### Exhibit 2a.1a

**Table 1**

**State & Professional Standards Alignment**

<table>
<thead>
<tr>
<th>Elementary Teacher Education Courses</th>
<th>Hāwaiʻi Teacher Standards Board (HTSB)¹</th>
<th>Association for Childhood Education International (ACEI)²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
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<tr>
<td>EDEF 201</td>
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<tr>
<td>EDEF 200</td>
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<td>ETEC 297</td>
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<td>EDEF 310</td>
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<td>EDEE 324</td>
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<tr>
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<td>EDEE 432</td>
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<td>EDEF 444</td>
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<td>EDEE 492</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>General Education</td>
<td>1-3</td>
<td></td>
</tr>
</tbody>
</table>

1= Introduced  2=Extended  3=Refined

¹ Division Learning Outcomes (DLOs)
² Concentration (Elementary Education) Learning Outcomes (CLOs)
Table 2
UH West O‘ahu Institutional Learning Outcomes (ILOs) Alignment

<table>
<thead>
<tr>
<th>Assessment Context: University of Hawai‘i West O‘ahu Institutional Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>MATH 112 Math for Elementary School Teachers</td>
</tr>
<tr>
<td>EDEE 310 (WI) Education in American Society</td>
</tr>
<tr>
<td>EDEE 426 &amp; 436 Practicum</td>
</tr>
<tr>
<td>EDEE 444 Teaching Culturally &amp; Linguistically Diverse Learners</td>
</tr>
<tr>
<td>EDEE 492 WI Student Teaching Ethics-Focus Seminar</td>
</tr>
<tr>
<td>EDEE 424 WI Language Arts Methods</td>
</tr>
<tr>
<td>EDEE 297 Educational Media &amp; Technology</td>
</tr>
</tbody>
</table>

Graduates of UH West Oahu will be able to...

**Written Communication**
- Demonstrate clear and effective writing for an intended audience.

**Oral Communication**
- Demonstrate clear and effective speaking skills when communicating with an intended audience.

**Quantitative Literacy**
- Apply mathematical reasoning to obtain accurate results in solving problems.

**Global and Indigenous Perspectives**
- Analyze issues from multiple cultural perspectives to articulate an understanding of the interconnectedness of local and global issues.

**Critical Thinking**
- Demonstrate critical thinking skills by applying knowledge, technology, and information to solve problems and make decisions in socially responsible and ethical ways.

Appendix A

HTSB State & ACEI Professional Standards Alignment^3

HTSB Standard 1: Focuses on the child
ACEI Standard 1: Development, learning, & motivation
HTSB/InTASC Standard 1: Learner Development

HTSB Standard 2: Creates & maintains a safe and positive learning environment
ACEI Standard 3.4: Active engagement in learning
HTSB/InTASC Standard 3: Learning Environments

HTSB Standard 3: Adapts to learner diversity
ACEI Standard 3.2: Adaptation to diverse students
HTSB/InTASC Standard 2: Learning Differences

HTSB Standard 4: Fosters effective communication in the learning environment
ACEI Standard 3.5: Communication to foster collaboration
HTSB/InTASC Standard 8: Instructional Strategies

HTSB Standard 5: Demonstrates knowledge of content
ACEI Curriculum Standards 2.1-2.7: Reading, Writing, Oral Language; Science; Mathematics; Social Studies; The Arts; Health Education; Physical Education
HTSB/InTASC Standard #4: Content Knowledge

HTSB Standard 6: Designs and Provides Meaningful Learning Experiences
ACEI Standard 3.1: Integrating and applying knowledge for instruction
HTSB/InTASC Standard #7: Planning for Instruction
HTSB/InTASC Standard #5: Application of Content

HTSB Standard 7: Uses active learning strategies
ACEI: Standard 3.3: Development of critical thinking & problem solving
HTSB/InTASC Standard #8: Instructional Strategies

HTSB Standard 8: Uses assessment strategies
ACEI Standard 4: Assessment for instruction
HTSB/InTASC Standard #6: Assessment

HTSB Standard 9: Demonstrates professionalism
ACEI Standard 5.1: Professional growth, reflection, & evaluation
HTSB/InTASC Standard #9: Professional Learning & Ethical Practice

HTSB Standard 10: Fosters parent and school community relationships
ACEI Standard 5.2: Collaboration with families, colleagues, & community agencies
HTSB/InTASC Standard #10: Leadership and Collaboration

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^3 Effective July 1, 2013: Hawai‘i Teacher Standards Board (HTSB) adopts the Interstate New Teacher Assessment Consortium (InTASC) Model Core Teaching Standards, developed April 2011, for Hawai‘i’s Teacher Performance Standards.
## Appendix B

### HTSB and ACEI Standards & Benchmark Alignment

<table>
<thead>
<tr>
<th>HTSB Standard 1: Focuses on the child</th>
<th>ACEI Standard 1: Development, learning, &amp; motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provides opportunities for students to assume responsibility for their own learning, shaping tasks and pursuing their own goals and aspirations.</td>
<td>• Candidates know and understand the major concepts, principles, theories, and research related to development of children and young adolescents</td>
</tr>
<tr>
<td>• Nurtures students’ desire to learn and achieve.</td>
<td>• Candidates use knowledge and understanding to construct learning opportunities that support</td>
</tr>
<tr>
<td>• Demonstrates concern and interest by taking time to listen and respond to students.</td>
<td>• individual students’ development and acquisition of knowledge</td>
</tr>
<tr>
<td>• Uses student experiences, interests and real-life situations in instruction.</td>
<td></td>
</tr>
<tr>
<td>• Uses developmentally appropriate activities to promote student success.</td>
<td></td>
</tr>
<tr>
<td>• Makes instructional decisions which consider students’ physical, social, emotional and cognitive development.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HTSB Standard 2: Creates &amp; maintains a safe and positive learning environment</th>
<th>ACEI Standard 3.4: Active engagement in learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Promotes empathy, compassion, and mutual respect among students.</td>
<td>• Candidates know and understand individual and group motivation and behavior among K-6 students</td>
</tr>
<tr>
<td>• Uses effective classroom management techniques that foster self-control, self-discipline and responsibility to others.</td>
<td>• Candidates use their knowledge of individual and group motivation and behavior among K-6 students to foster active engagement in learning, self-motivation, and positive social interaction</td>
</tr>
<tr>
<td>• Models a caring attitude and promotes positive interpersonal relationships.</td>
<td>• Candidates use their knowledge of individual and group motivation and behavior among K-6 students to create supportive learning environments</td>
</tr>
<tr>
<td>• Promotes students’ intrinsic motivation by providing meaningful and progressively challenging developmentally appropriate learning experiences that enable student success.</td>
<td></td>
</tr>
<tr>
<td>• Provides learning experiences which actively engage students as individuals and as member of collaborative groups.</td>
<td></td>
</tr>
<tr>
<td>• Manages a classroom where students are encourages to reflect, express interests, make choices, set goals, plan and organize, self-evaluate and produce quality work.</td>
<td></td>
</tr>
</tbody>
</table>
### HTSB Standard 3: Adapts to learner diversity

- Develops rapport with all students.
- Fosters an appreciation of human and cultural differences
- Helps every student achieve success
- Adapts instruction to students' differences in development, learning styles, strengths and needs
- Seeks additional resources to support student achievement.
- Fosters trust, respect and empathy among diverse learners.

### ACEI Standard 3.2: Adaptation to diverse students

- Candidates know and understand how children differ in their development.
- Candidates know how to seek assistance and guidance from specialists and other resources to address K-6 students' diverse learning (exceptional learning) needs.
- Candidates know and understand how elementary students’ learning is influenced by individual experiences, talents, disabilities, prior learning and experiences, language, and culture.
- Candidates plan instruction tasks and activities appropriate to the needs of students who are culturally diverse or have exceptional needs.
- Candidates apply their knowledge of the richness of contributions from diverse cultures to the content studied in the elementary classroom, utilizing resources of other specialists and families.

### HTSB Standard 4: Fosters effective communication in the learning environment

- Communicates openly with all students and others working in the learning environment.
- Develops communication skills for active inquiry, collaboration and supportive interaction.
- Encourages self-expression, reflection and evaluation.
- Models and promotes clear and logical oral and written expression, using Standard English or a target language as appropriate.
- Applies principles of language acquisition and development to the teaching of communication skills.
- Fosters sensitivity to variations in meaning in verbal and non-verbal communication.
- Engages students in different modes of communication.
- Uses the school’s current technologies to enrich student literacy.

### ACEI Standard 3.5: Communication to foster collaboration

- Candidates know and understand effective verbal and nonverbal techniques
- Candidates know and understand effective media communication techniques
- Candidates use verbal, nonverbal, and media communication techniques to foster K-6 students' active inquiry
- Candidates use verbal, nonverbal, and media communication techniques to foster K-6 students' collaboration and supportive interaction.
| HTSB Standard 5: Demonstrates knowledge of content | ACEI Curriculum Standards 2.1-2.7: Reading, Writing, Oral Language; Science; Mathematics; Social Studies; The Arts; Health Education; Physical Education |
• Keeps abreast of current developments in content area(s).
• Teaches mastery of language, complex processes, concepts and principles unique to content area(s).
• Utilizes the school's current technologies to facilitate learning in content area(s).
• Connects knowledge of content area(s) to students’ prior experiences, personal interests and real-life situations.
• Possesses an understanding of technology appropriate to the content area, e.g. computer-assisted instruction.

• Candidates demonstrate knowledge of language development and reading acquisition and the variations related to diverse populations
• Candidates teach the use of multiple strategies to help readers recognize words in print
• Candidates demonstrate knowledge of strategies readers use to construct meaning from print and to monitor their comprehension
• Candidates teach the conventions of language needed to compose oral and written texts for a range of purposes and audiences.
• Candidates demonstrate skill in the creation of a high quality literate environment for the classroom that includes attention to books, electronic based information sources, and locally created materials
• Candidates demonstrate knowledge and skill in creating a classroom culture that motivates students to engage in reading, writing, and oral language for personal growth, knowledge development, enjoyment and insight into the human experience.
• Candidates demonstrate knowledge of ways to promote a critical stance toward the analysis and interpretation of texts that encourages multiple perspectives.
• Candidates know and understand the fundamental concepts in the subject matter of physical, life, earth and space sciences.
• Candidates use inquiry to learn fundamental concepts of science.
• Candidates can design and implement age appropriate inquiry lessons to teach science
• Candidates can design age appropriate lessons to build student understanding of personal and social applications
• Candidates can design age appropriate lessons to convey the nature of science (as defined in the National Science Education Standards).
• Candidates know and understand the fundamental concepts of numbers and integers and computational operations.
• Candidates know, understand and apply algebraic principles.
• Candidates model multidimensional shapes and use transformational principles.
• Candidates demonstrate knowledge and use of measurement units and tools.
• Candidates understand and use data analysis
and probability concepts.
• Candidates know, understand and apply the process of problem solving.
• Candidates reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry.
• Candidates communicate their mathematical thinking orally and in writing to peers, faculty, and others.
• Candidates recognize, use, and make connections between and among mathematical ideas and in contexts outside of mathematics to build mathematical understanding.
• Candidates use varied representations of mathematical ideas to support and deepen students' mathematical understanding.
• Technology: Candidates are able to provide ways for students to use traditional and technology-based tools for communication and problem solving.
• Candidates know and understand major concepts and modes of inquiry from the social studies
• Candidates use the major concepts and modes of inquiry from the social studies to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world
• Candidates know and understand the content of dance, music, and theater as primary media for communication, inquiry, and insight among elementary students
• Candidates know and understand the content of several visual arts as primary media for communication, inquiry, and insight among elementary students
• Candidates know functions and achievements of dance, music, and theater as primary media for communication, inquiry, and insight among elementary students
• Candidates know functions and achievements of visual arts as primary media for communication, inquiry, and insight among elementary students
• Candidates use the arts as primary media for communication, inquiry, and insight among elementary students
• Candidates know and understand the major concepts in the subject matter of health education
• Candidates use the major concepts in the
subject matter of health education to create opportunities for K-6 student development and practice of skills that contribute to good health

- Candidates know and understand human movement
- Candidates know and understand physical activity

<p>| HTSB Standard 6: Designs and Provides Meaningful Learning Experiences | ACEI Standard 3.1: Integrating and applying knowledge for instruction |</p>
<table>
<thead>
<tr>
<th>HTSB Standard 7: Uses active learning strategies</th>
<th>ACEI: Standard 3.3: Development of critical thinking &amp; problem solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plans and implements logical, sequenced instruction and continually adjusts plans based on learner needs.</td>
<td>• Candidates know and understand the connections among concepts, procedures, and applications from content areas</td>
</tr>
<tr>
<td>• Provides learning experiences &amp; instructional materials that are developmentally appropriate &amp; based on desired outcomes, principles of effective instruction &amp; curricular goals.</td>
<td>• Candidates plan instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community</td>
</tr>
<tr>
<td>• Incorporates a variety of appropriate assessment strategies as an integral part of instructional planning.</td>
<td>• Candidates implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community</td>
</tr>
<tr>
<td>• Links concepts and key ideas to students’ prior experiences and understandings, using multiple representations, examples and explanations.</td>
<td>• Candidates encourage K-6 students to apply their knowledge, skills, tools, and ideas to real world issues</td>
</tr>
<tr>
<td>• Applies concepts that help students relate learning to everyday life.</td>
<td></td>
</tr>
<tr>
<td>• Provides integrated or interdisciplinary learning experiences that engage students in generating knowledge, using varied methods of inquiry, discussing diverse issues, dealing with ambiguity and incorporating differing viewpoints.</td>
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</tr>
</tbody>
</table>
### HTSB Standard 8: Uses assessment strategies
- Evaluates students’ performances and products objectively and fairly.
- Uses a variety of appropriate assessment strategies to enhance knowledge of learners & appropriately modifies teaching & learning strategies.
- Involves students in developing assessment standards and criteria.
- Engages students in self-assessment activities and encourages them to set personal achievement goals.
- Obtains and uses information about students’ experiences, strengths, needs and progress from parents, colleagues and students themselves.
- Uses assessment data to monitor and evaluate students’ progress toward achieving the Hawaii Content and Performance Standards.
- Maintains appropriate and accurate records of student achievement and communicates students’ progress to students, parents and colleagues as needed.

### ACEI Standard 4: Assessment for instruction
- Candidates know, understand, and use formal and informal assessment strategies
- Candidates demonstrate their knowledge of and ability to use assessment strategies to strengthen instruction
- Candidates demonstrate their knowledge of and ability to use assessment strategies to promote continuous intellectual, social, emotional, and physical development of each student

### HTSB Standard 9: Demonstrates professionalism

### ACEI Standard 5.1: Professional growth, reflection, & evaluation
Engages in relevant opportunities to grow professionally, e.g., taking university/college or in-service coursework, actively participating in a professional organization, serving on a cadre, council, or committee or serving as a cooperating teacher, mentor or advisor.

Reflects on practices and monitors own teaching activities and strategies, making adjustments to meet learner needs.

Provides and accepts evaluative feedback in a professional manner.

Conducts self ethically in professional matters.

Models ethical behaviors, including honesty, fairness and respect for individuals and for rules.

Demonstrates good work habits including reliability, punctuality, and follow-through on commitments.

Maintains current knowledge in issues and trends in education.

Practices effective listening, conflict resolution and group-facilitation skills as a team member.

Works collaboratively with other professionals.

Participates actively and responsibly in school activities.

Candidates understand practices and behaviors that are characteristic of developing career teachers

Candidates apply practices and behaviors that are characteristic of developing career teachers

Candidates reflect on and modify their practice in light of research on teaching, professional ethics, and resources available for professional learning

Candidates evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community

Candidates actively seek out opportunities to grow professionally

**HTSB Standard 10: Fosters parent and school community relationships**

- Collaborates with parents and school community members to support student learning.
- Consistently seeks opportunities to build strong partnerships with parents and community members.
- Supports activities and programs which encourage parents to participate actively in school-related organizations and activities.
- Establishes open and active lines of communication with parents.
- Utilizes community resources to enhance student learning.

**ACEI Standard 5.2: Collaboration with families, colleagues, & community agencies**

- Candidates know the importance of establishing and maintaining a positive, collaborative relationship with families
- Candidates know how to use this collaboration to promote the intellectual, social, emotional, and physical growth of children
- Candidates collaborate with colleagues and agencies in the larger community to support K-6 students’ learning and well-being.