally |
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| 1+1 Goal #3: Low Incidence Preparation

Prepare paraprofessionals in the effective use of research-based responsive instructional strategies to enhance the academic performance of students with a single low incidence disability or a combination of disabilities, and who may have LEP | Accomplished:<br>• First Responsive Education Institute Summer '11 | In progress:<br>• Two Responsive Education Institutes (June/October) are being planned to update paraprofessionals knowledge and skills in the use of research-based responsive instructional strategies, including students with low incidence disabilities<br>-Development of 12 credit "+1" plan individualized for each stipend student | | |
| PIG Goal 4: Marketing & Recruitment<br>Redesign CORE marketing and recruitment methods to increase enrollment and expand opportunities for underrepresented student | Accomplished:<br>• CORE website & program websites<br>• CORE brochure/poster<br>• SLT & ED websites & brochures in various languages | In progress:<br>• Ordering of CORE promotional materials<br>• Planning Responsive Education Institute for Summer & Fall '12<br>• Planning recruiting visits for | Needed:<br>• Enhance tracking system for applications, enrollment, & graduation or transfer | Challenges:<br>• Process of hiring for the CORE APT position, which includes outreach. |

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| populations<br>**1+1 Goal #2:** Reduce the critical shortage of highly qualified and specially prepared paraprofessionals and educational interpreters to work with students with a variety of low incidence disabilities (recruitment, retention, graduation, & employment) | • CORE & SLT Facebook pages<br>• CORE stipend application process & materials posted<br>• CORE Summer Institute 2011<br>• WOW Videotape (for recruiting deaf-related programs)<br>• CORE student club established<br>• Club Day @ KCC<br>• Annual CORE banquet<br>• CORE promotional materials identified<br>• Recruiting visits to ASL classes<br>• HS Career Days<br>• Exhibits & presentations at conferences (PacRim)<br><br>• Current CORE stipend students (**target = 25**)<br>SPED = 12<br>SLT = 4<br>EI = 7<br>Deaf Ed = 2<br>Pacific = 1 (5-10 for Summer '13)<br>**Current total = 26** | deaf related programs (WOW)<br>• ASL courses in Pohnpei & Chuuk to recruit for Pacific CORE students<br>• Planning Pacific Summer Institute Summer '13<br>• Expanding diversification options w/CORE courses<br>• Convening CORE student focus group to gather ideas for "student-focused" marketing and recruitment strategies.<br>• Collaboration with CELTT to utilize web-based technologies to recruit and retain CORE students.<br>• Researching avenues to promote CORE within the UH system- e.g., UH on-line magazine.<br>• CORE, SLT, & SPED programs on Imiloa | • Develop marketing & recruitment plan<br>• Incorporate additional social media strategies | |
| **PIG Goal 5: Retention**<br>Revamp retention strategies to facilitate | **Accomplished:**<br>• ASL mentors for Ed<br>• Interpreter program | **In progress:**<br>• Hiring of CORE mentors<br>• 2+2 program with Gallaudet | **Needed:**<br>• Establish APPLE CORE at Learning | **Challenges:**<br>• Varying/unclear definitions/measurement |

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| student success and program completion<br><br>**1+1 Goal #2:** Reduce the critical shortage of highly qualified and specially prepared paraprofessionals and educational interpreters to work with students with a variety of low incidence disabilities (recruitment, retention, graduation, & employment)<br><br>**1+1 Goal #4: Goal #4:** Increase student retention and provide support to *CORE 1 +1* students while in the project and as they begin their employment as paraprofessionals. | • (Summer & Fall)<br>• Articulation with UHM-COE & Chaminade University(Education)<br>• MOA with HIDOE Professional Development Branch to pay for paraprofessionals' tuition (2/3rds).<br>• Articulation agreement with HIDOE teacher academies and cadet programs to accept ED high school courses as "credit" into CORE programs. | (Ed Interp)<br>• Expand diversification options w/ CORE courses<br>• Create UHM-COE & KCC articulation agreement for Secondary ED-Dual-Preparation Focus.<br>• Create UHM-COE & KCC articulation agreement for Elementary ED & ESL – Dual Preparation Focus.<br>• Collaboration with UH-West Oahu & Hawaii Pacific University to establish ED articulation agreements.<br>• SLT Program currently working with HPU and BYU on pathway agreements<br>• CORE, SLT, & SPED/ED programs on Imiloa | & Teaching Lab<br>• Establish e-mentor program & community of learners<br>• Explore use of social networks<br>• Tracking system for program completion.<br>• Clear definitions/ measurements of student success.<br>• Agreement with HIDOE to employ CORE graduates. | s of student success. |
| **PIG Goal 6: Formalize CORE**<br>Establish an administrative and funding structure for CORE programs and faculty. | **Accomplished:**<br>• CORE logo and website<br>• CORE student organization | **In progress:**<br>• Research into becoming an accredited program. | **Needed:**<br>• Consideration of formalizing an Education department (like LCC)<br>• Centralize faculty & advising offices with CORE Learning & Teaching Lab | **Challenges:**<br>• Identity, space and sustaining resources. |

| PIG Goal 7: Evaluation Evaluate the effectiveness of CORE's new Ecology of Engaged Learning model | Accomplished: | In Progress: | Needed: | Challenges: |
|---|---|---|---|---|
| | • Strong collaboration with OFIE.<br>• OFIE's clear understanding of PIG grant.<br>• OFIE's commitment to supporting the evaluation of CORE's Ecology of Engaged Learning model. | • On-going discussions. | • Work with OFIE to design evaluation instrument<br>• conduct & analyze data<br>• propose, prioritize & implement changes as needed | • Space and long-term resources. |

**Detailed Goals & Objectives for CORE-PIG:** *Strengthening the CORE*

The overall purpose of **CORE** is to alleviate the critical shortage of highly qualified and specially prepared personnel (i.e., paraprofessionals in Deaf Education, Special Education, and English Language Learners) to work with students with disabilities

The overall purpose of *Strengthening the CORE* is to improve the existing program to prepare highly qualified and specially prepared paraprofessionals by creating a new Ecology of Engaged Learning for CORE that is aligned with KCC Strategic Plan 2009-2015. (Ecology of Engaged Learning situates learning in a variety of contexts, applied technology, and enhanced faculty and student interaction, including peer mentoring and tutoring.  See Figure XX for a model of the Ecology.)

Goal 1.  Redesign all CORE curricula to reflect best practices in Special Education that is educationally, culturally, and linguistically responsive to individual and group needs

    1.1  Ensure the alignment of the curriculum with national and state standards

    1.2  Integrate Ecology of Engaged Learning experiences in all courses

    1.3  Incorporate principles of Differentiated Instruction, Response to Intervention, and Universal Design

    1.4  Support pedagogy with Educational tools (instructional materials and software)

    1.5  Explore innovative alternate instructional delivery models for CORE courses such as a virtual community of learners, study abroad, etc.

    1.6 Infuse Service Learning and other learning opportunities on campus, in the community, and alternate locations into CORE courses

Goal 2.  Evaluate and restructure all CORE Field Experiences to prepare educationally, culturally, and linguistically responsive paraprofessionals.

2.1 Broaden opportunities for progressively **intense** Field experiences, following the Ecology of Engaged Learning model, including virtual visits to local, regional, national/international exemplary Special Education programs

2.2 Revise Field Experience handbooks and evaluation tools to reflect the Ecology of Engaged Learning model.

2.3 Enhance capstone Seminar, highlighting Responsive Education and Engaged Learning

2.4 Orient cooperating teachers/mentors and other staff to restructured practicum.

Goal 3. Create a CORE Learning and Teaching Lab environment that will prepare Responsive Paraprofessionals for teaching in the 21st Century

3.1 Organize and equip physical classroom space that is designed to meet the needs of students' varied learning styles as well as being sensitive to diverse populations

3.2 Incorporate "Deaf Space" concepts in the design and layout of the Lab for the benefit of all teachers and students, including those who are deaf or hard of hearing

3.3 Evaluate and interface instructional and assistive technology including materials and software for preparing CORE paraprofessionals to work with special needs students

3.4 Use Lab as a learning and teaching tool to advance program delivery in support of student application and practice.

Goal 4. Redesign CORE marketing and recruitment strategies in order to increase enrollment and expand opportunities for underrepresented student populations.

4.1 Gather data on program inquiries and enrollment for the past 5 years, when available

4.2 Identify existing marketing and recruitment strategies used by the various CORE programs and by non-CORE programs at KCC and at Gallaudet

4.3 Convene CORE and pre-education student focus group to evaluate perceived effectiveness of marketing and recruitment strategies

4.4 Utilize web-based technologies to recruit and retain CORE students (Create CORE Website, Develop educational social networks (i.e., FaceBook, Ning, Twitter).

4.5 Develop a CORE-wide and a program-specific marketing and recruitment plans (Kohler Marketing Mix)

4.6 Select at least 1-2 CORE marketing strategies to develop in Years 1, 2, 3, and 4, targeting underrepresented groups

4.7 Track program inquiries and enrollments each year and revise marketing/recruitment strategies as needed

Goal 5. Revamp retention and persistence strategies to facilitate student success, program completion and/or transition to a baccalaureate teacher education program.

5.1 Establish Articulation agreements with baccalaureate teacher education programs to achieve a smoother transition for CORE students.

5.2 Increase the visibility and accessibility of student supports to foster student retention and program success (website, live or online orientations, posts on CORE facebook)

5.3 Create a "sense of belonging" within the CORE Lab for all students.

5.4 Strengthen existing links to campus resources (such as CELTT, the STEM Center, Malama Hawaii, Kahikoluamea Center) to provide CORE paraprofessionals with a comprehensive and supportive college experience

5.5 Expand connections with community programs to provide CORE students with the opportunities to engage in, contribute to, and value intergenerational experiences.

Goal 6. Establish an administrative and funding structure for CORE programs and faculty

6.1 Explore possible sites for physical location of the CORE classrooms, offices, and Lab

6.2 Assess options for consolidating CORE programs into one departmental

6.3 Establish line of administrative supervision for CORE programs

6.4 Identify CORE budget lines/funding structures

6.5 Review allocation of resources—financial and personnel (e.g., designated academic counselor position), based on KCC Strategic Plan

and WASC Accreditation standards

Goal 7. Evaluate the effectiveness of CORE as a new Ecology of Engaged Learning for students and paraprofessionals, and disseminate findings.

7.1 Design a comprehensive plan to assess CORE's strengths and weaknesses.\

7.2 Implement assessment plan

7.3 Disseminate results.


### Detailed Goals & Objectives for CORE 1+1

The *CORE 1+1* project will focus on the following goals and objectives:

**Goal #1**: Ensure that CORE curricula reflects best practices, is educationally, culturally, and linguistically responsive to students' needs, and is aligned

with KCC's Strategic Plan;

1.1: Project faculty will incorporate principles of Responsive Education in all courses

1.2: Project faculty will align the curriculum with the Strategic Plan, integrating the Ecology of Engaged Learning experiences in courses and

practica;

1.3: Project faculty will design and implement progressively intensive field experiences.

**Goal #2**: Reduce the critical shortage of highly qualified and specially prepared paraprofessionals and educational interpreters to work with students with a variety of low incidence disabilities;

2.1: Project faculty will successfully recruit and enroll a total of 25 individuals from Hawaii and the Pacific in "Cohort 1" and 25 individuals for "Cohort 2"

2.2: *CORE 1+1* Project students in Cohort 1 and 2 will successfully complete the required Associate degree and individualized Low Incidence Certificate courses and practica;

2.3: *CORE 1+1* Project students in Cohort 1 and 2 will be offered positions working with students with low incidence disabilities by the HIDOE or Pacific departments of education;

2.4: At least 20% (10) program graduates will continue on a career path to obtain teacher certification in Special Education or enroll in a bachelor-level interpreting program.

**Goal #3** (G-3): Prepare paraprofessionals in the effective use of research-based responsive instructional strategies to enhance the academic performance of students with a single low incidence disability or a combination of disabilities, and who may have LEP;

3.1: *CORE 1+1* students will successfully complete all coursework and practica with a 2.5 GPA or better;
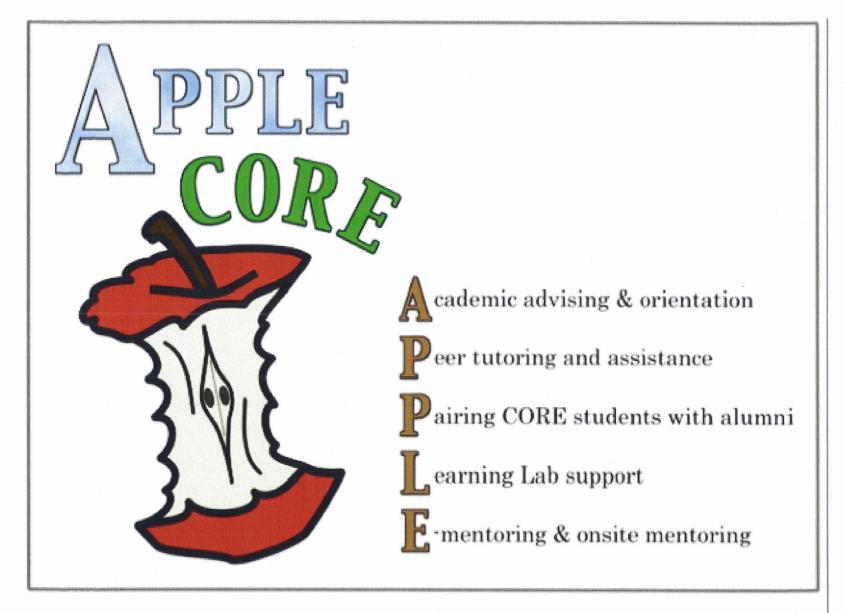
3.2: Each *CORE 1+1* student will maintain an e-portfolio reflecting the impact of course content and field experiences (i.e., research-based instructional strategies) upon student performance and evidence of how the program exit competencies have been met.

**Goal #4**: Increase student retention and provide support to *CORE 1 +1* students while in the project and as they begin their employment as paraprofessionals.

<u>4.1</u>: During the 2 years of their degree program, **CORE *1+1*** students will utilize a variety of on-campus and partner resources to successfully complete program courses and field experiences;

<u>4.2</u>: **CORE *1+1*** students will actively participate in a virtual "Community of Learners" via e-Mentoring to enhance instructional practices and increase retention in the program and in employment; and

<u>4.3</u>: **CORE *1+1*** students and program graduates will engage in a face-to-face "Community of Learners" through participation in the College's Responsive Education Institutes to enhance instructional practices and increase retention in the degree program and employment.

# APPLE CORE

**A**cademic advising & orientation

**P**eer tutoring and assistance

**P**airing CORE students with alumni

**L**earning Lab support

**E**-mentoring & onsite mentoring

*Responsive Support for Student Success.*

**Budget for materials & supplies for CORE PIG (Program Improvement Grant):**

|  | Year 1 | Year 2 | Year 3 | Year 4 | Total |
|---|---|---|---|---|---|
| Budgeted amount | $18,836 | $42,947 | $51,725 | $38,361 | $151,869 |
| Amount spent | $7,822 | $6,714 | 0 | 0 | |
| Amount remaining | $11,014 | $36,233 | $51,725 | $38,361 | $137,333 |