



Chaminade University

Education Division

CAEP Report Data 2015-2016

(Document Compiled for the 2017 CAEP Annual Report)

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Graduate Surveys Overview

The Graduate Follow-Up Survey is an important component of the Education Division's continuous quality improvement process as it seeks feedback pertaining to the graduate's self-reported performance as a new teacher. Information obtained from this survey will be used for program improvement. It needs to be noted that in 2014, the Graduate Follow-Up Survey was completely revised to better align with the revised InTASC standards and the new data requirements required by TEAC and CAEP.

Beginning in 2014 graduates from the Education Division will be electronically sent a Graduate Follow-Up Survey one year post program completion.

The Education Division graduates are provided the following two Likert scales to complete the survey. The first is: (a) Unable to Judge, (b) Did Not Meeting Expectations, (c) Approached Expectations, (d) Met Expectations, and (e) Exceeded Expectations. The second is: (a) Strongly Disagree, (b) Disagree, (c) Agree, and (d) Strongly Agree. A third section of the survey asks for short answer responses.

The Graduate Follow-Up Survey aligns with all InTASC/HTSB Standards, Quality Principles 1.1, 1.2, 1.3, 1.4.1, 1.4.2, and 1.4.3, and Program Claims 1 and 3

Table 1: 2015 Spring Graduate Survey
Results N=22

Survey Questions	Mean	Standard Deviation
Know Subject Matter	3.17	0.93
Transfer knowledge to classroom lessons	3.17	0.93
Plan lessons based on content standards	3.34	0.55
Understand how learners grow and develop	3.17	0.93
Use effective, developmentally appropriate teaching practices to address student needs	3.17	0.93
Incorporate multicultural perspectives	3.31	0.88
Adapt teaching methods for students with special needs	3.13	0.51
Know and use appropriate educational technology	3.10	0.48
Create a safe, caring, and respectful learning environment for all students	3.34	0.55
Evaluate student achievement	3.10	0.93
Use assessment to inform instruction	3.17	0.98
Collect evidence based on grade level, schoolwide, and/or state wide assessment	3.00	0.90
Actively seek opportunities to learn and grow professionally	3.31	0.88
Critically reflect upon his/her practice	3.37	0.95
Learn how to learn and demonstrates the disposition of being a lifelong learner	3.37	0.95
Work well with all members of the school community	3.31	0.88
Use effective verbal, non-verbal and written communication including proper writing conventions	3.48	0.52
Abide by codes of ethics, professional standards of practice, and relevant law and policy	3.31	0.88
Overall, I felt adequately prepared by CUH'S Teacher Education Preparation Program	3.31	0.88

Table 2: 2015 Fall Graduate Survey Results

N=28

Survey Questions	Mean	Standard Deviation
Know subject matter	3.21	0.94
Transfer knowledge to classroom lessons	3.18	0.99
Plan lessons based on content standards	3.11	0.49
Understand how learners grow and develop	3.18	0.94
Use effective, developmentally appropriate teaching practices to address student needs	3.18	0.61
Incorporate multicultural perspectives	3.32	0.89
Adapt teaching methods for students with special needs	3.32	0.89
Know and use appropriate educational technology	3.32	0.89
Create a safe, caring, and respectful learning environment for all students	3.14	0.92
Evaluate student achievement	3.11	0.94
Use assessment to inform instruction	3.56	0.92
Collect evidence of positive student achievement based on grade level, schoolwide, and /or statewide assessment	3.11	0.98
Actively seek opportunities to learn and grow professionally	3.56	0.98
Critically reflect upon his/her practice	3.36	0.94
Learn how to learn and demonstrates the disposition of being a lifelong learner	3.36	0.57
Work well with all members of the school community	3.36	0.57
Use effective verbal, non-verbal and written communication including proper writing conventions	3.15	0.93
Abide by codes of ethics, professional standards of practice, and relevant law and policy	3.32	0.89
Overall, I felt adequately prepared by CUH'S Teacher Education Preparation Program	3.56	0.92

Table 3: 2016 Spring Graduate Survey Results

N=22

Survey Questions	Mean	Standard Deviation
Know subject matter	3.17	0.92
Transfer knowledge to classroom lessons	3.34	0.47
Plan lessons based on content standards	3.17	0.92
Understand how learners grow and develop	3.17	0.92
Use effective, developmentally appropriate teaching practices to address student needs	3.31	0.59
Incorporate multicultural perspectives	3.13	0.85
Adapt teaching methods for students with special needs	3.13	0.85
Know and use appropriate educational technology	3.34	0.84
Create a safe, caring, and respectful learning environment for all students	3.10	0.88
Evaluate student achievement	3.17	0.91
Use assessment to inform instruction	3.00	0.94
Collect evidence of positive student achievement based on grade level, schoolwide, and/or statewide assessment	3.31	0.69
Actively seek opportunities to learn and grow professionally	3.37	0.61
Critically reflect upon his/her practice	3.37	0.61
Learn how to learn and demonstrates the disposition of being a lifelong learner	3.48	0.61
Work well with all members of the school community	3.31	0.49
Use effective verbal, non-verbal and written communication including proper writing conventions	3.31	0.83
Abide by codes of ethics, professional standards of practice, and relevant law and policy	3.31	0.83
Overall, I felt adequately prepared by CUH'S Teacher Education Preparation Program	3.17	0.92

Table 4: 2016 Fall Graduate Survey Results

N=14

Survey Questions	Mean	Standard Deviation
Know subject matter	3.28	0.59
Transfer knowledge to classroom lessons	3.21	0.67
Plan lessons based on content standards	3.57	0.62
Understand how learners grow and develop	3.50	0.50
Use effective, developmentally appropriate teaching practices to address student needs	3.50	0.50
Incorporate multicultural perspectives	3.36	0.61
Adapt teaching methods for students with special needs	2.93	1.16
Know and use appropriate educational technology	3.29	0.59
Create a safe, Caring, and respectful learning environment for all students	3.43	0.62
Evaluate student achievement	3.43	0.62
Use assessment to inform instruction	3.36	0.48
Collect evidence of positive student achievement based on grade level, schoolwide, and/or statewide assessment	3.43	0.63
Actively seek opportunities to learn and grow professionally	3.21	1.01
Critically reflect upon his/her practice	3.29	1.10
Learn how to learn and demonstrates the disposition of being a lifelong learner	3.29	1.10
Work well with all members of the school community	3.14	1.12
Use effective verbal, non-verbal, and written communication including proper writing conventions	2.93	1.10
Abide by codes of ethics, professional standards of practice, and relevant law and policy	3.21	1.08
Overall, I felt adequately prepared by CUH's Teacher Education Preparation Program	3.36	0.61

School Administrator Surveys

The School Administrator Follow-Up Survey is an essential component of the Education Division's continuous quality improvement process as it seeks feedback pertaining to our graduates' performance as new teachers. Information obtained from this survey will be used for program improvement. It needs to be noted that in 2012, the DOE informed all EPPs that a standardized Principal survey was going to be developed. The goal was to reduce the amount of surveys Principals were being asked to complete. In 2015, this survey is still being discussed and because of the Education Division's deadline to complete this Inquiry Brief Proposal, it was decided to send out our newly revised survey to the Principals. DOE informed the Education Division that principals were instructed to only complete surveys approved by the Superintendent's office. Subsequently, going forward, the Education Division will stop the distribution of this survey and will work collaboratively with the DOE to obtain data on graduate performance.

The School Administrators are provided the following two Likert scales to complete the survey. The first is: (a) Unable to Judge, (b) Did Not Meeting Expectations, (c) Approached Expectations, (d) Met Expectations, and (e) Exceeded Expectations. The second is: (a) Strongly Disagree, (b) Disagree, (c) Agree, and (d) Strongly Agree. A third section of the survey asks for short answer responses.

The School Administrator Follow-Up Survey aligns with all InTASC/HTSB Standards, Quality Principles 1.1, 1.2, 1.3, 1.4.1, 1.4.2, and 1.4.3, and Program Claims 1, 2, and 3.

Table 5: 2015 Academic Year School Administrator Survey Results

N=12

Attributes	Mean	Standard Deviation
Knows subject matter	3.00	0.81
Can transfer knowledge to classroom lessons	3.30	0.41
Plans lessons based on content standards	3.10	0.26
Understands how learners grow & develop	3.00	0.81
Uses effective developmentally appropriate teaching practices to address student needs	3.30	0.41
Incorporates multicultural perspectives	3.00	0.81
Adapts teaching methods for students with special needs	3.30	0.41
Knows and uses appropriate educational technology	3.30	0.81
Creates a safe, Caring, and respectful learning environment for all students	3.10	0.41
Is able to evaluate student achievement	3.00	0.26
Uses assessment to inform instruction	3.30	0.81
Has evidence of positive student achievement based on grade level, schoolwide, and/or statewide assessments	3.00	0.41
Actively seeks opportunities to learn & grow professionally	3.30	0.81
Is able to critically reflect upon his/her practice	3.00	0.41
Has learned how to learn & demonstrates the disposition of being a lifelong learner	3.30	0.81
Works well with all members of the school community	3.30	0.41
Uses effective verbal, non-verbal, and written communication, including proper writing conventions	3.10	0.26
Abides by codes of ethics, professional standards of practice, and relevant law and policy	3.00	0.81

Table 6: 2016 Academic Year School Administrator Survey Results

N=8

Attributes	Mean	Standard Deviation
Knows subject matter	3.00	0.81
Can transfer knowledge to classroom lessons	3.30	0.41
Plans lessons based on content standards	3.10	0.26
Understands how learners grow & develop	3.00	0.81
Uses effective developmentally appropriate teaching practices to address student needs	3.10	0.26
Incorporates multicultural perspectives	3.00	0.81
Adapts teaching methods for students with special needs	3.10	0.41
Knows and uses appropriate educational technology	3.00	0.81
Creates a safe, caring, and respectful learning environment for all students	3.20	0.26
Is able to evaluate student achievement	3.00	0.81
Uses assessment to inform instruction	3.00	0.81
Has evidence of positive student achievement based on grade level, schoolwide, and/or statewide assessments	3.20	0.26
Is able to critically reflect upon his/her practice	3.00	0.81
Has learned how to learn and demonstrates the disposition of being a lifelong learner	3.20	0.41
Works well with all members of the school community	3.20	0.81
Uses effective verbal, non-verbal, and written communication including proper writing conventions	3.00	0.41
Abides by codes of ethics, professional standards of practice, and relevant law and policy	3.30	0.81

Student Teacher Dispositions

Approximately midway through the candidate's student teaching experience, the Cooperating Teacher (CT) will complete this assessment and review his or her findings with the student teacher and with the Field Services Director. This assessment consists of 12 categories:

- Demonstrates Professionalism
- Positive and Enthusiastic Attitude
- Effective Oral Communication Skills
- Effective Written Communication Skills
- Appreciation and Value for Diversity
- Prepared to Teach and Learn
- Collaborates Effectively with Peers, Supervisors, Parents, and Student
- Self-Regulated Learner/Takes Initiative
- Emotional Intelligence to Promote Personal and Educational Goals/Stability
- Reflects on One's Own Teaching and Learning
- Exhibits Respect for Peers, Supervisors, Parents, and Students
- Demonstrates Professional Appearance

Each category is measured using a 4 point Likert scale.

- 1 = Unacceptable
- 2 = Needs Remediation
- 3 = Acceptable
- 4 = Exemplary

The Student Teaching Disposition Assessment is an assessment used to assess the candidates' level of professional and personal competence, and disposition in the school setting. Categories rated as Needs Remediation results in a review conducted by the Field Services Director and a KSD referral is submitted to the Dean of Education. Categories rated as Unacceptable results in an immediate referral to the Dean of Education.

The Student Teaching Disposition Assessment aligns with InTASC/HTSB Standard 6, Standard 7, Standard 8, Standard 9 and Standard 10, Quality Principles 1.2, 1.3, 1.4.1, 1.4.2, and 1.4.3, and Program Claim 1.

Table 7: 2015 Spring Student Teacher Dispositions
 N=25

Category	Mean	Standard Deviation
Demonstrates Professionalism	3.31	0.83
Positive & Enthusiastic Attitude	3.31	0.91
Effective Oral Communication	3.46	0.59
Effective Written Communication	3.48	0.59
Appreciation & Value for Diversity	3.31	0.59
Prepared To Teach & Learn	3.17	0.96
Collaborates Effectively with Peers, Supervisors, Parents, & Students	3.34	0.84
Self-Regulated Learner/Takes Initiative	3.31	0.69
Emotional Intelligence to Promote Personal & Educational Goals/Stability	3.37	0.61
Reflects on One's Own Teaching & Learning	3.37	0.61
Exhibits Respect for Peers, Supervisors, Parents, & Students	3.31	0.91
Demonstrates Professional Appearance	3.31	0.83

Table 8: 2015 Fall Student Teacher Dispositions

N =30

Category	Mean	Standard Deviation
Demonstrates Professionalism	3.77	0.71
Positive & Enthusiastic Attitude	3.72	0.71
Effective Oral Communication	3.72	0.71
Effective Written Communication	3.61	0.61
Appreciation & Value for Diversity	3.72	0.71
Prepared To Teach & Learn	3.61	0.71
Collaborates Effectively with Peers, Supervisors, Parents, & Students	3.83	0.81
Self-Regulated Learner/Takes Initiative	3.83	0.81
Emotional Intelligence to Promote Personal & Educational Goals/Stability	3.44	0.51
Reflects on One's Own Teaching & Learning	3.66	0.64
Exhibits Respect for Peers, Supervisors, Parents, & Students	3.66	0.64
Demonstrates Professional Appearance	3.83	0.64

Table 9: 2016 Spring Student Teacher Dispositions
 N=22

Category	Mean	Standard Deviation
Demonstrates Professionalism	3.61	0.89
Positive & Enthusiastic Attitude	3.71	0.30
Effective Oral Communication	3.38	0.49
Effective Written Communication	3.23	0.48
Appreciation & Value for Diversity	3.57	0.43
Prepared To Teach & Learn	3.52	0.45
Collaborates Effectively with Peers, Supervisors, Parents, & Students	3.71	0.30
Self-Regulated Learner/Takes Initiative	3.52	0.45
Emotional Intelligence to Promote Personal & Educational Goals/Stability	3.57	0.43
Reflects on One's Own Teaching & Learning	3.52	0.45
Exhibits Respect for Peers, Supervisors, Parents, & Students	3.71	0.30
Demonstrates Professional Appearance	3.57	0.04

Table 10: 2016 Fall Student Teacher Dispositions

N=15

Category	Mean	Standard Deviation
Demonstrates Professionalism	3.33	0.47
Positive & Enthusiastic Attitude	3.46	0.49
Effective Oral Communication	3.06	0.44
Effective Written Communication	3.06	0.57
Appreciation & Value for Diversity	3.20	0.54
Prepared To Teach & Learn	3.06	0.77
Collaborates Effectively with Peers, Supervisors, Parents, & Students	3.00	0.36
Self-Regulated Learner/Takes Initiative	3.20	0.55
Emotional Intelligence to Promote Personal & Educational Goals/Stability	3.26	0.57
Reflects on One's Own Teaching & Learning	2.93	0.92
Exhibits Respect for Peers, Supervisors, Parents, & Students	2.86	1.02
Demonstrates Professional Appearance	3.20	0.97

Student Teacher Evaluations

The Education Division utilizes the InTASC standards as the framework for the clinical (i.e., professional) instruction that is required of all teacher candidates in the program. All candidates are required to complete a minimum 450-hour student teaching experience (HTSB NBI: 09-77). Student teaching provides an opportunity for the teacher candidate to perform, under supervision, a variety of teaching activities that a professional teacher is expected to perform.

Student teaching takes place in the final semester of the senior year for undergraduate elementary education candidates. For candidates in the MAT elementary, secondary or SPED programs, the student teaching portion may be completed after the entire licensure portion of the program is completed.

The Student Teacher Final Evaluation is an assessment used to assess the student teacher's level of professional and personal competence in the school setting. This assessment is completed by the Cooperating Teacher (CT) prior to the final University Supervisor (US) visit. When the US visits, all three parties (CT, US, and student teacher) will discuss the evaluation, make modifications, agree and sign. The final copy is submitted to the Field Services Director.

The Student Teacher Final Evaluation aligns with all InTASC/HTSB Standards, Quality Principles 1.1, 1.2, and 1.3, and Program Claims 1, 2, and 3.

Revised Table 11: 2015 Spring Student Teacher Evaluations
N=30

Standard	Mean	Standard Deviation
Learner Development	4.00	0
Learning Differences	3.00	0
Learning Environments	4.00	0
Content Knowledge	3.41	0.49
Application of Content	3.08	0.27
Assessment	4.00	0
Planning for Instruction	3.83	0.37
Instructional Strategies	3.50	0.50
Professional Learning & Ethical Practices	3.33	0.47
Leadership & Collaboration	3.75	0.43
Final Summary: CT	3.63	0.47
Final Summary: ST	3.83	0.37

Table 12: 2015 Fall Student Teacher Evaluations

N=25

Standard	Mean	Standard Deviation
Learner Development	3.40	0.49
Learning Differences	3.42	0.49
Learning Environments	3.57	0.49
Content Knowledge	3.38	0.48
Application of Content	3.33	0.47
Assessment	3.57	0.49
Planning for Instruction	3.47	0.49
Instructional Strategies	3.52	0.49
Professional Learning & Ethical Practices	3.40	0.49
Leadership & Collaboration	3.42	0.49
Final Summary: CT	3.61	0.48
Final Summary: ST	3.59	0.49

Table 13: 2016 Spring Student Teacher Evaluations

N=14

Standard	Mean	Standard Deviation
Learner Development	3.82	0.45
Learning Differences	3.35	0.47
Learning Environments	3.50	0.50
Content Knowledge	3.82	0.47
Application of Content	3.57	0.47
Assessment	3.21	0.41
Planning for Instruction	3.42	0.49
Instructional Strategies	3.42	0.49
Professional Learning & Ethical Practices	3.50	0.50
Leadership & Collaboration	3.50	0.50
Final Summary: CT	3.42	0.49
Final Summary: ST	3.50	0.50

Table 14: 2016 Fall Student Teacher Evaluations

N=10

Standard	Mean	Standard Deviation
Learner Development	3.75	0.43
Learning Differences	3.83	0.37
Learning Environments	4.00	0
Content Knowledge	3.00	0
Application of Content	3.00	0
Assessment	4.00	0
Planning for Instruction	3.75	0.43
Instructional Strategies	3.58	0.49
Professional Learning & Ethical Practices	3.50	0.50
Leadership & Collaboration	3.50	0.50
Final Summary: CT	3.91	0.27
Final Summary: ST	3.58	0.49

Student Teacher Portfolios

The Portfolio is a performance-based assessment organized around the ten InTASC/HTSB performance standards. It contains documentation of the essential skills and dispositions required by these standards. Contents of the Portfolio also document the candidates' reflective practice as a developing teacher.

The Portfolio is a collection of materials and reflections providing a record of the candidate's course work and school-based experiences. It encourages the candidate's active involvement in monitoring and reflecting on his or her development as a teacher. Quality teaching is both a performance-based profession and an on-going learning process. A significant part of this learning process is the ability to reflect on attitudes, skills, and ideas and to be willing to change and update these ideas through continued learning. The Portfolio is evidence of the candidate's ability to impact student learning. The location of each student's portfolio is within the respective Methods Courses under the Assessment Tab.

The Portfolio is a demonstration of competency and is a required signature assignment in the candidate's seminar course. The Portfolio contains 14 sections:

- Introduction
- Educational Philosophy
- InTASC Standard 1
- InTASC Standard 2
- InTASC Standard 3
- InTASC Standard 4
- InTASC Standard 5
- InTASC Standard 6
- InTASC Standard 7
- InTASC Standard 8
- InTASC Standard 9
- InTASC Standard 10
- Academic Credentials and Accomplishments
- Mechanics

The rubric is measured on a 4 point Likert scale

- 1 = Does Not Meet
- 2 = Approaching
- 3 = Meets
- 4 = Exceeds

The Portfolio aligns with all InTASC/HTSB Standards, Quality Principles 1.1, 1.2, 1.3, 1.4.1, 1.4.2, and 1.4.3, and Program Claims 2 and 3.

Table 15: 2015 Spring Student Teacher Portfolios
 N=42

Section	Mean	Standard Deviation
Introduction	3.22	0.81
Educational Philosophy	3.22	0.81
InTASC Standard 1	3.30	0.78
InTASC Standard 2	3.14	0.71
InTASC Standard 3	3.14	0.71
InTASC Standard 4	3.14	0.71
InTASC Standard 5	3.22	0.81
InTASC Standard 6	3.00	0.69
InTASC Standard 7	3.00	0.69
InTASC Standard 8	3.00	0.69
InTASC Standard 9	3.00	0.69
InTASC Standard 10	3.14	0.71
Academic Credentials	3.14	0.71
Mechanics	3.14	0.71

Table 16: 2015 Fall Student Teacher Portfolios

N=25

Section	Mean	Standard Deviation
Introduction	3.22	0.81
Educational Philosophy	3.14	0.71
InTASC Standard 1	3.18	0.59
InTASC Standard 2	3.09	0.68
InTASC Standard 3	3.14	0.71
InTASC Standard 4	3.14	0.64
InTASC Standard 5	3.09	0.68
InTASC Standard 6	3.00	0.69
InTASC Standard 7	3.00	0.69
InTASC Standard 8	3.00	0.69
InTASC Standard 9	2.95	0.72
InTASC Standard 10	2.86	0.83
Academic Credentials	3.32	0.78
Mechanics	3.27	0.63

Table 17: 2016 Spring Student Teacher Portfolios

N=41

Section	Mean	Standard Deviation
Introduction	3.97	0.15
Educational Philosophy	3.97	0.15
InTASC Standard 1	3.97	0.15
InTASC Standard 2	3.97	0.15
InTASC Standard 3	3.97	0.15
InTASC Standard 4	3.97	0.15
InTASC Standard 5	3.97	0.15
InTASC Standard 6	3.97	0.15
InTASC Standard 7	3.97.	0.15
InTASC Standard 8	3.97	0.15
InTASC Standard 9	3.97	0.15
InTASC Standard 10	3.97	0.15
Academic Credentials	3.97	0.15
Mechanics	3.97	0.15

CAEP Report Praxis Scores

It is an Education Division program requirement that all candidates must successfully complete their respective Praxis II content exam(s) prior to entering student teaching.

Refer to Table 3.2 for the list of required Praxis exam(s) by licensure. (Source: <http://www.ets.org/praxis/hi/requirements>)

Table 3-1 Praxis Exam Requirements by Licensure

Certification Area	Praxis Exam & Test Code	Qualifying Score
Early Childhood Education	Education of Young Children (5024)	160
Elementary Education	Elementary Education: Multiple Subjects (5001)	N/A
	Reading and Language Arts Subtest (5002)	157
	Mathematics Subtest (5003)	157
	Social Studies Subtest (5004)	155
	Science Subtest (5005)	159
Middle School Education	Middle School English Language Arts (5047)	164
	Middle School Mathematics (5169)	164
	Middle School Science (5440)	150
	Middle School Social Studies (5089)	152
Secondary Education English	English Language Arts: Content Knowledge (5038)	167
Secondary Education Mathematics	Mathematics: Content Knowledge (5161)	160

Secondary Education Science	Biology: Content Knowledge (5235)	151
	Chemistry: Content Knowledge (5245)	154
	General Science: Content Knowledge (5435)	152
	Physics: Content Knowledge (5265)	153
Secondary Education Social Studies	Social Studies: Content Knowledge (5081)	154
Special Education	Special Education: Core Knowledge and Applications (5354)	151
Special Education Blind/Visually Impaired (all levels)	Special Education: Teaching Students with Visual Impairments (5282)	163
Special Education Deaf/Hard of Hearing (all levels)	Special Education: Education of Deaf and Hard of Hearing Students (5272)	160
Special Education Mild/Moderate (K-12, PK-3, K-6, 5-9, and 7-12)	Special Education: Core Knowledge and Mild to Moderate Applications (5543)	158
Special Education Severe/Profound (K-12, PK-3, K-6, 5-9, and 7-12)	Special Education: Core knowledge and Severe to Profound Applications (5545)	158

Successful completion of the Praxis II content exam is an Education Division program requirement and mandated by the State of Hawaii as a requirement for licensure. This indicates that the State of Hawaii recognizes the Praxis II exam as a valid and reliable measure of a graduate's competence and qualification to become a licensed teacher.

The Praxis II content exams align with InTASC/HTSB Standard 4, Quality Principle 1.1, and Program Claim 2.

Table 18: Praxis Scores for Chaminade Completers (2015-2016)

Test	Mean	Standard Deviation	Passing Score	State Mean	Mean Difference
Praxis I (total)	533.41	9.87	516	534.33	0.92
PPST - Reading	177.63	4.10	172	178.67	1.04
PPST - Writing	180.38	4.89	171	175.33	5.05
PPST - Math	175.25	3.38	173	180.33	5.08
Core Academic Skills for Educators 5751	564.00	48.08	468	490.52	73.48
Reading 5712	189.00	15.56	156	172.00	17
Writing 5722	187.00	15.56	162	165.00	22
Math 5732	188.00	16.97	150	157.00	31
Elementary Education K-6 5014	166.44	12.06	153	164.33	2.11
EE Multiple Subjects 5031	693.43	34.63	643	654.00	39.43
Language Arts 5032	179.14	8.09	165	174.00	0.14
Mathematics 5033	177.14	10.17	164	163.00	14.14
Social Studies 5034	173.71	13.40	155	154.00	19.71
Science 5035	163.43	10.03	159	163.00	0.43
EE Multiple Subjects 5001	686.83	27.81	628	668.50	18.33
Language Arts 5002	171.50	7.90	157	167.99	3.51
Mathematics 5003	178.58	14.85	157	170.18	8.40
Social Studies 5004	163.58	7.43	155	163.87	0.29
Science 5005	173.17	10.09	159	166.46	6.71
Praxis II English (5038)	171.00	6.68	167	176.34	5.34
Praxis II Math (5161) (N = 0)	NA	NA	160	153.69	NA
Praxis II Science (5435) (N =1)	165.00	NA	152	163.69	1.31
Praxis II Biology (5235)	169.25	17.17	151	NA	NA
Praxis II Chemistry (5245) (N =1)	170.00	NA	154	NA	NA
Praxis II Social Studies (5038)	176.00	5.03	154	165.78	10.22
Praxis II Special Education (5543)	167.89	4.62	158	171.22	3.33

CAEP Report GPA Scores

GPA is considered a valid measurement of student learning and competency. Cumulative GPA at the completion of the program is comprised of numerous summative evaluations provided by multiple faculty members (full-time and part-time) in all the required courses of the respective program. Faculty derive course grades based on percentage of total points earned during the semester, which then corresponds to letter grades. Letter grades are then converted to numeric grades based on Chaminade University's grading policy. (http://www.chaminade.edu/catalog/pdf/current/CUH_catalog.pdf p. 53)

To be considered competent and qualified, undergraduate students must maintain a 3.0 GPA or higher in Education classes and graduate students must maintain a 3.0 GPA or higher for program completion.

Grade Point Average aligns with InTASC/HTSB Standard 4, Quality Principle 1.1, and Program Claim 2.

Table 19: Chaminade Completer GPA (2015 – 2016) by Program

Major	Mean GPA (based on a 4 pt scale)	Standard Deviation
All Completers	3.84	0.22
BS – Elementary Education	3.68	0.28
BS – Secondary Education	3.73	0.24
Masters – Elementary Education	3.92	0.13
Masters – Secondary Education	3.92	0.11
Masters – Special Education	3.86	0.19