Hawaii Teacher Standards Board
Program Report for New State Approved Teacher Education Programs

Hawaiian Language

COVER SHEET

1. Institution Name

University of Hawaii at Manoa, College of Education

2. Date Submitted (MM, DD, YYYY)

May 1, 2013

3. Contact Information

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4. **Name of program:**

Hookulaiwi: Aha Hoonaauao Oiwi, Master of Education in Teaching (MEdT)

6. Hawai'i Teacher Standards Board License Field and Grade Level for which candidates are being prepared

License Field	Grade Level
Hawaiian Language	7-12

7. Program Level

Master's

8. Is this program offered at more than one site?

n **No**

Name of Site	Address
Not applicable	

9. National Accreditation

Accrediting Agency	Effective and Expiration Date of Current National Approval
NCATE	Unit is accredited through Spring 2014

10. If your unit is not nationally accredited from whom are you seeking accreditation?

X **NCATE accreditation**

SECTION I

1. **Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program.**

Admission, retention and exit requirements for Master of Education in Teaching Hookulaiwi Program are as follows:

Transition Point	Criteria/Requirements	Reviewer Comment
Admission	The Hookulaiwi MEdT is designed to prepare Hawaiian language teachers for grades 7-12. The program is for students who have a bachelor's degree and meet the language requirements of the program. *Admission requirements:* 1. Bachelor's Degree 2. Application to MEdT Program a. Graduate Division Application, including statement of objectives b. COE Application https://coe.hawaii.edu/academics/institute-teacher-education/med-teaching/how-to-apply 3. Minimum GPA of 3.00 4. Three letters of recommendation 5. Passing Praxis I and Praxis II 6. Pilipuka: Language Proficiency Interview Assessment: 7. Grade of B or better (B or B+, not B-) in HAW 402 or equivalent	Transition points are located throughout the program – admission, entry to clinical practice, exit from clinical practice, program completion, and after program completion
Retention	*Retention requirements:* ➢ Maintain a grade of B or better in all coursework and field work ➢ Scores of Acceptable or Target on Professional Dispositions ➢ Scores of Acceptable or Target on all program assessments A support Plan of Assistance (Appendix A) is provided for students who experience unforeseen challenges, or who need additional assistance.	Transition points are located throughout the program – admission, entry to clinical practice, exit from clinical practice, program completion, and after program completion
Exit	*Exit requirements:* 1. Teacher Portfolio 2. Research Component and Oral Defense 3. A grade of B or better in all courses 4. Credit in HAW 490 and/or Score of Hiki No (1 or 1.50) or Makaukau (2) on Kihipuka competence assessment (Optional from Fall 2007- Fall 2012; exit requirement from Spring 2013 onward).	Transition points are located throughout the program – admission, entry to clinical practice, exit from clinical practice, program completion, and after program completion

2. **List the program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles.**

The College of Education's Hookulaiwi Hawaiian Language Teacher Education Program and Indigenous Education is aligned with the College of Education's conceptual framework by the following:

- There is an imperative to promote the status of the Hawaiian language. In Hawaii, as a result of Article XIV of the Hawaii Revised Statues, Hawaiian language medium education is offered in conjunction with English medium education. And, as the only state with two official languages, Hawaii and its teachers are at the forefront of our society. Hookulaiwi consists of educators who, through the medium of Hawaiian Language, provide innovative and cutting-edge research and teaching for the teacher preparation program.

- In this innovative program, Hookulaiwi begins with school partnerships. The Master of Education in Teaching, a teacher preparation program, includes the completion of State licensing requirements and a Master's degree. Hookulaiwi prepares teachers in and for schools that strive to better the educational process and make a difference for all children, particularly for our target population of Hawaiian students. The school partnerships involve the preparation of teachers, on-going in-service professional development and continuous teacher research, through our graduate program and the mentoring of in-service teachers through graduate degrees. All of which support the overall vision and mission of the College.

- In our graduate program we look to increase our awareness and knowledge of Hawaiian ideology, epistemology and pedagogy while continuing to analyze the ever-changing knowledge of Western education. It is looked at as a responsibility of our faculty and staff to continuously engage with our practice through assessments and reflections. As stated in the College's Conceptual Framework, programmatic assessments used to better practice and better education in our state is given critical consideration by Hookulaiwi. We achieve this through our school partnerships and through long inter and intradepartmental partnerships with Manoa.

It is through collaborations and experiences like these that our teachers are prepared. Assuring that our students will be the best possible teacher that will be knowledgeable, effective and caring.

Required Coursework

Course Title/Number	Course Description	Reviewer Comment
ITE 601 Professional Studies Seminar I (3 credits)	Development of theoretical and practical knowledge base and skills for understanding, analyzing, and responding to teaching issues and problems. Co-requisite 602.	
ITE 602 Field Experience and Seminar I (6)	Supervised field study of a school. Co-requisite: 601.	
HAW 615: Kuanaike Worldview (3)	Examination of Hawaiian ways of speaking, as contrasted with English, focusing on those features that are uniquely Hawaiian and can be said to constitute a Hawaiian worldview. Section 1 taught in Hawaiian; Section 2 taught in English. Pre: 402 or consent for Section 1.	
HAW 652: Pilina Olelo (3)	In-depth examination and research into the grammar of Hawaiian including discussion of theories of language and incorporation of meta-language. Pre: 452 or consent. (Once a year)	
ITE 603 Professional Studies Seminar II (3)	Development of pedagogal skills in planning and implementing instruction for target subject area/grade level. Pre: 601 and 602. Co-requisite: 604.	It is not clear if the person who teaches this course has experience in the content field?
ITE 604 Field Experience and Seminar II (6)	Team collaboration on responding to identified school need; supervised experience in mini-teaching. Pre: 601 and 602. Co-requisite: 603.	
EDCS 606: Research in Curriculum and Teaching (3)	Classroom-based research covers the fundamentals of qualitative, quantitative, action research, mixed methods, and curriculum based assessment. Exploratory, explanatory, and confirmatory research will be highlighted culminating in an outline for Plan B/Thesis proposal.	
EDCS 600:	Examines the role that language plays in the social	

Language, Learning, and Teaching (3)	construction of knowledge within various disciplines, K-adult. Collaborative group learning strategies will be modeled.	
HAW 490: Ka Makau Olelo A‘o Kula Kaiapuni Hawaii (1)	Assess the linguistic competence of prospective Hawaiian language immersion teachers to assure that all teachers entering the state DOE Hawaiian Immersion Program meet the requirements of the program with respect to Hawaiian language proficiency.	
Kihipuka	Assess the Hawaiian language competence of prospective Hawaiian language immersion and Secondary Hawaiian language teachers to assure that all candidates exiting the teacher education preparation program and entering into a K-12 classroom as the teacher of the classroom meet the requirements of the program with respect to Hawaiian language proficiency.	
ITE 610 Pre-internship Practicum (9)	Supervised experience in instructional planning and practice teaching. Pre: 603 and 604. Co-requisite: 611.	
ITE 611 Practicum Seminar (3)	Planning and methods seminar in conjunction with practice teaching. Pre: 603 and 604. Co-requisite: 610.	
HAW 643: Ke Ao Olelo Hou Ana (3)	Survey of existing texts and teaching resources; analysis of student clientele and needs; review of pedagogical approaches for heritage and non-heritage learners; syllabus and materials development; practicum. Pre: 401 and 452 or consent.	
ITE 612 Teaching Internship (9)	Full-time supervised teaching experience. Pre: 610 ITE 612 Teaching Internship (9) and 611. Co-requisite: 613.	
ITE 613 Internship Seminar (3)	Collaborative encountered in current teaching experiences. Pre: 610 and 611. Co-requisite: 612.	

3. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Information	Description	Reviewer Comment
Faculty Member Name	Kimo A. Cashman	
Highest Degree, Field, & University(1)	PhD, Curriculum Studies, UH Manoa	
Faculty Rank (2)	Assistant Specialist	
Tenure Track, if applicable	4 Yes o No	
Scholarship (3), Leadership in professional Associations, and Service (4): List up to 3 major contributions in the past 3 years (5) Teaching or other professional experience in p-12 schools(6)	• Program Evaluation • Publication: Canadian Journal of Native Education • Publication: AlterNative: International Journal of Indigenous Peoples • Grant Writing Assistance – SCCHA • Professional Development: o Nanakuli Intermediate School o Nanakuli High School	

Information	Description	Reviewer Comment
Faculty Member Name	Kahealaniakealoha K Faria	
Highest Degree, Field, & University(1)	MEd, Curriculum Studies, UH Manoa	
Faculty Rank (2)	Assistant Specialist	
Tenure Track, if applicable	4 Yes o No	
Scholarship (3), Leadership in professional Associations, and Service (4): List up to 3 major contributions in the past 3 years (5) Teaching or other professional experience in p-12 schools(6)	• Cohort (BEd and MEdT) Coordination • Hawaiian Culture and Language Consultant • American Educational Research Association Officer • Teacher (10 years) • DOE Professional Development provider	It is not clear if there is experience teaching or other professional experiences at the 7-12 level.

Information	Description	Reviewer Comment
Faculty Member Name	Eomailani Kukahiko	
Highest Degree, Field, & University(1)	MEd, Curriculum Studies, UH Manoa	
Faculty Rank (2)	Assistant Specialist	
Tenure Track, if applicable	4 Yes o No	
Scholarship (3), Leadership in professional Associations, and Service (4): List up to 3 major contributions in the past 3 years (5) Teaching or other professional experience in p-12 schools(6)	• Program Chair, AERA • Member, Na Lau Lama • Conference Presenter (AERA) • Teacher, Ke Kula Kaiapuni o Waiau (5 yrs)	It is not clear if there is experience teaching or other professional experiences at the 7-12 level.

Information	Description	Reviewer Comment
Faculty Member Name	Mischa Kauaanuhea Lenchanko	
Highest Degree, Field, & University(1)	MEdT UH Manoa	
Faculty Rank (2)	Junior Specialist	
Tenure Track, if applicable	4 Yes o No	
Scholarship (3), Leadership in professional Associations, and Service (4): List up to 3 major contributions in the past 3 years (5) Teaching or other professional experience in p-12 schools(6)	• MEdT Cohort Coordinator (2010-2012) • AERA research submission on curriculum. • Curriculum Development at Learning Center in DOE school within a community of Native Hawaiians • Elementary School educator (museum) for grades three (3) through six (6) • Professional Development provider for in-service teachers • Service provider for pre-service and in-service teachers through teaching, individual meetings and classroom visitations	

Information	Description	Reviewer Comment
Faculty Member Name	Samuel Noeau Warner	
Highest Degree, Field, & University(1)	PhD, Educational Psychology, UH Manoa	
Faculty Rank (2)	Adjunct Faculty-Kawaihuelani, Hawaiinuiakea School of Hawaiian Knowledge	
Tenure Track, if applicable	4 Yes o No	
Scholarship (3), Leadership in professional Associations, and Service (4): List up to 3 major contributions in the past 3 years (5) Teaching or other professional experience in p-12 schools(6)	• Authored 31 Hawaiian language children's books • Mentoring of indigenous leaders in education • Interim Director of Kawaihuelani • Professional Development provider for Hawaiian Immersion schools • DOE/PCS Hawaiian language consultant	It is not clear if there is experience teaching or other professional experiences at the 7-12 level.

Information	Description	Reviewer Comment
Faculty Member Name	Kerry Laiana Wong	
Highest Degree, Field, & University(1)	PhD, Linguistics, UH Manoa	
Faculty Rank (2)	Assistant Professor, Kawaihuelani, Hawaiinuiakea School of Hawaiian Knowledge	
Tenure Track, if applicable	4 Yes o No	
Scholarship (3), Leadership in professional Associations, and Service (4): List up to 3 major contributions in the past 3 years (5) Teaching or other professional experience in p-12 schools(6)	• AERA Program Co-Chair (2003-present) • AERA Proposal Reviewer (2002-present) • Editor and Columnist, Kauakukalahale, Honolulu Star Bulletin (2001-present) • Professional Development provider for Hawaiian Immersion schools (8 years). • DOE Hawaiian language consultant • Curriculum developer (15 yrs)	It is not clear if there is experience teaching or other professional experiences at the 7-12 level.

Information	Description	Reviewer Comment
Faculty Member Name	Christopher Yim	
Highest Degree, Field, & University(1)	MEd, Curriculum Studies, UH Manoa	
Faculty Rank (2)	Junior Specialist	
Tenure Track, if applicable	4 Yes o No	
Scholarship (3), Leadership in professional Associations, and Service (4): List up to 3 major contributions in the past 3 years (5) Teaching or other professional experience in p-12 schools(6)	• Coordinator, Ka Papa Lo'i o Kaululoa • Member, Executive Board, Aha Kau Leo • Co author, Program Guide, Ka Papahana Kaiapuni	It is not clear if there is experience teaching or other professional experiences at the 7-12 level.

(1) e.g., PhD in Curriculum & Instruction, University of Hawaii

(2) e.g., professor, associate professor, assistant professor ,adjunct professor, instructor

(3) Scholarship is defined as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(4) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(5) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(6) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting program standards. All programs must provide a minimum of six assessments. For each assessment, indicate the type or form of the assessment, when it is administered in the program, and what standards are addressed.

Name of Assessment(1)	Type or Form of Assessment(2)	When the Assessment is Administered(3)	Standards Addressed(4)	Reviewer Comment
(1) Licensure assessment, or other content-based assessment (required)	• Transcript analysis of courses and grades in Hawaiian Language • Grade of B or better in Hawaiian 402 or equivalent	Admission	5. Content	One out of three candidates fell within the unacceptable range.
(2) Licensure assessment, or other content-based assessment (required)	Pilipuka: Language Proficiency Interview Assessment:	Admission	5. Content	One out of three candidates fell within the unacceptable range.
(3) Assessment of candidate ability to plan instruction (required)	Lesson Plans	Semester 2, Seminar and Field Experience	1. Focus on Learner 3. Diversity 5. Content 6. Designs Learning 7. Active Learning	One out of three candidates fell within the unacceptable range.

(4) Assessment of student teaching (required)	Student Teaching Evaluation	Semester 3, Student Teaching	1. Focus on Learner 2. Environment 3. Diversity 4. Communication 5. Content 6. Design Learning 7. Active Learning 8. Assessment 9. Professionalism 10. Parent School Relationships	
(5) Assessment of candidate effect on student learning (required)	Unit Plan	Semester 3, Student Teaching	1. Focus on Learner 5. Content 6. Design Learning 7. Active Learning 8. Assessment 9. Professionalism 10. Parent School Relationships	One of the candidates fell within the unacceptable range.
(6) Assessment on Candidate Dispositions (required)	Professional Dispositions	Semesters 1-4	2. Environment 3. Diversity 5. Content 4. Communication 9. Professionalism	
(7) Additional assessment that addresses content standards	Professional Portfolio	Semester 3, Student Teaching	1. Focus on Learner 2. Environment 3. Diversity 4. Communication 5. Content 6. Design Learning 7. Active Learning 8. Assessment 9. Professionalism 10. Parent School Relationships	
(8) Additional assessment that addresses content standards (optional)	Assessment Competence of Prospective Hawaiian Immersion Teachers (HAW 490 and/or Kihipuka)	Semester 2, and 3 or 4	5. Content	

(1) Identify assessment by title used in the program.
(2) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(3) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/ internship, required courses[specify course title and numbers],or completion of the program).
(4) List the standards that are addressed with this assessment

2. Field and Clinical Experiences

Experience	Description (including # of hours/weeks)	Reviewer Comment
ITE 602 Field Experience and Seminar I	Supervised field study experience (15+ hours per week for 16-week semester)	
ITE 604 Field Experience and Seminar II	Supervised field study experience (15+ hours per week for 16-week semester)	
ITE 610 Pre-Internship Practicum	Supervised student teaching (22.5+ hours a week for a 20-week semester, and 40+ hours a week for 4 weeks.)*	
ITE 612 Teaching Internship	Full-time supervised teaching experience (40+ hours per week for 16- week semester)	

*Students were required to enroll in additional courses during student teaching semester for language strengthening, literacy building, and curriculum development as a part of practicum

SECTION III-EVIDENCE FOR MEETING STANDARDS

Directions: The 6-8 key assessments listed in Section II must be documented and discussed in Section III. Taken as a whole, the assessments must demonstrate candidate mastery of the standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the standards. This means that the concepts in the standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the standards.

For each assessment, the compiler should prepare and attach one document per assessment that provides evidence on how the candidates will meet the standard. Include the following items:

(1) A two-page narrative that includes the following:
   a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
   b. A description of how this assessment specifically aligns with the standards,
   c. An interpretation of how data will provide evidence for meeting standards

(2) Documentation
   d. Rich description of assessment, often the instructions given to candidates
   e. Scoring guide (e.g., rubric)
   f. Data charts that match the scoring guide

1. Content Standards; Evidence Using Assessments from Section II

Standard	**Program's Evidence That Candidates Meet Standard (Summarize combined evidence from program assessments that meet each standard.)**	**Reviewer Comment**
Standard I: Focuses On the Learner The effective teacher consistently engages students in appropriate experiences that support their development as independent learners.	Assessments 3, 4, 5, and 7 Evidence: All Hawaiian language candidates but one scored at the acceptable level in lesson planning (Assessment 3). A Plan of Assistance was developed to support the candidate scoring below acceptable. All candidates scored at the acceptable level in student teaching (Assessment 4). Similar to lesson planning, all but one candidate scored at the acceptable level in unit planning (Assessment 5), and a plan of assistance was developed to support candidate. The result for professional portfolio (Assessment 7) was at the acceptable level. The lesson plan, student teaching evaluation, unit plan, and teacher candidate portfolio presents a culmination of work displaying how candidate focuses on the learner. In assessment 3 and 5, candidates use Hawaiian as the mode of communication and consistently write lessons that focus on the learner. In assessment 4, candidates use the Hawaiian language to consistently engage students in appropriate experiences and help students to become independent learners. The data indicate that our Hawaiian language candidates are successful in their focus on learners in Hawaiian settings, as they continue to build their own language skills as well as the students in their classrooms.	Assessment 3 (Lesson Planning) provides evidence for meeting this standard. The description of the assessment is consistent with the assessment instrument and instructions given to the candidates. Rubrics are aligned with HTSB standards. Assessment 4 (Student Teaching Evaluation) provides strong evidence for meeting this standard Assessment 5 (Unit Plan) provides evidence for meeting this standard. The instructions given to the candidates are clear and have good detail. Assessment 7 (Professional Portfolio) provides evidence for meeting this standard.

Standard II: Creates and Maintains A Safe and Positive Learning Environment The effective teacher consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation.	Assessments 4, 6, and 7 Evidence: Hawaiian language candidates scored at the acceptable level in student teaching (Assessment 4). All but one Hawaiian language candidate scored at the acceptable level in professional disposition (Assessment 6). A Plan of Assistance was developed by field supervisor with input from mentor teacher to support candidate scoring below the acceptable level. The result for professional portfolio (Assessment 7) was at the acceptable level. Student teaching evaluation, professional dispositions, and portfolio exhibits candidates' efforts and abilities to create and maintain a space that is conducive to learning. Hawaiian language candidates incorporate Hawaiian values into their classroom teaching, as well as furthering knowledge and skills in the Hawaiian language.	Assessment 4 (Student Teaching Evaluation) provides strong evidence for meeting this standard Assessment 6 (Dispositions) provides strong evidence for meeting this standard. Assessment 7 (Professional Portfolio) provides evidence for meeting this standard.
Standard III: Adapts to Learner Diversity The effective teacher consistently provides opportunities that are inclusive and adapted to diverse learners.	Assessments 3, 4, 6, and 7 Evidence: All but one Hawaiian language candidate scored at the acceptable level in lesson planning (Assessment 3), and professional disposition (Assessment 6). A Plan of Assistance was developed by field supervisor with input from mentor teacher to support candidate scoring below the acceptable level. All candidates scored at the acceptable level in student teaching (Assessment 4), and professional portfolio (Assessment 7). The lesson plan, student teaching evaluation, professional disposition, and portfolio shows candidates are able to adapt lessons, activities, and or environment to accommodate the different learning communities within their setting. Hawaiian language candidates must address students' diversity in Hawaiian language ability as well as diversity in terms of special learning needs.	Assessment 3 (Lesson Planning) provides evidence for meeting this standard. The description of the assessment is consistent with the assessment instrument and instructions given to the candidates. Rubrics are aligned with HTSB standards. Assessment 4 (Student Teaching Evaluation) provides strong evidence for meeting this standard Assessment 6 (Dispositions) provides strong evidence for meeting this standard. Assessment 7 (Professional Portfolio) provides evidence for meeting this standard.

Standard IV: Fosters Effective Communication in the Learning Environment The effective teacher consistently enriches communication in the learning environment.	Assessments 4, 6, and 7 Evidence: Hawaiian language candidates scored at the acceptable level in student teaching (Assessment 4). All but one Hawaiian language candidate scored at the acceptable level in professional disposition (Assessment 6). A Plan of Assistance was developed by field supervisor with input from mentor teacher to support candidate scoring below the acceptable level. The result for professional portfolio (Assessment 7) was at the acceptable level. The student teaching evaluation, professional dispositions, and portfolio confirms the candidates' efforts in fostering communication in his/her environment. Hawaiian language candidates consistently aim to improve their level of communication in the Hawaiian language. The program aims to provide stronger opportunities for candidates to build their language communication skills.	Assessment 4 (Student Teaching Evaluation) provides strong evidence for meeting this standard Assessment 6 (Dispositions) provides strong evidence for meeting this standard. Assessment 7 (Professional Portfolio) provides evidence for meeting this standard.
Standard V: Demonstrates Knowledge of Content The effective teacher consistently demonstrates competency in content area(s) to develop student knowledge and performance.	Assessments 1, 2, 3, 4, 5, 6, 7, and 8 Evidence: All but one Hawaiian language candidate scored at the acceptable level in Hawaiian 402 and/or Praxis II (Assessment 1), Pilipuka (Assessment 2), lesson planning (Assessment 3), unit planning (Assessment 5), and professional dispositions (Assessment 6). A Plan of Assistance was developed to support candidate scoring below the acceptable level. All Hawaiian language candidates scored at the acceptable level in student teaching (Assessment 4) and professional portfolio (Assessment 7). Since Kihipuka (Assessment 8) was an optional assessment, it was not administered in 2011-2012. It is currently an exit requirement for all Hawaiian language teacher candidates. As a Hawaiian language candidate, all assessments and assignments are expected to be carried out in the Hawaiian language. All assignments aim to strengthen and deepen candidates' use of the Hawaiian language with the expectation that the language live within their spaces and the spaces beyond them. Hawaiian language candidates aim to score at the acceptable level in terms of Hawaiian language. The program will continue to work to provide greater opportunities for candidates to increase their language skills and those of their students.	Assessment 1 (Hawaiian 402/Praxis) provides some evidence for meeting the standard. Assessment 2 provides strong evidence for meeting this standard. Assessment 3 (Lesson Planning) provides evidence for meeting this standard. The description of the assessment is consistent with the assessment instrument and instructions given to the candidates. Rubrics are aligned with HTSB standards. Assessment 4 (Student Teaching Evaluation) provides strong evidence for meeting this standard Assessment 5 (Unit Plan) provides evidence for meeting this standard. The instructions given to the candidates are clear and have good detail. Assessment 6 (Dispositions) provides strong evidence for meeting this standard.

		Assessment 7 (Professional Portfolio) provides evidence for meeting this standard. Assessment 8 (Competence of Prospective Hawaiian Language Teachers) provides some evidence for meeting the standard. The description of the assessment does not provide enough information to give reviewers a sense of the content areas that will be addressed.
Standard VI: Designs and Provides Meaningful Learning Experiences The effective teacher consistently plans and implements, meaningful learning experiences for students.	Assessments 3, 4, 5, and 7 Evidence: All Hawaiian language candidates but one scored at the acceptable level in lesson planning (Assessment 3). A Plan of Assistance was developed to support the candidate scoring below acceptable. All candidates scored at the acceptable level in student teaching (Assessment 4). Similar to lesson planning, all but one candidate scored at the acceptable level in unit planning (Assessment 5), and a plan of assistance was developed to support candidate. The result for professional portfolio (Assessment 7) was at the acceptable level. The lesson planning, student teaching evaluation, unit planning, and portfolio demonstrate the candidates' ability to plan and implement meaningful learning experiences for students. The major challenge for candidates is to continue to build their skills to plan and teach effectively through Hawaiian language.	Assessment 3 (Lesson Planning) provides evidence for meeting this standard. The description of the assessment is consistent with the assessment instrument and instructions given to the candidates. Rubrics are aligned with HTSB standards. Assessment 4 (Student Teaching Evaluation) provides strong evidence for meeting this standard Assessment 5 (Unit Plan) provides evidence for meeting this standard. The instructions given to the candidates are clear and have good detail. Assessment 7 (Professional Portfolio) provides evidence for meeting this standard.

Standard VII: Uses Active Student Learning Strategies The effective teacher consistently uses a variety of active learning strategies to develop students' thinking, problem solving and learning skills.	Assessments 3, 4, 5, and 7 Evidence: All Hawaiian language candidates but one scored at the acceptable level in lesson planning (Assessment 3) and unit planning (Assessment 5). A Plan of Assistance was developed to support the candidate scoring below acceptable. All candidates scored at the acceptable level in student teaching (Assessment 4) and in professional portfolio (Assessment 7). The lesson plan, student teaching evaluation, unit plan, and portfolio displays the variety of learning strategies that candidates use in the field. In addition to Hawaiian language, candidates incorporate Hawaiian values into designing hands-on learning strategies for their students.	Assessment 3 (Lesson Planning) provides evidence for meeting this standard. The description of the assessment is consistent with the assessment instrument and instructions given to the candidates. Rubrics are aligned with HTSB standards Assessment 4 (Student Teaching Evaluation) provides strong evidence for meeting this standard Assessment 5 (Unit Plan) provides evidence for meeting this standard. The instructions given to the candidates are clear and have good detail. Assessment 7 (Professional Portfolio) provides evidence for meeting this standard.
Standard VIII: Uses Assessment Strategies The effective teacher consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.	Assessments 4, 5, and 7 Evidence: All Hawaiian language candidates scored at the acceptable level in student teaching (Assessment 4) and in professional portfolio (Assessment 7). All but one scored at the acceptable level in unit planning (Assessment 5). A Plan of Assistance was developed to support candidate scoring below the acceptable level. The student teaching evaluation, unit plan, and portfolio shows assessment strategies developed and/or used by candidates to evaluate and support learner development. Hawaiian language candidates aim to score at the acceptable level in using Hawaiian language to teach and assess their students, and must continue to build their language skills and ability to communicate about assessment performance tasks and results in Hawaiian.	Assessment 4 (Student Teaching Evaluation) provides strong evidence for meeting this standard Assessment 5 (Unit Plan) provides evidence for meeting this standard. The instructions given to the candidates are clear and have good detail. Assessment 7 (Professional Portfolio) provides evidence for meeting this standard.

Standard IX: Demonstrates Professionalism The effective teacher continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally.	Assessments 4, 5, 6, and 7 Evidence: Hawaiian language candidates scored at the acceptable level in student teaching (Assessment 4) and in professional portfolio (Assessment 7). All but one Hawaiian language candidate scored at the acceptable level in unit planning (Assessment 5) and professional disposition (Assessment 6). A Plan of Assistance was developed by field supervisor with input from mentor teacher to support candidate scoring below the acceptable level. The student teaching, unit plan, professional disposition, and portfolio requires the teacher candidate to constantly reflect on his/her dispositions and determine the actions to further grow professionally. As has been the theme throughout this self-study, Hawaiian language candidates must address in particular their professional development needs to grow in teaching Hawaiian language.	Assessment 4 (Student Teaching Evaluation) provides strong evidence for meeting this standard Assessment 5 (Unit Plan) provides evidence for meeting this standard. The instructions given to the candidates are clear and have good detail. Assessment 6 (Dispositions) provides strong evidence for meeting this standard. Assessment 7 (Professional Portfolio) provides evidence for meeting this standard.
Standard X: Fosters Parent and School Community Relationships The effective teacher establishes and maintains strong working relationships with parents and members of the school community to support student learning.	Assessments 4, 5, and 7 Evidence: All Hawaiian language candidates scored at the acceptable level in student teaching (Assessment 4) and in professional portfolio (Assessment 7). All but one scored at the acceptable level in unit planning (Assessment 5). A Plan of Assistance was developed to support candidate scoring below the acceptable level. The student teaching evaluation, unit plan, and portfolio show the efforts put forth by candidates in establishing and maintaining professional and supportive relationships with the community they work with. Building partnerships with parents and community members is a special emphasis of the Hookulaiwi program.	Assessment 4 (Student Teaching Evaluation) provides strong evidence for meeting this standard Assessment 5 (Unit Plan) provides evidence for meeting this standard. The instructions given to the candidates are clear and have good detail. Assessment 7 (Professional Portfolio) provides evidence for meeting this standard.

Hawaiian Culture, History, and Language

Note: All aspects of Hookulaiwi teacher preparation program are rooted in Hawaiian culture, history and language. The following are program requirement activities and courses emphasizing Hawaiian and Indigenous education.

Area	Evidence That Program is Preparing Candidates to Incorporate these Areas into their Instruction	Reviewer Comment
Hawaiian Culture	➢ Mauiakama: Candidates participate in a summer internship on the islands of Maui and Oahu. During the internship on the island of Maui, students, faculty, and native speakers spend 8-12 days together utilizing the Hawaiian language as the only mode of communication. The internship on both islands provide candidates with immense opportunities for cultural engagement (environment, sense of place, responsibility to land and to others). We are working to expand our sites for holding our summer internships.	

	➢ Unit Plan: Candidates develop a unit plan based on the place(s) they are currently located. Unit plan varies with the goal of connecting candidate and their students to the places they currently reside. ➢ New Student Orientation: Prior to the first day of the program, students and faculty meet at Ka Papa Loʻi o Kanewai to learn the history of the place, its relevance to education and to teacher education. Student and faculty meet one another and get to know another as they work and connect to the land.	
Hawaiian History	➢ Mauiakama and Summer Internship: Hawaiian history is embedded in every aspect of these internships. There is a variety of Hawaiian history presented and exercised in both experiences. ➢ Hawaiian and ITE Course: Hawaiian history is evident in the Hawaiian language courses. The ITE seminar courses include instructors with Hawaiian worldview, and guest speakers on politics, land management, place-based education, and research.	
Hawaiian Language	➢ Entrance Requirements ➢ Hawaiian Language Courses during program ➢ Portfolio ➢ Oral Defense	

Area	Evidence That Student Understanding of these Areas has been enhanced by the Teacher Candidates	Reviewer Comment
Hawaiian Culture	Field Observations; Lesson Plans with Student Works; Unit Planning; Mid Semester and Final Semester Evaluation (by teacher candidate and associate/mentor teacher)	
Hawaiian History	Field Observations; Lesson Plans with Student Works; Unit Planning; Mid Semester and Final Semester Evaluation (by teacher candidate and associate/mentor teacher)	
Hawaiian Language	Field Observations; Lesson Plans with Student Works; Unit Planning; Mid Semester and Final Semester Evaluation (by teacher candidate and associate/mentor teacher)	

Appendix A

Probationary Plan of Assistance

A Probationary Plan of Assistance is developed to assist and guide student teachers who demonstrate areas of weakness or need for improvement related to the professional knowledge, skills, and dispositions required of teachers. The Hookulaiwi teacher education program seeks to help teacher candidates become the very best professional educators possible. A Probationary Plan of Assistance is designed to help teacher candidates achieve that goal. Teacher candidates can be removed from field experience if performance is unsatisfactory, if they have received written suggestions for improvement and are not improving, and/or if their continuation is not in the best interests of the students.

The field supervisor confers periodically with the associate teacher. If they agree that the student teacher's performance is unsatisfactory, a three-way conference will be held, during which the student candidate is provided with a written Probationary Plan of Assistance and placed on probation.

Deficiencies identified early enough often can be improved. To facilitate improvement, the associate teacher and field supervisor may:

1. Provide the student candidate with ongoing support and positive feedback.
2. Continue to work together to assist the student teacher.
3. Require the student teacher to make daily plans so that review and revisions are possible.
4. Share and demonstrate teaching strategies with the student candidate.
5. Gradually phase the student into each new activity when he/she demonstrates readiness.
6. Assist the teacher candidate with strategies for resolving time management issues (outside employment, family obligations, and other responsibilities).
7. Help the teacher candidate identify factors that weaken his/her performance and develop strategies for overcoming them.
8. Remember that early intervention is in the best interest of the teacher candidate.

Probationary Plans of Assistance include the following steps:

1. An objective description of the problem. The description will be developed in collaboration with the student teacher, course instructors, associate teachers and/or the field supervisors, depending on the nature of the problem. Teacher candidates will be informed that a plan is being developed and will have an opportunity for input into what they perceive to be areas of weakness.
2. A list of reasonable expectations for improvement on the part of the teacher candidate. The expectations are a specific list of what the program will reasonably expect the student teacher to change in terms of academic and/or professional behaviors.
3. A list of what the program will do to support the teacher candidate's improvement efforts. The list must include support for all the elements described in parts one and two. Faculty expertise, additional supervisory sessions, one-on-one instruction, retaking a course, and other genuine support strategies will be included. All the parties mentioned in item number one will generate ideas for what will be most helpful. Nothing in section three should create an undue burden on any of those enlisted to help. As always, the operative term is reasonable.
4. A timeline as to when expectations should be met. The timeline must be reasonable and have a termination date by which time the demonstrated change will be evident.
5. Next steps. Next steps are a part of due process notice and indicate what will happen when the Plan of Assistance timeline is completed.
6. Signatures. All the people involved in the development of the plan and the Hookulaiwi MEdT program chair sign the Plan of Assistance.
7. A sentence that reads, "I have read and I understand this plan" with a space for the teacher candidate to sign. The teacher candidate must indicate that she or he has received the notice.
8. Copies of the plan will be given to all the individuals who signed the plan.
9. Continuation as a student in the program is contingent upon the student's compliance with the expectations outlined in the Probationary Plan of Assistance. Students who withdraw from the program and seek readmission will be required to resubmit application materials to a review committe

The following section is for the use of the Review Team.

SECTION IV-TEAM SUMMATION -Review Team Only

1. Areas of Strength

   A. Assessments 3, 4, 6, and 7 and their rubrics are comprehensive and well-constructed.

   B. When candidates do not meet the requirements for the Hawaiian Language Proficiency Assessment a comprehensive Plan of Assistance is implemented. The plan includes objectives, expectations, program support, a timeline, and the next steps.

   C. The field experiences are comprehensive.

   D. Content knowledge is assessed throughout the program

   E. The Hawaiian language coursework and support are strong.

2. Areas for Improvement

   A. Additional faculty qualifications are needed.

   Rationale: The information under faculty qualifications is too brief for reviewers to know if the faculty has the academic background in the field they teach. Additionally, it is unclear if the faculty has the teaching experience or other professional school experiences in the levels they teach or supervise

SECTION V-TEAM CONSENSUS- Review Team Only

Met	Met with Conditions (include conditions)	Not Met (include rationale)
Standard I: Focuses On the Learner	Met	
Standard II: Creates and Maintains A Safe and Positive Learning Environment	Met	
Standard III: Adapts to Learner Diversity	Met	
Standard IV: Fosters Effective Communication in the Learning Environment	Met	

Standard V: Demonstrates Knowledge of Content	Met	
Standard VI: Designs and Provides Meaningful Learning Experiences	Met	
Standard VII: Uses Active Student Learning Strategies	Met	
Standard VIII: Uses Assessment Strategies	Met	
Standard IX: Demonstrates Professionalism	Met	
Standard X: Fosters Parent and School Community Relationships	Met	

Date Submitted (MM, DD, YYYY)

July, 2013

Review Team Members and Titles

Dr. Jonathan Schwartz, Associate Professor, School of Education, University of Hawai‘i –West Oah'u

Ke‘alohi Reppun, Teacher, Ke Kula ‘O Nāwahīokalani

Carolyn Gyuran, Education Specialist, Hawai‘i Teacher Standards Board

Assessment I

Hawaiian 402 or Equivalent
Praxis II (Elementary or Secondary Content Area)

I. Narrative

a. A brief description of the assessment and its use in the program.

The following are admission requirements for Hoʻokulāiwiʻs Master of Education in Teaching Program.

- Hawaiian Language 402 – Fourth Level Hawaiian is an advanced course in reading, writing, and discussion in Hawaiian; transcribing and translating Hawaiian language tapes; translating English to Hawaiian, and Hawaiian into English.
- Praxis II: Subject Assessments measure subject-specific content knowledge (elementary or secondary content).

b. A description of how this assessment specifically aligns with the standards

Hawaii Teacher Performance Standard	How Assessment Aligns with Standards
5. **Demonstrates Knowledge of Content** The effective teacher consistently demonstrates competency in content area(s) to develop student knowledge and performance.	Hawaiian Language 402 – Fourth Level Hawaiian prepares teacher candidates with the most basic level of reading, writing, and speaking in the Hawaiian language, and these are skills necessary to fulfill the teacher candidate requirements of Hoʻokulāiwi's MEdT program. Praxis II: Subject Assessments measures subject-specific content knowledge (elementary or secondary content area, other than Hawaiian Language), to become a Highly Qualified Teacher in the Hawaiʻi Department of Education.

c. An interpretation of how data will provide evidence for meeting standards

Successfully completing HAW 402 with a grade of B or better demonstrates the candidates' basic knowledge in the Hawaiian language and the candidates' ability to meet the Standard 5. Although it is understood that secondary Hawaiian language majors may teach introductory Hawaiian language courses through the medium of English however, advanced classes are typically taught solely in the medium of Hawaiian. Therefore Hawaiian language secondary candidates are required to complete the same amount of language requirements as Hawaiian language immersion candidates.

In unique circumstances where candidates who seem very promising, exhibits an immense amount of passion for the language, yet does not successfully meet the requirements of these assessments, the program does take these things into consideration by developing an individualized Plan of Assistance to support the teacher candidate. The plan details the necessary steps candidates must take to address the deficiencies prior to student teaching. If the point(s) in the Plan of Assistance is not met, candidate may re-apply to the program

after all deficiencies have been met, and may have the opportunity to continue in the program where s/he left off.

The data set for the academic year 2011-2012 show one candidate scored within the acceptable range, and one who fell within the unacceptable range. A Plan of Assistance was developed to support the candidate who fell within the unacceptable range. Candidate continues to progress towards the acceptable range. In the academic year 2012-2013, the data show all candidates falling within the acceptable range. This set of data provide evidence that candidates have the initial content knowledge, or have a Plan of Assistance to prepare them, to teach Hawaiian or a secondary subject area through the medium of Hawaiian language, such as Mathematics.

In the area of Praxis II, only one candidate attempted and successfully completed this assessment in the area of Mathematics. Candidate may teach secondary mathematics through the medium of Hawaiian. There are no further data to report for Praxis II.

II. Assessment Documentation

d. Rich description of assessment, often the instruments given to candidates

- A transcript analysis confirming candidate's successful completion of Hawaiian Language 402 – Fourth Level Hawaiian, with a grade of B or better.
- In Fall 2011, Hoʻokulāiwi made Praxis II subject area tests in elementary education or a secondary content area a requirement for all Hawaiian Language Immersion teacher candidates. Passing scores help candidates meet requirements for becoming Highly Qualified Teachers in the Hawaii Department of Education.

e. Scoring guide

HAW 402 or equivalent	Praxis II
Passing grade of B or better	Qualifying score on Praxis II elementary or secondary content tests required by Hawaii Teacher Standards Board

f. Data charts that match the scoring guide

Candidates	Year	Target		Acceptable		Unacceptable	
		#	%	#	%	#	%
HAW 402 or equivalent	2012-2013			2	100%		
	2011-2012			1	50%	1	50%
Praxis II in elementary education or a secondary content area	2012-2013						
	2011-2012			1*	100%		

Assessment II

Language Proficiency Interview Assessment
Admission

I. Narrative

a. A brief description of the assessment and its use in the program

Pilipuka is an assessment measuring the Hawaiian language competency of prospective Hawaiian language immersion and Secondary Hawaiian language candidates to ensure that all entering a K-12 classroom meet the requirements of the program with respect to Hawaiian language proficiency.

b. A description of how this assessment specifically aligns with the standards

Hawaii Teacher Performance Standard	How Assessment Aligns with Standards
5. **Demonstrates Knowledge of Content** The effective teacher consistently demonstrates competency in content area(s) to develop student knowledge and performance.	Candidates demonstrate their level of competency in reading, writing, speaking, and are able to instruct in Hawaiian.

c. An interpretation of how data will provide evidence for meeting standards

Pilipuka shows a glimpse of candidates' abilities in essential skills needed to effectively teach in a Hawaiian immersion program. *Pilipuka's* reading piece(s) were selected from a time where Hawaiian was the main medium of communication. Pieces dealing with cultural knowledge and issues, as well as a piece assumed to be written by second language learners of Hawaiian are represented within this selection. These pieces were selected to assess candidates' knowledge of culture, and the ability to recognize different levels of Hawaiian competency.

Pilipuka data show candidates' level of readiness in reading and understanding, writing and translation, and speaking and giving instructions in the Hawaiian language. Through this interview process, candidates demonstrate their ability to meet the HTSB's Standard 5.

Candidate outcome data for the academic year 2011-2012 show one candidate achieved a mid-range result (*Hiki No),* while one fell within the low range (*Aole I Makaukau).* A Plan of Assistance was developed for the candidate scoring in the low range. Candidate continues to be in study to improve language proficiency.

In 2012-2013, the results are similar, one candidate achieving a mid-range result and one candidate falling in the low range. Again, a Plan of Assistance is in place to address the candidate's language proficiency. As of this date, candidate is positively progressing through the Plan of Assistance.

Assessment Documentation

d. Rich description of assessment, often the instruments given to candidates

HOʻOKULĀIWI

He wehewehe keia no Pilipuka: *E ka mea alakai, eia no kau hana a e olelo aku ai i ke/na kanaka i hiki mai no keia hoike. Aia i hope loa o keia ope ka pepa au e hoohana ai no ke ana ana i ka makaukau o ia nei. E kakau mai i ke kumu o kau kaha maloko o ia mau pahu liilii, a aia no he pepa e aʻe i na aole lawa ka lumi ma ia mau pahu liilii.*

Hoolauna (5 minuke)

1. E aloha aku ia lakou a hoolauna aku iaoe iho (no hea mai oe, o kau hana mamua o keia a hiki i keia manawa, kou kuleana o keia wahi, kou kuleana aina, ohana, a me keia lahui ma keia oihana hoomakaukau kumu).
2. E hoolauna mai oi ala iaia iho (ai ole o lakou ala ia lakou iho)

Wehewehe

3. E wehewehe aku oe i keia hana (2 minuke):
    a. "He mau hana maloko o keia hoike, a he ekolu mau mea e nana ia nei. O ke kakau ana, ka walaau ana, a me ka heluhelu ana."
    b. Heluhelu (20 minuke): "E koho mai i hookahi o na moolelo, a e heluhelu mai iaoe iho."
        i. E hoomaopopo aku iaia/lakou i na minuke i koe (10, 5, 1)
4. Heluhelu/Kakau (30 minuke): "E hooko mai i ka mea e koi ia nei mahope o ka heluhelu ana (E haku mai i kau moolelo pono-i; Ma o ke kahakii ana, ka pena ana, a ke kala ana paha, e hoike mai i ka iʻo o keia moolelo)."
5. Heluhelu/Kakau/Walaau (5 minuke): "E heluhelu mai i kau moolelo i koho ai, a i kau mea i kakau maila."
6. Heluhelu/Kakau (5 minuke): "E unuhi mai i ke kulana aʻo (HCPSIII/CC) mai ka haole a i ka Hawaii."
7. Walaau: Hana – e koho i kekahi o na hana a e haʻi aku iaia e hana mai (aia na mea e pono ai no keia hana ma ka pahu)

    *****Choose one of these and *state instruction in English.* Aia keia mau mea ma ka lumi o Kahea*****

    - *Teach me how to tie my shoes*
    - *Teach me how to make a cup of coffee*
    - *Tell me how you would typically get yourself ready for school (work, in the morning)*
    - *Choose one of these and have candidate teach you how to play ball (kick, hit, throw, catch, roll).*

8. **Mahalo** – E aloha a mahalo aku iaia/lakou. E hoihoi mai i na mea apau ia Kahea Faria, ma Everly 221. E kahea mai i na he ninau, (808) 956-2889.

e. Scoring guide

Ke ana no ka hoike o Pilipuka

	Makaukau **2 Helu Ai**	**Hiki No** **1.50 Helu Ai**	 **1 Helu Ai**	**Aole i Makaukau** **.50 Helu Ai**	 **0 Helu Ai**
			Komo a hoomau me na papa olelo Hawaii, a me na hana ma o ka olelo Hawaii	*Ae ia me ka manao e komo hou ma na papa olelo Hawaii (HAW 402 a oi aku)*	*E noi hou mai ma 1-2 makahiki*
au	Moakaka ka manao, maikai ka lima kakau, kupono ka hoonohonoho ia ana o na manao, a ike ia ka i'o o ka manao, kakoo ia ke kakau ana me na manao Hawaii.	Moakaka ka manao, hiki ke heluhelu ia, a holo pono ka manao o ka mea i kakau ia ai, he ike Hawaii.	Moakaka ka manao, hiki ke heluhelu ia ka hapa nui o na mea i kakau ia ai, he manao Hawaii, a he ike Hawaii no ko o nei.	Ike ia no kekahi o na mea i kakau ia ai, hiki ke ike ia kekahi o kona manao, he mau pela hewa, he ike Hawaii a he ike haole pu.	Pohihi ka manao/ka mea i kakau ia ai, hapapa ke kakau ana, kakau ia me ka manao haole a me ka ike haole.
o	He kumu no ka hoohana ia ana o na olelo apau, maikai ka manao/ka walaau ana, moakaka ka olelo ana a me ka puana ana. Ua hiki ke hoike mai i na mea like ole ma o keia olelo.	Ike ia ka manao/ke kumu o ka walaau ana, moakaka ka olelo ana a me ka puana ana. Paa keia ma ka olelo Hawaii, a pane ia na ninau/hana apau ma ka Hawaii.	He manao ko na olelo, a hiki no ke walaau no ke kanikani wale ana, ike ia kana e olelo nei. Ua noho paa ma ka olelo Hawaii.	Hoohana ia ka olelo Hawaii no ka hapanui o ka manawa, hoohana ia ka olelo haole hookahi manawa.	Uu, a ano e ka walaau ana a ka puana ana i na huaolelo. He pono ka hoohana ia ana o ka olelo haole, a hana ia keia ma o a'e o ekolu manawa.
helu	• Puana pololei ia na huaolelo, lohe ia ka leo, pili ka heluhelu ana me ka mea i kakau ia ai. He ola ko ka moolelo. • Hoomaopopo a hiki ke wehewehe hou mai i kana i heluhelu ai ma o ke kii, kakau, a me ka olelo ana.	• Puana pololei ia na huaolelo, lohe ia ka leo, pili ka heluhelu ana me ka mea i kakau ia ai.	• Puana pololei ia na huaolelo, lohe ia ka leo, pili ka heluhelu ana me ka mea i kakau ia ai. • Hoomaopopo ia ka hapanui o kana i heluhelu ai, hoike hou ia mai ma o ke kakau ana a me ka olelo ana.	• Puana pololei ia ka hapanui o na huaolelo, ua hiki ke lohe ia ka leo, ua ano pili ka mea i kakau ia ai me ke ano o ka heluhelu ia ana. • Ike oia i kekahi o kana i heluhelu ai, ua ano like kana i wehewehe ai me ka mea ana i heluhelu ai.	• Hapapa a maloo ke ano o ka heluhelu ana. • Okoa ka moolelo i heluhelu ia ai, a okoa ka mea i wehewehe ia maila.

f. Data charts that match the scoring guide

Makahiki	Makaukau		Hiki No				Aole i makaukau			
	2		1.50		1		.50		0	
	#	%	#	%	#	%	#	%	#	%
2012-2013					1	50%	1	50%		
2011-2012					1	50%	1	50%		

Assessment III
Lesson Planning

I. Narrative

a. A brief description of the assessment and its use in the program

Beginning in first semester, candidates begin by writing and teaching two lesson plans addressing the main components below. In the second semester, candidates write and teach three lesson plans, and in the third semester the amount of writing and teaching lesson plans increases to at least 20 consecutive days.

b. A description of how this assessment specifically aligns with the standards

Hawaii Teacher Performance Standard	How Assessment Aligns with Standards
1. Focuses on the Learner The effective teacher consistently engages students in appropriate experiences that support their development as independent learners.	*Candidates' lessons engage students in appropriate experiences that support their development as independent learners.* Candidates' lesson plans incorporate the use of Hawaiian language as the mode of communication while providing support and understanding to enable students to grow.
3. Adapts to Learner Diversity The effective teacher consistently provides opportunities that are inclusive and adapted to diverse learners.	*Candidates' lessons incorporate opportunities that are inclusive and adapted to diverse learners.* Candidates' lesson plans provide the support for students to achieve a learning goal and celebrate each student's unique abilities in Hawaiian language.
5. **Demonstrates Knowledge of Content** The effective teacher consistently demonstrates competency in content area(s) to develop student knowledge and performance.	*The teacher candidate consistently demonstrates competency in their content area.* Candidates' lesson plans are developed and delivered in the Hawaiian language.
6. **Designs and Provides Meaningful Learning Experiences** The effective teacher consistently plans and implements, meaningful learning experiences for students.	*Candidate plans and implements lessons that are challenging and stimulating for students.* Candidates use a variety of learning styles and strategies in their lessons to create a positive learning environment through Hawaiian language.
7. **Uses Active Student Learning Strategies** The effective teacher consistently uses a variety of active learning strategies to develop students' thinking, problem solving and learning skills.	*Candidate's lesson plan uses active learning strategies to develop students' thinking, problem solving and learning.* Candidates' lesson plans employ hands-on learning, where students begin with concrete objects to develop understanding, moving towards developing thinking, and problem-solving through Hawaiian language.

c. An interpretation of how data will provide evidence for meeting standards

Hawaiian language teacher candidates design lesson plans that provide an opportunity for secondary students to learn about a specific topic or concept. Candidates align their lesson with appropriate content standards and benchmarks, selecting content that aligns with the curriculum in their host classrooms.

The data set for the academic year 2011-2012 show both candidates were able to score at the acceptable level in addressing Standard 3. One candidate was able to score at the acceptable level in addressing Standard 1, 5, 6, and 7, while the other did not. A Plan of Assistance was developed to support candidate in addressing these deficiencies.

The outcome for 2012-2013 show all candidates were able to meet Standards 1, 3, 5, 6 and 7. Therefore, all candidates met the expectations of competency in lesson planning.

Both years of data indicate that all except one candidate were able to meet standards measured in this assessment at the acceptable level. To help candidates move to the target level, we need to not only focus on creating excellent lesson plans, but also on lesson execution and making certain that goals set in the lesson plan are met or at the very least, attempted. Also, candidates should plan for follow-up to make certain that challenging areas are addressed. We have made changes in our instruction to scaffold candidates' learning and understanding in the construction of lesson plans that they teach in the field. Although candidates did an adequate job in preparing lesson plans, we want to provide a more concentrated effort to help candidates fine tune their lessons and delivery in Hawaiian language.

Overall, teacher candidates were able to address the standards measured in this assessment. The major challenge, as indicated in the data, is expectation in terms of language competency. Candidates' ability to engage their pupils in a language that they have studied for four years (more or less) has posed a challenge for every candidate who has come through the program. Thus, our program must continue to work on helping candidates learn to use the Hawaiian language effectively to help students learn the language as well as the content of the lessons.

II. Assessment Documentation

d. Rich description of assessment, often the instruments given to candidates

The lesson planning assessment is required for all candidates in the Hoʻokulāiwi MEdT Hawaiian Language Immersion program. This assessment is aligned with the five of the ten Hawaii Teacher Performance Standards

Candidates' lesson plans, written and taught in Hawaiian, are evaluated with a common rubric. Candidates must earn a passing score of Acceptable or Target for each category in the rubric. Candidates who receive an Unacceptable score on any of the categories are required to complete a formal Plan of Assistance (Remediation) under the supervision of the course instructor. Candidates must address identified areas of deficiencies in a timely manner in order to continue in the MEdT program. The rubrics are provided in section *e: Scoring Guide*.

Candidates design lesson plans that provide students with an opportunity to learn about a topic or concept in depth. Candidates base lessons on appropriate content standards and benchmarks to form a logical sequence of instruction.

Candidates must submit lesson plans to the mentor teacher and university supervisor for approval. This submission should include the title, rationale for the lesson, logical sequence of activities, and a description of the lesson's formative and summative assessments. The plan should reflect cultural appropriateness as well.

Candidates should identify a topic by consulting with their mentor teacher, and by surveying the curriculum and Hawaii Content and Performance Standards (HCPS) and/or Common Core Standards for the grade level. Candidates also may consider topics based upon interests of the students in the class or particular expertise.

When selecting a lesson theme, candidates should be mindful of allowing students to assimilate big ideas, rather than a collection of facts. The mentor teacher and university supervisor must approve the lesson plan before implementation.

To grow as educators, candidates must be able to articulate their intentions. In a short rationale, candidates should explain why this topic is important for students to learn, and how the lesson will help them develop a deep understanding of the topic. Lesson plans must be written in the format provided by the university supervisor and include, at a minimum, an introduction, a learning activity, and a conclusion. Often, a project that encourages the creativity of the students and integrates various subject areas can promote student engagement. This kind of planning also can allow candidates to interact with students during work time and conduct daily observations.

Candidates should describe and explain the assessment they will use for lessons, including the formative assessment and/or a description of summative assessment for the end of the lesson. These assessments should be designed to ascertain students' understanding of the topic and give the candidate the opportunity to adjust the lesson as the need arises.

Finally, candidates must be prepared to process their experiences in teaching the lessons through reflection and discussion with the mentor teacher, university supervisor, fellow teacher candidates and most importantly, the students.

EECE Backward Design Lesson Plan Template

Carol Ann Tomlinson & Jay McTighe, ASCD, 2006

Candidate	Cohort #
Title	Date
Content Area(s)	Grade Level

Step 1—Desired Results (what students will learn)

A. Brief narrative overview of lesson that specifies enduring understanding and essential question
B. General Learner Outcome (GLO)
C. Hawaii Content and Performance Standard (HCPS) III Standard and Benchmark or Common Core Standard
D. Differentiation Plan (e.g., IEP or other objectives for individual student learning)
E. Hawaii Teacher Performance Standard (my focus as a teacher)

Step 2—Assessment Evidence (summative check for learning)

A. Performance Task (What will students *do* to demonstrate their learning?)
B. Performance Criteria (*How good is good enough?* Provide checklists, rubrics, or criteria.)

Step 3—Active Learning Plan (detailed enough for another teacher to follow)

A. Materials to have ready
B. Approximate time needed for lesson
C. Resources (where I got my ideas)
D. Procedure

Students – What the student will do	Teacher – What the teacher will do	

Step 4—Reflection (required)

A. What happened during my lesson (what did the students and I say and do)? How effective was my lesson design and teaching?
B. What evidence can I show about my students' learning (e.g., student work)? How effective was my assessment plan for getting information about my students' learning?

How did I do in meeting my desired results for this lesson? What are my next steps to improve

e. Scoring guide

Candidate Ability to Plan Instruction: Lesson Planning

Candidates' scores are determined by the preponderance of evidence on indicators associated with each category.

Candidate Name _____ Date _____ Assessor _____

HTPS	Target	Acceptable	Unacceptable
1. Focuses on the Learner— Engages students in appropriate experiences that support their development as independent learners. *Candidate's lesson plan engages students in appropriate experiences that support their development as independent learners.*	___Gives multiple opportunities for students to assume responsibility for their own learning during the lesson ___Encourages students to learn and achieve ___Listens and shows concern for students throughout the five days. ___Relates lessons to students' life experiences throughout the lesson. ___Consistently uses developmentally appropriate practices in the classroom. ___All instructional decisions based on students' physical, social, emotional and cognitive development.	___Gives opportunities for students to assume responsibility for their own learning during the lesson. ___Encourages students to learn and achieve. ___Listens and shows concern for students during the lesson. ___Relates lessons to students' life experiences. ___Uses developmentally appropriate practices in the classroom. ___Most instructional decisions based on students' physical, social, emotional and cognitive development.	___Does not give opportunities for students to assume responsibility for their own learning ___Discourages students to learn and achieve ___Does not listen and shows contempt for students ___Does not relate lessons to students' life experiences. ___Uses developmentally inappropriate practices in the classroom. ___Instructional decisions not based on students' physical, social, emotional and cognitive development.
3. **Adapts to Learner Diversity** Provides opportunities that are inclusive and adapted to diverse learners. *Candidates incorporate opportunities that are inclusive and adapted to diverse learners.*	___Develops a positive relationship with students throughout the lesson. ___Encourages an appreciation of human and cultural differences. ___Creates an environment that enables all students to succeed. ___Differentiates instruction to students' development, learning styles, strengths, and needs. ___Looks for resources to support all students' achievement ___Creates and maintains a place of trust, respect and empathy among all learners.	___Develops a positive relationship with students ___Encourages an appreciation of human and cultural differences. ___Enables all students to succeed. ___Adapts some instruction to students' development, learning styles, strengths, and needs. ___Looks for resources to support student achievement ___ Creates a place of trust, respect and empathy among all learners.	___Develops a negative relationship with students ___Discourages an appreciation of human and cultural differences. ___Enables all students to succeed. ___Does not adapt instruction to students' development, learning styles, strengths, and needs. ___Fails for find resources to support student achievement ___ Creates a place of animosity among all learners.

5. Demonstrates Knowledge of Content The effective teacher consistently demonstrates competency in content area(s) to develop student knowledge and performance.	___ Actively continues to learn and use trends and development in their content area. ___Utilizes language to teach complex processes, concepts and principles unique to their teaching specialization on a regular basis. ___Consistently uses technology in the school to facilitate content learning. ___Connects knowledge to students' prior knowledge and real-life situations during all lessons. ___Uses technology regularly to enhance learning of content.	___ Actively continues to learn trends and development in their content area. ___ Utilizes language to teach complex processes, concepts and principles unique to their teaching specialization. ___ Uses technology found in the school to facilitate content learning. ___ Connects knowledge to students' prior knowledge and real-life situations. ___ Uses technology to enhance learning of content.	___Refuses to learn trends and development in their content area. ___Does not use language to teach complex processes, concepts and principles unique to their teaching specialization. ___Uses no technology to facilitate content learning. ___Does not connect knowledge to students' prior knowledge and real-life situations. ___ Rarely or never uses technology to enhance learning of content.
6. **Designs and Provides Meaningful Learning Experiences—** Plans and implements, meaningful learning experiences for students. *Candidate's plan and implements meaningful learning experiences for students.*	___Plans and implements logically sequenced instruction and makes adjustments throughout lesson according to learners' needs. ___Consistently uses developmentally appropriate teaching materials based on best practices in the field. ___Uses variety of appropriate assessment strategies as an integral part of lesson planning. ___Connects concepts and key ideas to students' prior experiences daily, uses multiple representations, examples and explanations. ___Applies concepts to everyday life to enable students to see relevance of learning throughout the lesson. ___Provides integrated or interdisciplinary learning experiences that engage students' inquiry, discussing of diverse issues, and dealing with ambiguity by providing for various viewpoints.	___Plans and implements logically sequenced instruction and makes adjustments according to learners' needs. ___Uses developmentally appropriate teaching materials based on best practices in the field ___Uses appropriate assessment strategies as an integral part of lesson planning. ___Connects concepts and key ideas to students' prior experiences, uses multiple representations, examples and explanations. ___Applies concepts to everyday life to enable students to see relevance of learning. ___Provides integrated or interdisciplinary learning experiences that engage students' inquiry, discussing of diverse issues, and dealing with ambiguity by providing for various viewpoints.	___Does not plan nor implement logically sequenced instruction and fails to make adjustments according to learners' needs. ___Fails to use developmentally appropriate teaching materials based on best practices in the field. ___Uses misaligned assessment strategies in lesson planning. ___Does not connect concepts and key ideas to students' prior experiences, nor uses multiple representations, examples and explanations. ___Does not apply concepts to everyday life that enable students to see relevance of learning. ___Does not provide integrated or interdisciplinary learning experiences that engage students' inquiry, discussing diverse issues, and dealing with ambiguity by providing for various viewpoints. ___Teaches for cursory knowledge of complex processes, concepts

	___Teaches for mastery of complex processes, concepts and principles. ___Shares their knowledge and experiences that help students make life and career decisions in each lesson. ___Organizes materials and equipment to create a media-rich environment for each lesson.	___Teaches for mastery of complex processes, concepts and principles. ___Shares their knowledge and experiences that help students make life and career decisions. ___Organizes materials and equipment to create a media-rich environment.	and principles. ___Does not share their knowledge and experiences that would help students make life and career decisions. ___Fails to organize materials and equipment that would create a media-rich environment.
7. Uses Active Student Learning Strategies— Uses a variety of active learning strategies to develop students' thinking, problem solving and learning skills. *Candidates' lesson plan uses active learning strategies to develop students' thinking, problem solving and learning.*	___Engages student initiation of goal setting, planning, implementation, self-evaluation, and peer-review, to produce quality performances and products throughout lesson. ___Enables students to question, problem-solve, access resources, and use information to determine meaningful conclusions and develop responsibility for their own learning for each lesson. ___Varies teacher roles to teach content and purpose for fulfilling students' needs according to the needs of the students. ___Engages students in active, hands-on, creative, open-ended problem-based learning experiences throughout the lesson. ___Provides opportunities for students to apply and demonstrate what they have learned after each lesson. __ Uses the school's technologies to maximize teaching and learning.	___Students set goals, plans, and evaluate to produce quality performances and products. ___Enables students to question, problem-solve, access resources, and use information to determine meaningful conclusions and develop responsibility for their own learning. ___Varies teacher roles to teach content and purpose for fulfill students' needs. ___Engages students in active, hands-on, creative, open-ended problem-based learning experiences. ___Provides opportunities for students to apply and demonstrate what they have learned. __ Uses the school's technologies to enhance teaching and learning.	___Students do not set goals, plans, and evaluate to produce quality performances and quality products. ___Hinders students to question, problem-solve, access resources, and use information that would help them determine meaningful conclusions and develop responsibility for their own learning. ___Teacher uses the same teaching role to teach content. ___Does not provide for active, hands-on, creative, open-ended problem-based learning experiences. ___No opportunities for students to apply and demonstrate what they have learned. __ Does not use the school's technologies to enhance teaching and learning.

f. Charts that provide candidate data derived from the assessment

Academic Year: 2012 - 2013

	Target		Acceptable		Unacceptable	
	#	%	#	%	#	%
Standard I Focuses on the Learner			2	100%		
Standard III Adapts to Learner Diversity			2	100%		
Standard V Demonstrates Knowledge of Content			2	100%		
Standard VI Designs and Provides Meaningful Learning Experiences			2	100%		
Standard VII Uses Active Student Learning Strategies			2	100%		

Academic Year 2011 – 2012

	Target		Acceptable		Unacceptable	
	#	%	#	%	#	%
Standard I Focuses on the Learner			1	50%	1	50%
Standard III Adapts to Learner Diversity			2	100%		
Standard V Demonstrates Knowledge of Content			1	50%	1	50%
Standard VI Designs and Provides Meaningful Learning Experiences			1	50%	1	50%
Standard VII Uses Active Student Learning Strategies			1	50%	1	50%

8

Assessment IV
Student Teaching Evaluation

I. Narrative

a. A brief description of the assessment and its use in the program

This evaluation is designed for all Hawaiian language candidates during full-time student teaching in the third semester of the program. The assessment aligns with all ten Hawaii Teacher Performance Standards (HTPS). Throughout the program, candidates are expected complete al class assignments in Hawaiian, and to use Hawaiian as the medium of instruction while in the field unless advised differently by their mentor teacher.

b. A description of how this assessment specifically aligns with the standards.

Hawaii Teacher Performance Standard	How Assessment Aligns with Standards
1. **Focuses on the Learner**—The effective teacher consistently engages students in appropriate experiences that support their development as independent learners.	Hawaiian language student teachers use the Hawaiian language to consistently engage students in appropriate experiences to help students to become independent learners.
2. **Creates and Maintains a Safe and Positive Learning Environment**—The effective teacher consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation.	Hawaiian language student teachers create a safe and nurturing classroom environment, in keeping with Native Hawaiian values.
3. **Adapts to Learner Diversity**—The effective teacher consistently provides opportunities that are inclusive and adapted to diverse learners.	Hawaiian language student teachers use the Hawaiian language to consistently provide opportunities that incorporate diverse learning styles.
4. **Fosters Effective Communication in the Learning Environment**—The effective teacher consistently enriches communication in the learning environment.	Hawaiian language student teachers enrich communication in the learning environment through the Hawaiian language.
5. **Demonstrates Knowledge of Content**—The effective teacher consistently demonstrates competency in content area(s) to develop student knowledge and performance.	Hawaiian language student teachers consistently demonstrate their competency in teaching Hawaiian language.
6. **Designs and Provides Meaningful Learning Experiences**—The effective teacher consistently plans and implements, meaningful learning experiences for students.	Hawaiian language student teachers plan and implement meaningful learning experiences, planned and taught in the Hawaiian language.
7. **Uses Active Student Learning Strategies**—The effective teacher consistently uses a variety of active learning strategies to develop students' thinking, problem solving and learning skills.	Hawaiian language student teachers use a variety of learning strategies to develop students' thinking, problem solving and learning skills.

8. **Uses Assessment Strategies**—The effective teacher consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.	*Hawaiian language student teachers apply appropriate assessment strategies to evaluate and ensure continuous intellectual, social, physical and emotional development of the learner, through the Hawaiian language.*
9. **Demonstrates Professionalism**—The effective teacher continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally.	*Hawaiian language student teachers evaluate their teaching, in terms of content and Hawaiian language, and seek opportunities to grow professionally.*
10. **Fosters Parent and School Community Relationships**—The effective teacher establishes and maintains strong working relationships with parents and members of the school community to support student learning.	*Hawaiian language student teachers establish and maintain strong working relationships with all stakeholders.*

c. Interpretation of data as evidence for meeting principles, elements, and standards

The student teaching period demonstrates candidates' ability (or lack of) to meet all ten of the Hawaii Teachers Performance Standards. Candidates are evaluated two times a semester.

The data show that in 2011-2012 the teacher candidate met all ten of the Hawaii Teacher Performance Standards at an acceptable level. This set of data demonstrates that candidates have the initial content knowledge to teach through the medium of Hawaiian language in a K-12 setting.

However, in 2012-2013 the teacher candidate and the university faculty developed a Plan of Assistance with input from the mentor teacher to address concerns raised regarding professional disposition. The candidate was not able to continue in the Hoʻokulāiwi MEdT Hawaiian Language program until all deficiencies could be addressed. Therefore, there are no data to report for 2012-2013 academic year.

The goal is for our candidates to reach target level. We intend to reach this goal by increasing opportunities for candidates to learn, use, and teach through the Hawaiian language, and strengthening our practices and assessments within our space, our university, our state of mind and the minds of those around us.

II. Assessment Documentation

d. Rich description of assessment, often the instruments given to candidates

Instructions to Candidates

All Hawaiian language teacher candidates participate in the student teaching evaluation. Candidates are assessed with a common rubric related to the ten Hawaii Teacher Performance Standards (HTPS). Candidates must earn a score of acceptable or target for each category of the rubric. Candidates who receive an unacceptable score on any of the categories are required to complete a formal Plan of Assistance (Remediation) under the supervision of the course instructor. Candidates must address identified areas of deficiencies in a timely manner in order to continue in the MEdT program. The rubrics are found in section *e: Scoring Guide*.

Student Teaching Evaluation Guidelines

Student teaching is a capstone educational experience for Hawaiian language teacher candidates. It provides multiple opportunities to plan, instruct, and assess students in a Hawaiian language classroom setting. The university supervisor conducts classroom observations and uses the MEdT Student Teaching Evaluation to evaluate teacher candidates' ability to engage students in and affect student learning in Hawaiian language. Mentor teachers who assist in the development of the teacher candidates' knowledge, skills, and dispositions serve as consultants to the university supervisor during the student teacher assessment process.

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e. Scoring Guide

Clinical Evaluation: Student Teaching Evaluation

Candidates' scores are determined by the preponderance of the evidence on indicators associated with each category.

Candidate Name _____ Date _____ Assessor _____

Standard	Target	Acceptable	Unacceptable
Standard Statement I: **Focuses on the Learner** The effective teacher consistently engages students in appropriate experiences that support their development as independent learners. *The teacher candidate consistently engages students in appropriate experiences that develops their student to become independent learners.*	___Maintains opportunities for students to assume responsibility for their own learning ___Encourages students to learn and achieve daily ___Regularly listens and shows concern for students ___Relates lessons to students' life experiences for each lesson. ___Consistently uses developmentally appropriate practices in the classroom. ___Instructional decisions based on students' physical, social, emotional and cognitive development in each lesson.	___Gives opportunities for students to assume responsibility for their own learning ___Encourages students to learn and achieve ___Listens and shows concern for students ___Relates lessons to students' life experiences. ___Uses developmentally appropriate practices in the classroom. ___Instructional decisions based on students' physical, social, emotional and cognitive development.	___Does not gives opportunities for students to assume responsibility for their own learning ___Discourages students to learn and achieve ___Ignores students' concerns ___Does not relate lessons to student's life experiences. ___Uses developmentally inappropriate practices in the classroom. ___Instructional decisions not based on students' physical, social, emotional and cognitive development.
Standard Statement II: **Creates and Maintains a Safe and Positive Learning Environment** The effective teacher consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation. *The teacher candidate creates a safe and nurturing classroom environment.*	___Encourages empathy, compassion, and mutual respect between students on a daily basis. ___Use effective classroom management that encourages student self-control and self-discipline regularly. ___Models caring and nurtures positive interpersonal relationships in the classroom. ___Encourages students' intrinsic motivation by providing developmentally appropriate experiences that build on success daily. ___Provides experiences with working within a group regularly. ___Students reflect daily, express interests, make choices, set	___Encourages empathy, compassion, and mutual respect between students. ___Use effective classroom management that encourages student self-control and self-discipline. ___Models caring and nurtures positive interpersonal relationships in the classroom. ___Encourages students' intrinsic motivation by providing developmentally appropriate experiences that build on success ___Provides experiences with working within a group. ___Students reflect, express interests, make choices, set goals, plan and organize, and self-evaluate to produce quality	___Discourages empathy, compassion, and mutual respect between students. ___Use ineffective classroom management that discourages student self-control and self-discipline. ___Models disinterest and nurtures negative interpersonal relationships in the classroom. ___Discourages students' intrinsic motivation by providing developmentally inappropriate experiences that build on failure ___Does not provide experiences with working within a group. ___Students not given opportunities to reflect, express interests, make choices, set goals, plan and organize, and self-evaluate to

	goals, plan and organize, and self-evaluate to produce quality work.	work.	produce quality work.
Standard Statement III: **Adapts to Learner Diversity** The effective teacher consistently provides opportunities that are inclusive and adapted to diverse learners. *The teacher candidate consistently provides opportunities that incorporate diverse learning styles.*	___Develops a positive relationship with students ___Encourages an appreciation of human and cultural differences regularly. ___Makes sure all students succeed. ___Adapts instruction to students' development, learning styles, strengths, and needs in all lessons. ___Looks for resources to support student achievement from a variety of sources. ___Creates a place of trust, respect and empathy among all learners daily.	___Develops a positive relationship with students ___Encourages an appreciation of human and cultural differences. ___Enables all students to succeed. ___Adapts instruction to students' development, learning styles, strengths, and needs. ___Looks for resources to support student achievement. ___Creates a place of trust, respect and empathy among all learners.	___Does not develop a positive relationship with students. ___Discourages an appreciation of human and cultural differences in students. ___Hinders all students to succeed in assignments. ___Students' development, learning styles, strengths, and needs are not considered when planning lessons. ___Does not use resources to support student achievement. ___Creates a place of distrust, animosity among all learners.
Standard Statement IV: **Fosters Effective Communication in the Learning Environment** The effective teacher consistently enriches communication in the learning environment. *The teacher candidate enriches communication in the learning environment.*	___Communicates with all students in the classroom showing concern for the individual. ___Enables active inquiry, collaboration, and supports student interaction on a regular basis. ___Uses self-expression, reflection, and evaluation to help students communicate effectively in the classroom. ___Models and encourages clear oral and written expression daily. ___Applies language acquisition principles when teaching communication skills throughout the lesson. ___Promotes and models the use of verbal and non-verbal communication in the classroom. ___Engages students with different modes of communication in their teaching to reach all learners. ___Uses technologies to enrich students' multiple literacy competencies.	___Communicates with all students in the classroom ___Enables active inquiry, collaboration, and supports student interaction ___Fosters self-expression, reflection, and evaluation. ___Models and encourages clear oral and written expression. ___Applies language acquisition principles when teaching communication skills. ___Promotes the use of verbal and non-verbal communication in the classroom. ___Engages students with different modes of communication in their teaching. ___Uses technologies to enrich students' literacy.	___Does not communicate with students in the classroom ___No active inquiry, or collaboration, supporting student interaction ___Hiders self-expression, reflection, and evaluation. ___Discourages clear oral and written expression. ___Language acquisition principles not evident when teaching communication skills. ___Hinders the use of verbal and non-verbal communication in the classroom. ___Does not use different modes of communication in their teaching. ___Does not use technologies to enrich students' literacy.

Standard V **Demonstrates Knowledge of Content** The effective teacher consistently demonstrates competency in content area(s) to develop student knowledge and performance.	___ Actively continues to learn and use trends and development in their content area. ___Utilizes language to teach complex processes, concepts and principles unique to their teaching specialization on a regular basis. ___Consistently uses technology in the school to facilitate content learning. ___Connects knowledge to students' prior knowledge and real-life situations during all lessons. ___Uses technology regularly to enhance learning of content.	___ Actively continues to learn trends and development in their content area. ___ Utilizes language to teach complex processes, concepts and principles unique to their teaching specialization. ___ Uses technology found in the school to facilitate content learning. ___ Connects knowledge to students' prior knowledge and real-life situations. ___ Uses technology to enhance learning of content.	___Refuses to learn trends and development in their content area. ___Does not use language to teach complex processes, concepts and principles unique to their teaching specialization. ___Uses no technology to facilitate content learning. ___Does not connect knowledge to students' prior knowledge and real-life situations. ___ Rarely or never uses technology to enhance learning of content.
Standard Statement VI: **Designs and Provides Meaningful Learning Experiences** The effective teacher consistently plans and implements, meaningful learning experiences for students. *The teacher candidate plans and implements, meaningful learning experiences.*	___ Plans and implements logically sequenced instruction and make adjustments according to learners' needs in all lessons. ___ Uses developmentally appropriate teaching materials based on best practices in the field in all lessons. ___ Uses appropriate and diverse assessment strategies as an integral part of lesson planning. ___ Connects concepts and key ideas to students' prior experiences, and uses multiple representations, examples, and explanations in all lessons taught. ___ Applies concepts to everyday life to enable students to see relevance of learning on a regular basis. ___ Provides integrated or interdisciplinary learning experiences that engage students' inquiry, discussing diverse issues, and dealing with ambiguity integrating various viewpoints on a regular. Teaches for mastery of complex	___ Plans and implements logically sequenced instruction and make adjustments according to learners' needs. ___ Uses developmentally appropriate teaching materials based on best practices in the field. ___ Uses appropriate assessment strategies as an integral part of lesson planning. ___ Connects concepts and key ideas to students' prior experiences, and uses multiple representations, examples, and explanations. ___ Applies concepts to everyday life to enable students to see relevance of learning. ___ Provides integrated or interdisciplinary learning experiences that engage students' inquiry, discussing diverse issues, and dealing with ambiguity integrating various viewpoints. ___ Teaches for mastery of complex processes, concepts, and principles.	___ Plans and implements illogically sequenced instruction and does not make adjustments according to learners' needs. ___ Uses developmentally inappropriate teaching materials. ___ Uses inappropriate assessment strategies and/or no assessment strategies as a part of lesson planning. ___ Does not connect concepts and key ideas to students' prior experiences. ___ Does not enable students to see relevance of learning. ___ Provides fragmented or disenfranchised learning experiences that stifle students' inquiry, discussing diverse issues, and dealing with ambiguity integrating various viewpoints. ___ Teaches for mediocrity of complex processes, concepts, and principles. ___ Does not share their knowledge and experiences that would help students make life and career decisions.

	processes, concepts, and principles daily. ___ Shares their knowledge and experiences that help students make life and career decisions regularly. ___ Organizes materials and equipment to create a media-rich environment.	___ Shares their knowledge and experiences that help students make life and career decisions. ___ Organizes materials and equipment to create a media-rich environment.	___ Materials and equipment disorganized which create a media-poor environment.
Standard Statement VII: **Uses Active Student Learning Strategies** The effective teacher consistently uses a variety of active learning strategies to develop students' thinking, problem solving and learning skills. *The teacher candidate uses a variety of learning strategies to develop students' thinking, problem-solving and learning skills.*	___ Students set goals, plan, implement and evaluate to produce quality performances and quality products weekly. ___ Enables students to question, problem-solve, access resources, and use information to determine meaningful conclusions and develop responsibility for their own learning on a regular basis. ___ Provides challenging learning experiences that develop higher-order thinking skills in each lesson. ___ Varies teacher roles to teach content and purpose for fulfilling students' needs in each lesson. ___ Engages students in active, hands-on, creative, open-ended, and problem-based learning experiences regularly. ___ Provides opportunities for students to apply and demonstrate what they have learned daily. ___ Uses the school's technologies effectively to enhance teaching and learning.	___ Students set goals, plan, implement and evaluate to produce quality performances and quality products. ___ Enables students to question, problem-solve, access resources, and use information to determine meaningful conclusions and develop responsibility for their own learning. ___ Provides challenging learning experiences that develop higher-order thinking skills. ___ Varies teacher roles to teach content and purpose for fulfilling students' needs. ___ Engages students in active, hands-on, creative, open-ended, and problem-based learning experiences. ___ Provides opportunities for students to apply and demonstrate what they have learned. ___ Uses the school's technologies to enhance teaching and learning.	___ Students are not given opportunities to set goals, plan, implement and evaluate to produce quality performances and quality products. ___ Hinders students to question, problem-solve, access resources, and use information to determine meaningful conclusions and develop responsibility for their own learning. ___ Learning experiences prevent development of higher-order thinking skills. ___ No variation in teacher roles to teach content and purpose for fulfilling students' needs. ___ Disengages students in active, hands-on, creative, open-ended, and problem-based learning experiences. ___ Hinders opportunities for students to apply and demonstrate what they have learned. ___ Does not use technologies to enhance teaching and learning.
Standard Statement VIII: **Uses Assessment Strategies** The effective teacher consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social,	___ Evaluates students' performances and products objectively and fairly in a timely manner. ___ Incorporates appropriate and diverse assessments to enhance knowledge of the learners, and	___ Evaluates students' performances and products objectively and fairly. ___ Incorporates appropriate assessments to enhance knowledge of the learners, and modifies teaching according to	___ Evaluates students' performances and products subjectively. ___ Incorporates inappropriate assessments and does not modify teaching according to assessment results.

physical and emotional development of the learner. *The teacher candidate applies appropriate assessment strategies to evaluate and ensure continuous intellectual, social, physical and emotional development of the learner.*	modifies teaching according to assessment results. ___ Students are involved in determining assessment standards and criteria before beginning on a task. ___ Engages students with self-assessment and setting personal achievement goals regularly. ___ Uses information about students' experiences, strengths, and needs from various stakeholders prior to lesson planning. ___ Uses assessment data to monitor and evaluate students' progress regularly. ___ Keeps appropriate, detailed, and accurate records of student achievement, and communicates students' progress to various stakeholders.	assessment results. ___ Students are involved in determining assessment standards and criteria. ___ Engages students with self-assessment and set personal achievement goals. ___ Uses information about students' experiences, strengths, and needs from various stakeholders. ___ Uses assessment data to monitor and evaluate students' progress. ___ Keeps appropriate and accurate records of student achievement, and communicates students' progress to various stakeholders.	___ Students are given assessment standards and criteria. ___ Hinders students' self-assessment process and setting of personal achievement goals. ___ Does not use information about students' experiences, strengths, and needs from various stakeholders. ___ Does not use assessment data to monitor and evaluate students' progress. ___ Does not keep appropriate and accurate records of student achievement, and does not communicate students' progress to various stakeholders.
Standard Statement IX: Demonstrates Professionalism The effective teacher continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally. *The teacher candidate evaluates their teaching and seeks opportunities to grow professionally.*	___ Participates in opportunities to grow professionally throughout the school year. ___ Reflects on practice and monitors own teaching activities and strategies to then make adjustments to meet learners' needs consistently ___ Provides, seeks and receives evaluative feedback in a professional manner. ___ Conducts self in an ethical and professional manner consistently. ___ Models honesty, and fairness, and respects individuals and laws of the society consistently. ___ Demonstrates good work habits in all aspects of teaching. ___ Knows current issues and trends in education and seeks avenues to hone teaching skills.	___ Participates in opportunities to grow professionally. ___ Reflects on practice and monitors own teaching activities and strategies to then make adjustments to meet learners' needs ___ Provides and receives evaluative feedback in a professional manner. ___ Conducts self in an ethical and professional manner. ___ Models honesty, and fairness, and respects individuals and laws of the society. ___ Demonstrates good work habits. ___ Knows current issues and trends in education. ___ Uses effective listening, conflict resolution, and group-facilitation skills as a team member.	___ Does not participate in opportunities to grow professionally. ___ Does not reflect on practice nor monitors own teaching activities and strategies, and does not make adjustments to meet learners' needs ___ Does not give nor accept evaluative feedback in a professional manner. ___ Conducts self in an unethical and unprofessional manner ___ Models dishonesty, bias, and disrespects individuals and laws of the society. ___ Demonstrates poor work habits. ___ Is oblivious to current issues and trends in education.

	___ Uses effective listening, conflict resolution, and group-facilitation skills as a team member in and out of the classroom. ___ Works collaboratively with peers to enhance students' learning. ___ Participates responsibly and actively in school activities.	___ Works collaboratively with peers ___ Participates responsibly in school activities.	___ Does not listen and hinders conflict resolution and group-facilitation. ___ Does not work collaboratively with peers ___ Does not participate in school activities.
Standard Statement X: **Fosters Parent and School Community Relationships** The effective teacher establishes and maintains strong working relationships with parents and members of the school community to support student learning. *The teacher candidate establishes and maintains strong working relationships with all stakeholders.*	___ Collaborates with all stakeholders to support student learning consistently throughout the year. ___ Seeks opportunities to build strong partnerships with stakeholders regularly. ___ Supports and leads activities and programs that encourage parents to participate actively in school-related organizations and activities. ___ Establishes open and active lines of communication with parents in multiple ways. ___ Knows and uses community resources to enhance student learning regularly.	___ Collaborates with all stakeholders to support student learning. ___ Seeks opportunities to build strong partnerships with stakeholders. ___ Supports activities and programs that encourage parents to participate actively in school-related organizations and activities ___ Establishes open and active lines of communication with parents. ___ Knows and uses community resources to enhance student learning.	___ Does not collaborate with stakeholders to support student learning. ___ Does not develop partnerships with stakeholders. ___ Hinders activities and programs that discourage parents to participate actively in school-related organizations and activities. ___ Discourages open and active communication with parents. ___ Is unaware of community resources that could enhance student learning

f. Data Charts

School Year 2012– 2013*

	Target		Acceptable		Unacceptable	
	#	%	#	%	#	%
Standard I Focuses on the Learner						
Standard II Creates and Maintains a Safe and Positive Learning Environment						
Standard III Adapts to Learner Diversity						
Standard IV Fosters Effective Communication in the Learning Environment						
Standard V Demonstrates Knowledge of Content						
Standard VI Designs and Provides Meaningful Learning Experiences						
Standard VII Uses Active Student Learning Strategies						
Standard VIII Uses Assessment Strategies						
Standard IX Demonstrates Professionalism						
Standard X Fosters Parent and School Community Relationships						

* No candidates were enrolled to complete assessments this year.

f. Data Charts

School Year 2011-2012

	Target		Acceptable		Unacceptable	
	#	%	#	%	#	%
Standard I Focuses on the Learner			1	100%		
Standard II Creates and Maintains a Safe and Positive Learning Environment			1	100%		
Standard III Adapts to Learner Diversity			1	100%		
Standard IV Fosters Effective Communication in the Learning Environment			1	100%		
Standard V Demonstrates Knowledge of Content			1	100%		
Standard VI Designs and Provides Meaningful Learning Experiences			1	100%		
Standard VII Uses Active Student Learning Strategies			1	100%		
Standard VIII Uses Assessment Strategies			1	100%		
Standard IX Demonstrates Professionalism			1	100%		
Standard X Fosters Parent and School Community Relationships			1	100%		

Assessment V

Effect on Student Learning: Unit Plan

I. Narrative

a. A brief description of the assessment and its use in the program

The unit plan assessment requires candidate to demonstrate their ability to have an effect on student learning. This assessment addresses seven of the ten Hawaii Teacher Performance Standards. Below is an example of a unit plan guide. Candidates are expected to develop a unit plan that is connected to their field placement location. Candidates are to use their environment and community to create learning experiences. All components of the unit plan are written and implemented in the Hawaiian language unless advised differently by mentor teacher.

b. Description of how assessment specifically aligns with the standards

Hawaii Teacher Performance Standard	How Assessment Aligns with Standards
1. **Focuses on the Learner** The effective teacher consistently engages students in appropriate experiences that support their development as independent learners.	*Candidates' unit plan consistently engages students in appropriate experiences that support their development as independent learners through Hawaiian language.* The teacher candidates' unit plan focuses on the learners' needs
3. **Adapts to Learner Diversity** The effective teacher consistently provides opportunities that are inclusive and adapted to diverse learners.	*Candidates unit incorporates consistent opportunities that are inclusive and adapted to diverse learners through Hawaiian language.* The teacher candidates' unit plan consistently provides the support needed to achieve a learning goal and celebrate each student's unique abilities.
5. **Demonstrates Knowledge of Content** The effective teacher consistently demonstrates competency in content area(s) to develop student knowledge and performance.	*The teacher candidate consistently demonstrates competency in their content area as well as in Hawaiian language.* Candidates demonstrate knowledge of content through development of unit plan and execution of plans over a certain period of time.
6. **Designs and Provides Meaningful Learning Experiences** The effective teacher consistently plans and implements, meaningful learning experiences for students.	*Candidates' consistently plans and implements lessons that are challenging and stimulating for students through Hawaiian language.* The teacher candidates' unit uses a variety of learning styles and strategies in their lessons to create a positive learning environment.
7. **Uses Active Student Learning Strategies** The effective teacher consistently uses a variety of active learning strategies to develop students' thinking, problem solving and learning skills.	*Candidates' unit plan uses a variety of active learning strategies to develop students' thinking, problem solving and learning through Hawaiian language.* The candidates' unit plan constantly uses the notion of hands-on learning where students begin with concrete objects to develop understanding

8. **Uses Assessment Strategies** The effective teacher consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.	The teacher candidates' unit plan uses appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner through Hawaiian language.
9. **Demonstrates Professionalism** The effective teacher continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally.	The teacher candidates' unit plan demonstrates consistent self-evaluation of effects of his or her choices and actions and seeks opportunities to grow professional.
10. **Fosters Parent and School Community Relationships** The effective teacher establishes and maintains strong working relationships with parents and members of the school community to support student learning.	The teacher candidates' place-based unit plan connects candidates and participants to their current environment, the community and to one another.

c. An interpretation of how data will provide evidence for meeting standards

Developing unit plans demonstrates candidates ability to meet HTSB Standards 1, 3, 5, 6, 7, 8, 9, and 10. The 2011-2012 data show that one candidate met all standards at an acceptable level while the other candidate was only able to achieve an acceptable level on Standard 3. A Plan of Assistance was developed to support this candidate's deficiencies in these areas.

In the 2012-2013 data set, all candidates scored within the acceptable range for the aforementioned HTSB standards. Candidate demonstrated that they acquired the necessary knowledge and skills to have a positive effect on student learning. This further illustrates that the candidates understood unit planning and how to use formative data to scaffold learning for a positive student experience. Candidates understand the correlation between teaching, learning and assessment.

Candidates are consistently challenged to assess and teach in culturally appropriate ways and not only set goals to meet the HTSB standards but also to meet culturally appropriate behavior and attitudes in the classroom and within their placement community. Our goal is to have candidates use data as a strategy to impact and document their expertise but more importantly, to make a positive difference of teaching and learning in the classroom.

II. Assessment Documentation

d. Description of the assessment

All teacher candidates must complete a unit plan in their second and third semesters. Candidates are evaluated with a common rubric. Candidates must earn a passing score of acceptable or target for each category on the rubric. Candidates who receive an unacceptable score on any of the categories are required to complete a formal Plan of Assistance

(remediation) under the supervision of the course instructor to address any deficiencies before moving on to the next semester.

Instructions to Candidates

Candidates select a unit of study, design and teach during their second semester of observing an experienced mentor teacher, and during their student-teaching semester. The information required for the unit plan may be created as a thematic unit.

Place-Based Unit Plan and Implementation Guidelines

Planning a Unit

- In collaboration with Associate Teacher and based on student need
- Lessons created by student teacher
- Minimum 4 lessons

Implementation of Unit

- Teach *at least* 2 lessons from the unit
  - Lessons can be used for the formal observation requirement as well as field requirement for lessons (3) to be taught under supervision of Associate Teacher
- Gather student work/ evidence from lesson
- Reflect on lessons taught (1-2 page reflection for each lesson)
  - Guiding Questions:
    - Did you meet the lesson objective(s)?
    - What were the student outcomes?
    - What worked?
    - What were some challenges?
    - What would you change?

Unit Reflection on Process and Product

- Reflect on unit as a whole (1-2 page reflection for unit)
  - Guiding Questions:
    - Did you meet the unit objective(s)?
    - What were the student outcomes?
    - What worked?
    - What were some challenges?
    - What would you change?

Example 5-Day Unit Plan Format

Candidate:

Unit Title:

Rationale:

Stage 1—Desired Results	
Goals (G): Standards/benchmarks, other goals	
Enduring Understandings	Essential Questions
Knowledge	Skills
Stage 2—Assessment Evidence (attach copies of everything you will use)	
Summative Assessment Task	Other Evidence—Formative in daily lessons

Stage 3—Learning Plan (Titles of your lessons)				
Day 1:	Day 2:	Day 3:	Day 4:	Day 5:

e. Scoring Guide

Unit Planning

Candidates' scores are determined by the preponderance of evidence on indicators associated with each category.

Candidate Name _____ Date _____ Assessor _____

Standard	Target	Acceptable	Unacceptable
Standard Statement I: Focuses on the Learner The effective teacher consistently engages students in appropriate experiences that support their development as independent learners. *The teacher candidate's lesson plan shows that he/she consistently engages students in appropriate experiences that support their development as independent learners.*	___Maintains opportunities for students to assume responsibility for their own learning ___Encourages students to learn and achieve daily ___Regularly listens and shows concern for students ___Relates lessons to student's life experiences for each lesson. ___Consistently uses developmentally appropriate practices in the classroom. ___Instructional decisions based on students' physical, social, emotional and cognitive development in each lesson.	___Gives opportunities for students to assume responsibility for their own learning ___Encourages students to learn and achieve ___Listens and shows concern for students ___Relates lessons to student's life experiences. ___Uses developmentally appropriate practices in the classroom. ___Instructional decisions based on students' physical, social, emotional and cognitive development.	___Does not gives opportunities for students to assume responsibility for their own learning ___Discourages students to learn and achieve ___Ignores students' concerns ___Does not relate lessons to student's life experiences. ___Uses developmentally inappropriate practices in the classroom. ___Instructional decisions not based on students' physical, social, emotional and cognitive development.
Standard Statement III: Adapts to Learner Diversity The effective teacher consistently provides opportunities that are inclusive and adapted to diverse learners. *The teacher candidate's lesson plan provides opportunities that are inclusive and adapted to divers learners.*	___Develops a positive relationship with students ___Encourages an appreciation of human and cultural differences regularly. ___Makes sure all students succeed. ___Adapts instruction to students' development, learning styles, strengths and needs in all lessons. ___Looks for resources to support student achievement from a variety of sources. ___Creates a place of trust, respect and empathy among all learners daily.	___Develops a positive relationship with students ___Encourages an appreciation of human and cultural differences. ___Enables all students to succeed. ___Adapts instruction to students' development, learning styles, strengths and needs. ___Looks for resources to support student achievement. ___Creates a place of trust, respect and empathy among all learners.	___Develops a negative relationship with students ___Discourages an appreciation of human and cultural differences in students. ___Hinders all students to succeed in assignments. ___Students' development, learning styles, strengths and needs are not considered when planning lessons. ___Does not use resources to support student achievement. ___Creates a place of distrust, animosity among all learners.
Standard Statement VI: Designs and Provides Meaningful Learning Experiences	___ Plans and implements logically sequenced instruction and make adjustments according to	___ Plans and implements logically sequenced instruction and make adjustments according to	___ Plans and implements illogically sequenced instruction and does not make adjustments according

The effective teacher consistently plans and implements, meaningful learning experiences for students. *The teacher candidate's lesson plan demonstrates meaning learning experiences for students.*	learners' needs in all lessons. ___ Uses developmentally appropriate teaching materials based on best practices in the field in all lessons. ___ Uses appropriate and diverse assessment strategies as an integral part of lesson planning. ___ Connects concepts and key ideas to students' prior experiences, uses multiple representations, examples and explanations in all lessons taught. ___ Applies concepts to everyday life to enable students to see relevance of learning on a regular basis. ___ Provides integrated or interdisciplinary learning experiences that engage students' inquiry, discussing diverse issues, and dealing with ambiguity integrating various viewpoints on a regular. ___ Teaches for mastery of complex processes, concepts and principles daily. ___ Shares their knowledge and experiences that help students make life and career decisions regularly. ___ Organizes materials and equipment to create a media-rich environment.	learners' needs. ___ Uses developmentally appropriate teaching materials based on best practices in the field. ___ Uses appropriate assessment strategies as an integral part of lesson planning. ___ Connects concepts and key ideas to students' prior experiences, uses multiple representations, examples and explanations. ___ Applies concepts to everyday life to enable students to see relevance of learning. ___ Provides integrated or interdisciplinary learning experiences that engage students' inquiry, discussing diverse issues, and dealing with ambiguity integrating various viewpoints. ___ Teaches for mastery of complex processes, concepts and principles. ___ Shares their knowledge and experiences that help students make life and career decisions. ___ Organizes materials and equipment to create a media-rich environment.	to learners' needs. ___ Uses developmentally inappropriate teaching materials. ___ Uses inappropriate assessment strategies and/or no assessment strategies as a part of lesson planning. ___ Does not connect concepts and key ideas to students' prior experiences. ___ Does not enable students to see relevance of learning. ___ Provides fragmented or disenfranchised learning experiences that stifle students' inquiry, discussing diverse issues, and dealing with ambiguity integrating various viewpoints. ___ Teaches for mediocrity of complex processes, concepts and principles. ___ Does not share their knowledge and experiences that help students make life and career decisions. ___ Materials and equipment disorganized which create a media-poor environment.
Standard V Demonstrates Knowledge of Content The effective teacher consistently demonstrates competency in content area(s) to develop student knowledge and performance.	___ Actively continues to learn and use trends and development in their content area. ___Utilizes language to teach complex processes, concepts and principles unique to their teaching specialization on a regular basis. Consistently uses technology in	___ Actively continues to learn trends and development in their content area. ___ Utilizes language to teach complex processes, concepts and principles unique to their teaching specialization ___ Uses technology found in the school to facilitate content	___Refuses to learn trends and development in their content area. ___Does not use language to teach complex processes, concepts and principles unique to their teaching specialization. ___Uses no technology to facilitate content learning.

	the school to facilitate content learning. ___Connects knowledge to students' prior knowledge and real-life situations during all lessons. ___Uses technology regularly to enhance learning of content.	learning. ___ Connects knowledge to students' prior knowledge and real-life situations. ___ Uses technology to enhance learning of content.	___Does not connect knowledge to students' prior knowledge and real-life situations. ___ Rarely or never uses technology to enhance learning of content.
Standard Statement VII: Uses Active Student Learning Strategies The effective teacher consistently uses a variety of active learning strategies to develop students' thinking, problem solving and learning skills.	___ Students set goals, planning, implementing and evaluating to produce quality performances and quality products weekly. ___ Enables students to question, problem-solve, access resources, and use information to determine meaningful conclusions and develop responsibility for their own learning on a regular basis. ___ Provides challenging learning experiences that develop higher-order thinking skills in each lesson. ___ Varies teacher roles to teach content and purpose for fulfilling students' needs in each lesson. ___ Engages students in active, hands-on, creative, open-ended problem-based learning experiences regularly. ___ Provides opportunities for students to apply and demonstrate what they have learned daily. ___ Uses the school's technologies effectively to enhance teaching and learning.	___ Students set goals, planning, implementing and evaluating to produce quality performances and quality products. ___ Enables students to question, problem-solve, access resources, and use information to determine meaningful conclusions and develop responsibility for their own learning. ___ Provides challenging learning experiences that develop higher-order thinking skills. ___ Varies teacher roles to teach content and purpose for fulfilling students' needs. ___ Engages students in active, hands-on, creative, open-ended problem-based learning experiences. ___ Provides opportunities for students to apply and demonstrate what they have learned. ___ Uses the school's technologies to enhance teaching and learning.	___ Students do not set goals, planning, implementing and evaluating to produce quality performances and quality products. ___ Hinders students to question, problem-solve, access resources, and use information to determine meaningful conclusions and develop responsibility for their own learning. ___ Learning experiences stop higher-order thinking skills. ___ No variation in teacher roles to teach content and purpose for fulfill students' needs. ___ Disengages students in active, hands-on, creative, open-ended problem-based learning experiences. ___ Hinders opportunities for students to apply and demonstrate what they have learned. ___ Does not use technologies to enhance teaching and learning.
Standard Statement VIII: Uses Assessment Strategies The effective teacher consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development	___ Evaluates students' performance and products objectively and fairly in a timely manner. ___ Incorporates appropriate and diverse assessments to enhance knowledge of the learners and modifies teaching according to assessment results.	___ Evaluates students' performance and products objectively and fairly. ___ Incorporates appropriate assessments to enhance knowledge of the learners and modifies teaching according to assessment results.	___ Evaluates students' performance and products subjectively. ___ Incorporates inappropriate assessments and does not modify teaching according to assessment results. ___ Students are given assessment standards and criteria.

of the learner. *The teacher candidate's lesson plan(s) uses appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.*	___ Students are involved in determining assessment standards and criteria before beginning on a task. ___ Engages students in self-assessment and set personal achievement goals regularly. ___ Uses information about students' experiences, strengths, needs from various stakeholders prior to lesson planning. ___ Uses assessment data to monitor and evaluate students' progress regularly. ___ Keeps appropriate, detailed and accurate records of student achievement and communicates students' progress to various stakeholders.	___ Students are involved in determining assessment standards and criteria. ___ Engages students in self-assessment and set personal achievement goals. ___ Uses information about students' experiences, strengths, needs from various stakeholders. ___ Uses assessment data to monitor and evaluate students' progress. ___ Keeps appropriate and accurate records of student achievement and communicates students' progress to various stakeholders.	___ Hinders students in self-assessment and setting personal achievement goals. ___ Does not use information about students' experiences, strengths, needs from various stakeholders. ___ Does not use assessment data to monitor and evaluate students' progress. ___ Does not keep appropriate and accurate records of student achievement and does not communicate students' progress to various stakeholders.
Standard Statement IX: Demonstrates Professionalism The effective teacher continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally. *The teacher candidate's lesson plan(s) demonstrates consistent self-evaluation of effects of his or her choices and actions and seeks opportunities to grow professional.*	___ Participates in opportunities to grow professionally through out the school year. ___ Reflects on practice and monitors own teaching activities and strategies and make adjustments to meet learners' needs consistently ___ Provide, seek and accept evaluative feedback in a professional manner. ___ Conducts self in an ethical and professional manner consistently. ___ Models honesty, fairness, and respects individuals and laws of the society regularly. ___ Demonstrates good work habits in all aspects of teaching. ___ Knows current issues and trends in education and seeks avenues to hone teaching skills. ___ Uses effective listening, conflict resolution and group-facilitation skills as a team member in and	___ Participates in opportunities to grow professionally. ___ Reflects on practice and monitors own teaching activities and strategies and make adjustments to meet learners' needs ___ Provide and accept evaluative feedback in a professional manner. ___ Conducts self in an ethical and professional manner. ___ Models honesty, fairness, and respects individuals and laws of the society. ___ Demonstrates good work habits. ___ Knows current issues and trends in education. ___ Uses effective listening, conflict resolution and group-facilitation skills as a team member. ___ Works collaboratively with peers ___ Participates responsibly in school activities.	___ Does not participate in opportunities to grow professionally. ___ Does not reflect on practice and monitors own teaching activities and strategies and make adjustments to meet learners' needs ___ Does not give and accept evaluative feedback in a professional manner. ___ Conducts self in an unethical and unprofessional manner. ___ Models dishonesty, bias, and disrespects individuals and laws of the society. ___ Demonstrates poor work habits. ___ Is oblivious to current issues and trends in education. ___ Does not listen and hinders conflict resolution and group-facilitation skills. ___ Does not work collaboratively with peers Does not participate in school

	out of the classroom. ___ Works collaboratively with peers to enhance students' learning. ___ Participates responsibly and actively in school activities.		activities.
Standard Statement X: Fosters Parent and School Community Relationships The effective teacher establishes and maintains strong working relationships with parents and members of the school community to support student learning. *The teacher candidate's lesson plan (s) uses their relationship with parents, school and community to enable students to succeed.*	___ Collaborates with all stakeholders to support student learning consistently throughout the year. ___ Seeks opportunities to build strong partnerships with stakeholders regularly. ___ Supports and lead activities and programs that encourage parents to participate actively in school-related organizations and activities. ___ Establishes open and active lines of communication with parents in multiple ways. ___ Knows and uses community resources to enhance student learning regularly.	___ Collaborates with all stakeholders to support student learning. ___ Seeks opportunities to build strong partnerships with stakeholders. ___ Supports activities and programs that encourage parents to participate actively in school-related organizations and activities. ___ Establishes open and active lines of communication with parents. ___ Knows and uses community resources to enhance student learning.	___ Does not collaborate with all stakeholders to support student learning. ___ No partnerships with stakeholders. ___ Hinders activities and programs that encourage parents to participate actively in school-related organizations and activities. ___ Establishes hostile lines of communication with parents. ___ Is unaware of community resources that could enhance student learning

f. Data charts

School Year 2012 – 2013

	Target		Acceptable		Unacceptable	
	#	%	#	%	#	%
Standard I Focuses on the Learner			2	100%		
Standard III Adapts to Learner Diversity			2	100%		
Standard V Demonstrates Knowledge of Content			2	100%		
Standard VI Designs and Provides Meaningful Learning Experiences			2	100%		
Standard VII Uses Active Student Learning Strategies			2	100%		
Standard VIII Uses Assessment Strategies			2	100%		
Standard IX Demonstrates Professionalism			2	100%		
Standard X Fosters Parent and School Community Relationships			2	100%		

School Year 2011 – 2012

	Target		Acceptable		Unacceptable	
	#	%	#	%	#	%
Standard I Focuses on the Learner			1	50%	1	50%
Standard III Adapts to Learner Diversity			2	100%		
Standard V Demonstrates Knowledge of Content			1	50%	1	50%
Standard VI Designs and Provides Meaningful Learning Experiences			1	50%	1	50%
Standard VII Uses Active Student Learning Strategies			1	50%	1	50%
Standard VIII Uses Assessment Strategies			1	50%	1	50%
Standard IX Demonstrates Professionalism			1	50%	1	50%
Standard X Fosters Parent and School Community Relationships			1	50%	1	50%

Assessment VI
Professional Dispositions

I. Narrative

a. A brief description of the assessment and its use in the program

The professional dispositions of teacher candidates are vital to their own and student learning. Thus, candidates' interpersonal and intrapersonal skills are important to their success in the classroom.

b. A description of how this assessment specifically aligns with the standards

Hawaii Teacher Performance Standard	How Assessment Aligns
2. **Creates and Maintains a Safe and Positive Learning Environment**—The effective teacher consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation.	The candidate maintains a safe and positive learning environment for all students, establishing Hawaiian values in the classroom and creating the environment through the use of Hawaiian language.
3. **Adapts to Learner Diversity**—The effective teacher consistently provides opportunities that are inclusive and adapted to diverse learners.	The candidate adapts to the strengths and challenges for all students, demonstrating their responses to students through Hawaiian language.
4. **Fosters Effective Communication in the Learning Environment**—The effective teacher consistently enriches communication in the learning environment.	The candidate establishes effective communication through the Hawaiian language in the classroom.
5. **Demonstrates Knowledge of Content**—The effective teacher consistently demonstrates competency in content area(s) to develop student knowledge and performance.	The teacher candidate consistently demonstrates competency in their content area and in use of the Hawaiian language for teaching.
9. **Demonstrates Professionalism**—The effective teacher continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally.	The candidate behaves like a professional teacher.

c. An interpretation of how data will provide evidence for meeting standards

Candidates' professional behavior is an integral part of becoming a successful teacher. The 2011-2012 data set show one candidate was able to consistently achieve acceptable results, while one candidate consistently fell at the unacceptable level. A Plan of Assistance was developed to support candidate in addressing these deficiencies.

In the 2012-2013 data set, it shows that both candidates were able to achieve acceptable results indicating they exhibited the qualities required in the teaching profession. The teacher candidates created and maintained a safe and positive environment, adapted to learner diversity, fostered excellent communication, demonstrated knowledge in their content and exhibited professional behavior. By being able to demonstrate these qualities, teacher candidates are able to become effective Hawaiian language teachers and effective in other school settings as well. Teacher candidates were able successfully navigate the myriad of expected behaviors during their course of study. We are pleased that the candidates reached this level of competency and are on track to become successful teachers. However, we realize that we need to have candidates hone their interpersonal and intrapersonal skills in their school, using Hawaiian values and the Hawaiian language to do so. Although this year's candidates achieved satisfactory completion of the standards, we must dig deeper to help them grow into more seasoned/experienced educators.

II. Documentation

d. Rich description of assessment, often the instructions given to candidates

Professional dispositions are crucial to teacher candidates' professional behavior. The assessment is aligned with five of the Hawaiʻi Teacher Performance Standards.

All Hawaiian Language Immersion teacher candidates participate in a Teaching Disposition assessment. Candidates will be evaluated with a common rubric related to five of the Hawaii Teacher Performance Standards (HTPS). Candidates must earn a passing score of acceptable or target for each category on the rubric. Candidates who receive an unacceptable score on any of the categories are required to complete a formal Plan of Assistance (remediation) under the supervision of the course instructor. Students who are unable to overcome identified deficiencies in a timely manner may reapply to the Hoʻokulāiwi MEdT Hawaiian Language Immersion program.

Professional Dispositions Assessment

Professional dispositions are pivotal in becoming and maintaining professionalism and effective teaching. The university supervisor conducts classroom observations and uses the Professional Disposition Assessment (a common rubric based on the Hawaiʻi Teacher Performance Standards) to evaluate teacher candidates' ability to demonstrate a professional way of behaving. Mentor teachers who assist in the development of the teacher candidates' knowledge, skills, and dispositions serve as a consultant to the university supervisor during the student teacher evaluation process.

The Hoʻokulāiwi MEdT Hawaiian Language Immersion teacher education program's disposition evaluation is assessed through the Hawaii State Teachers Performance Standards. To complete the assessment, all candidates must score a level of acceptable or target for all categories found in the rubrics that comprise the disposition rubric. The university supervisor evaluates candidates' performance.

e. Scoring guide

Professional Dispositions Assessment

Candidates' scores are determined by the preponderance of evidence on indicators associated with each category.

Candidate: _____ School: _____ Cohort _____ ☐ Mid-semester ☐ Final

Name of person completing this form: _____ ☐ Teacher ☐ MEdT Faculty ☐ Other _____

Course: _____ Semester: ☐ 1 ☐ 2 ☐ 3 ☐ 4

Disposition	Target (Professional Goal)	Acceptable (Meets Expectations)	Unacceptable
2. Creates and Maintains a Safe and Positive Learning Environment *The candidate maintains a safe and positive learning environment for all students.*	☐ Encourages empathy, compassion, and mutual respect between students on a daily basis. ☐ Use effective classroom management that encourages student self-control and self-discipline regularly. ☐ Models caring and nurtures positive interpersonal relationships in the classroom. ☐ Encourages students' intrinsic motivation by providing developmentally appropriate experiences that build on success daily. ☐ Provides experiences with working within a group regularly. ☐ Students daily reflect, express interests, make choices, set goals, plan and organize, self-evaluate to produce quality work.	☐ Encourages empathy, compassion, and mutual respect between students. ☐ Use effective classroom management that encourages student self-control and self-discipline. ☐ Models caring and nurtures positive interpersonal relationships in the classroom. ☐ Encourages students' intrinsic motivation by providing developmentally appropriate experiences that build on success. ☐ Provides experiences with working within a group. ☐ Students reflect, express interests, make choices, set goals, plan and organize, self-evaluate to produce quality work.	☐ Discourages empathy, compassion, and mutual respect between students. ☐ Use ineffective classroom management that discourages student self-control and self-discipline. ☐ Models disinterest and nurtures negative interpersonal relationships in the classroom. ☐ Discourages students' intrinsic motivation by providing developmentally inappropriate experiences that build on failure. ☐ Does not provide experiences with working within a group. ☐ Students do not reflect, express interests, make choices, set goals, plan and organize, self-evaluate to produce quality work.
3. Adapts to Learner Diversity *The candidate adapts to the strengths and challenges for all students.*	☐ Develops a positive relationship with students ☐ Encourages an appreciation of human and cultural differences regularly. ☐ Makes sure all students succeed. ☐ Adapts instruction to students' development, learning styles, strengths and needs in all lessons. ☐ Looks for resources to support student achievement from a variety of sources. ☐ Creates a place of trust, respect and empathy among all learners daily.	☐ Develops a positive relationship with students ☐ Encourages an appreciation of human and cultural differences. ☐ Enables all students to succeed. ☐ Adapts instruction to students' development, learning styles, strengths and needs. ☐ Looks for resources to support student achievement. ☐ Creates a place of trust, respect and empathy among all learners.	☐ Develops a negative relationship with students ☐ Discourages an appreciation of human and cultural differences in students. ☐ Hinders all students to succeed in assignments. ☐ Students' development, learning styles, strengths and needs are not considered when planning lessons. ☐ Does not use resources to support student achievement. ☐ Creates a place of distrust, animosity

			among all learners.
4. Fosters Effective Communication in the Learning Environment *The candidate establishes effective communication in the classroom.*	☐ Communicates with all students in the classroom showing concern for the individual. ☐ Enables active inquiry, collaboration and supports student interaction on a regular basis. ☐ Uses self-expression, reflection and evaluation to help students communicate effectively in the classroom. ☐ Models and encourages clear oral and written expression daily. ☐ Applies language acquisition principles when teaching communication skills throughout the lesson. ☐ Promotes and models the use of verbal and non-verbal communication in the classroom. ☐ Engages students' different modes of communication in their teaching to reach all learners. ☐ Uses technologies to enrich students' multiple literacy competencies.	☐ Communicates with all students in the classroom ☐ Enables active inquiry, collaboration and supports student interaction ☐ Fosters self-expression, reflection and evaluation. ☐ Models and encourages clear oral and written expression. ☐ Applies language acquisition principles when teaching communication skills. ☐ Promotes the use verbal and non-verbal communication in the classroom. ☐ Engages students' different modes of communication in their teaching. ☐ Uses technologies to enrich students' literacy.	☐ Does not communicate with students in the classroom ☐ No active inquiry, collaboration that supports student interaction ☐ Hinders self-expression, reflection and evaluation. ☐ Discourages clear oral and written expression. ☐ Language acquisition principles not evident when teaching communication skills. ☐ Hinders the use verbal and non-verbal communication in the classroom. ☐ Does not use different modes of communication in their teaching. ☐ Does not use technologies to enrich students' literacy.
5. Demonstrates Knowledge of Content *The effective teacher consistently demonstrates competency in content area(s) to develop student knowledge and performance.*	☐ Actively continues to learn and use trends and development in their content area. ☐ Utilizes language to teach complex processes, concepts and principles unique to their teaching specialization on a regular basis. ☐ Consistently uses technology in the school to facilitate content learning. ☐ Connects knowledge to students' prior knowledge and real-life situations during all lessons.	☐ Actively continues to learn trends and development in their content area. ☐ Utilizes language to teach complex processes, concepts and principles unique to their teaching specialization. ☐ Uses technology found in the school to facilitate content learning. ☐ Connects knowledge to students' prior knowledge and real-life situations.	☐ Refuses to learn trends and development in their content area ☐ Does not use language to teach complex processes, concepts and principles unique to their teaching specialization. ☐ Us.es no technology to facilitate content learning. ☐ Does not connect knowledge to students' prior knowledge and real-life situations.
9. Demonstrates Professionalism *The candidate behaves like a professional*	☐ Participates in opportunities to grow professionally through out the school year. ☐ Reflects on practice and monitors own teaching activities and strategies and make adjustments to meet learners'	☐ Participates in opportunities to grow professionally. ☐ Reflects on practice and monitors own teaching activities and strategies and make adjustments to meet learners' needs	☐ Does not participate in opportunities to grow professionally. ☐ Does not reflect on practice and monitors own teaching activities and strategies and make adjustments to meet learners' needs

teacher.	needs consistently ☐ Provide, seek and accept evaluative feedback in a professional manner. ☐ Conducts self in an ethical and professional manner consistently. ☐ Models honesty, fairness, and respects individuals and laws of the society regularly. ☐ Demonstrates good work habits in all aspects of teaching. ☐ Knows current issues and trends in education and seeks avenues to hone teaching skills. ☐ Uses effective listening, conflict resolution and group-facilitation skills as a team member in and out of the classroom. ☐ Works collaboratively with peers to enhance students' learning. ☐ Participates responsibly and actively in school activities.	☐ Provide and accept evaluative feedback in a professional manner. ☐ Conducts self in an ethical and professional manner. ☐ Models honesty, fairness, and respects individuals and laws of the society. ☐ Demonstrates good work habits. ☐ Knows current issues and trends in education. ☐ Uses effective listening, conflict resolution and group-facilitation skills as a team member. ☐ Works collaboratively with peers ☐ Participates responsibly in school activities.	☐ Does not give and accept evaluative feedback in a professional manner. ☐ Conducts self in an unethical and unprofessional manner. ☐ Models dishonesty, bias, and disrespects individuals and laws of the society. ☐ Demonstrates poor work habits. ☐ Is oblivious to current issues and trends in education. ☐ Does not listen and hinders conflict resolution and group-facilitation skills. ☐ Does not work collaboratively with peers ☐ Does not participate in school activities.

Candidates must demonstrate acceptable or target professional dispositions in all program-related activities (i.e., course, field experiences, meetings, conferences). Dispositions marked Unacceptable require a conference and, if indicated, a plan of assistance. Scores of Unacceptable can result in dismissal from the program. Teacher's signature indicates that he/she has reviewed this document with the UHM faculty member.

_____ _____
Candidate's Signature Date

Response Attached: Yes ☐ No ☐

_____ _____
Associate Teacher Signature Date

_____ _____
Hoʻokulāiwi MEdT Faculty Signature Date

f. Charts that provide candidate data derived from the assessment

School Year 2012 – 2013

	Target		Acceptable		Unacceptable	
	#	%	#	%	#	%
Standard II Creates and Maintains a Safe and Positive Learning Environment			2	100%		
Standard III Adapts to Learner Diversity			2	100%		
Standard IV Fosters Effective Communication in the Learning Environment			2	100%		
STANDARD V Demonstrates Knowledge of Content			2	100%		
Standard IX Demonstrates Professionalism			2	100%		

School year 2011 – 2012

	Target		Acceptable		Unacceptable	
	#	%	#	%	#	%
Standard II Creates and Maintains a Safe and Positive Learning Environment			1	50%	1	50%
Standard III Adapts to Learner Diversity			1	50%	1	50%
STANDARD V Demonstrates Knowledge of Content			1	50%	1	50%
Standard IV Fosters Effective Communication in the Learning Environment			1	50%	1	50%
Standard IX Demonstrates Professionalism			1	50%	1	50%

Assessment VII
Professional Portfolio

I. Narrative

a. A brief description of the assessment and its use in the program

The professional portfolio is designed for all candidates in their third semester of the Hookulaiwi MEdT Hawaiian Language program. The assessment is aligned with all ten (10) Hawaii Teacher Performance Standards (HTPS).

b. A description of how this assessment specifically aligns with the standards

Hawaii Teacher Performance Standard	How Assessment Aligns with Standards
1. **Focuses on the Learner** The effective teacher consistently engages students in appropriate experiences that support their development as independent learners.	The Hawaiian language candidate's portfolio shows he/she consistently engages students in appropriate experiences that support their development as independent learners.
2. **Creates and Maintains a Safe and Positive Learning Environment** The effective teacher consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation.	The Hawaiian language candidate's portfolio demonstrates that he/she creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation.
3. **Adapts to Learner Diversity** The effective teacher consistently provides opportunities that are inclusive and adapted to diverse learners.	The Hawaiian language candidate's portfolio reveals he/she provides opportunities that are inclusive and adapts to diverse learners.
4. **Fosters Effective Communication in the Learning Environment** The effective teacher consistently enriches communication in the learning environment.	The Hawaiian language candidate's portfolio shows that he/she consistently enriches communication in the learning environment through the Hawaiian language.
5. **Demonstrates Knowledge of Content** The effective teacher consistently demonstrates competency in content area(s) to develop student knowledge and performance.	The Hawaiian language candidate *consistently demonstrates competency in Hawaiian language.D*The candidates' lesson plans are developed and delivered in the Hawaiian language.
6. **Designs and Provides Meaningful Learning Experiences** The effective teacher consistently plans and implements, meaningful learning experiences for students.	The Hawaiian language candidate's portfolio displays that he/she plans and implements meaningful learning experiences for students through the Hawaiian language.

7. **Uses Active Student Learning Strategies** The effective teacher consistently uses a variety of active learning strategies to develop students' thinking, problem solving and learning skills.	The Hawaiian language candidate's portfolio demonstrates the use of active learning strategies to develop students' thinking, problem solving and learning skills, communicated and taught through Hawaiian language.
8. **Uses Assessment Strategies** The effective teacher consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.	The Hawaiian language candidate's portfolio provides evidence that he/she uses appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner through Hawaiian language.
9. **Demonstrates Professionalism** The effective teacher continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally.	The Hawaiian language candidate's portfolio demonstrates that he/she makes choices and actively seeks opportunities to grow professionally.
10. **Fosters Parent and School Community Relationships** The effective teacher establishes and maintains strong working relationships with parents and members of the school community to support student learning.	The Hawaiian language candidate's portfolio shows he/she establishes and maintains strong working relationships with all stakeholders.

c. An interpretation of how data will provide evidence for meeting standards

The professional teaching portfolio demonstrates the candidate's ability to meet the ten Hawai'i Teachers Performance Standard. The candidate is expected to provide three artifacts for each of the ten standards. These artifacts are the candidate's evidence of meeting each of the ten teacher standards. Although a secondary Hawaiian language focus, candidates' portfolio(s) are to be written in Hawaiian, and oral defenses are presented in Hawaiian regardless of audience.

The data show candidate scored at the level of acceptable in the 2011-2012 academic year demonstrating that s/he met all ten of the HTSB standards. There is no data for 2012-2013 as the candidate was unable to address deficiencies listed on the Plan of Assistance in a timely manner. As a program, we have realized the usefulness of the Plan of Assistance to address any concerns arising within the program. The plan offers support to candidates who experience challenges while in the program, and addresses the expectation(s) of the program along with a timeline of completion.

II. Assessment Documentation

d. Rich description of assessment, often the instruments given to candidates

The Professional Teaching Portfolio assessment is designed for all Hawaiian Language candidates that use the ten (10) Hawaii Teacher Performance Standards with the primary use of Hawaiian to communicate in writing.

All Hawaiian Language teacher candidates must complete a professional teaching portfolio. Candidates will be evaluated with a common rubric based on the ten Hawaii Teacher Performance Standards. Candidates must earn a passing score of acceptable or target for each category on the rubric. Candidates who receive an unacceptable score on any of the categories are required to complete a formal Plan of Assistance under the supervision of the course instructor. Students who are unable to overcome identified deficiencies in a timely manner may reapply to the Hookulaiwi MEdT program upon addressing those deficiencies.

Throughout the program, candidates collect and organize evidence to demonstrate that they meet professional teaching standards set by the Hawaii Teacher Standards Board. The portfolio is a personal and professional affirmation and celebration of the candidates' accomplishments and achievements in the classroom throughout the program.

Purposes of the portfolio

1. To provide an opportunity for candidates to demonstrate their learning and growth across program.
2. To document candidate learning and outcomes and present evidence of the mastery of knowledge, skills, and dispositions set through standards at the national, state and university levels.
3. To make a positive statement of identity on entry or re-entry to the educational community as licensed professionals.
4. To help clarify thinking as candidates prepare for career opportunities and the job application process and interviews

Assessment

The primary reader and evaluator for the portfolio is the UHM faculty advisor. Successful completion and evaluation of the portfolio is one requirement for the Hookulaiwi MEdT Hawaiian Language program. The Professional Teaching Portfolio contains specific evidence of demonstrating mastery in your content area.

The basic format and organization for the portfolio is:

1. Introduction
2. Artifacts organized by the ten (10) Hawaii' Teacher Performance Standards (HTPS)

Portfolio artifacts must demonstrate a mindful selection of professionally finished materials that reflect the principles of Theory in Practice, Inquiry, Collaboration and Reflection as evidenced throughout the candidate's clinical observations, participation, and teaching experiences. The portfolio should be well organized, professionally competent, and aesthetically pleasing. Compiling a portfolio is not only a process of collection and selection, but also involves critical reflection and connection. Candidates are advised to consider thoughtfully what they select to demonstrate their teaching competency.

Artifacts
Candidates demonstrate competency in the Hawaii Teacher Performance Standards (HTPS), The number of required artifacts required will be determined in consultation with your cohort coordinator to meet the standards and criteria noted in the attached rubrics.

Candidates must prepare an **Introductory Sheet** to accompany each artifact as follows:

- ✓ Title of artifact
- ✓ Brief description
- ✓ HTPS Standards addressed
- ✓ Rationale for inclusion (explain how and why the artifact demonstrates that you meet standards)

e. Scoring guide

Professional Teaching Portfolio

Candidates' scores are determined by the preponderance of evidence on indicators associated with each category.

Candidate Name _____ Date _____ Assessor _____

Standard	Target	Acceptable	Unacceptable
Standard Statement I: Focuses on the Learner The effective teacher consistently engages students in appropriate experiences that support their development as independent learners. *The teacher candidate's portfolio shows he/she consistently engages students in appropriate experiences that support their development as independent learners.*	___Maintains opportunities for students to assume responsibility for their own learning ___Encourages students to learn and achieve daily ___Regularly listens and shows concern for students ___Relates lessons to student's life experiences for each lesson. ___Consistently uses developmentally appropriate practices in the classroom. ___Instructional decisions based on students' physical, social, emotional and cognitive development in each lesson.	___Gives opportunities for students to assume responsibility for their own learning ___Encourages students to learn and achieve ___Listens and shows concern for students ___Relates lessons to student's life experiences. ___Uses developmentally appropriate practices in the classroom. ___Instructional decisions based on students' physical, social, emotional and cognitive development.	___Does not gives opportunities for students to assume responsibility for their own learning ___Discourages students to learn and achieve ___Ignores students' concerns ___Does not relate lessons to student's life experiences. ___Uses developmentally inappropriate practices in the classroom. ___Instructional decisions not based on students' physical, social, emotional and cognitive development.
Standard Statement II: Creates and Maintains a Safe and Positive Learning Environment The effective teacher consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation. *The teacher candidate's portfolio demonstrates that he/she creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation.*	___Encourages empathy, compassion, and mutual respect between students on a daily basis. ___Use effective classroom management that encourages student self-control and self-discipline regularly. ___Models caring and nurtures positive interpersonal relationships in the classroom. ___Encourages students' intrinsic motivation by providing developmentally appropriate experiences that build on success daily. ___Provides experiences with working within a group regularly.	___Encourages empathy, compassion, and mutual respect between students. ___Use effective classroom management that encourages student self-control and self-discipline. ___Models caring and nurtures positive interpersonal relationships in the classroom. ___Encourages students' intrinsic motivation by providing developmentally appropriate experiences that build on success. ___Provides experiences with working within a group. ___Students reflect, express interests, make choices, set goals, plan and organize, self-evaluate to produce	___Discourages empathy, compassion, and mutual respect between students. ___Use ineffective classroom management that discourages student self-control and self-discipline. ___Models disinterest and nurtures negative interpersonal relationships in the classroom. ___Discourages students' intrinsic motivation by providing developmentally inappropriate experiences that build on failure. ___Does not provide experiences with working within a group. ___Students do not reflect, express

	___Students daily reflect, express interests, make choices, set goals, plan and organize, self-evaluate to produce quality work.	quality work.	interests, make choices, set goals, plan and organize, self-evaluate to produce quality work.
Standard Statement III: Adapts to Learner Diversity The effective teacher consistently provides opportunities that are inclusive and adapted to diverse learners. *The teacher candidate's portfolio reveals he/she provides opportunities that are inclusive and adapts to diverse learners.*	___Develops a positive relationship with students ___Encourages an appreciation of human and cultural differences regularly. ___Makes sure all students succeed. ___Adapts instruction to students' development, learning styles, strengths and needs in all lessons. ___Looks for resources to support student achievement from a variety of sources. ___Creates a place of trust, respect and empathy among all learners daily.	___Develops a positive relationship with students ___Encourages an appreciation of human and cultural differences. ___Enables all students to succeed. ___Adapts instruction to students' development, learning styles, strengths and needs. ___Looks for resources to support student achievement. ___Creates a place of trust, respect and empathy among all learners.	___Develops a negative relationship with students ___Discourages an appreciation of human and cultural differences in students. ___Hinders all students to succeed in assignments. ___Students' development, learning styles, strengths and needs are not considered when planning lessons. ___Does not use resources to support student achievement. ___Creates a place of distrust, animosity among all learners.
Standard Statement IV: Fosters Effective Communication in the Learning Environment The effective teacher consistently enriches communication in the learning environment. *The teacher candidate's portfolio shows that he/she consistently enriches communication in the learning environment.*	___Communicates with all students in the classroom showing concern for the individual. ___Enables active inquiry, collaboration and supports student interaction on a regular basis. ___Uses self-expression, reflection and evaluation to help students communicate effectively in the classroom. ___Models and encourages clear oral and written expression daily. ___Applies language acquisition principles when teaching communication skills throughout the lesson. ___Promotes and models the use of verbal and non-verbal communication in the classroom. ___Engages students different modes of communication in their teaching to reach all learners. Uses technologies to enrich	___Communicates with all students in the classroom ___Enables active inquiry, collaboration and supports student interaction ___Fosters self-expression, reflection and evaluation. ___Models and encourages clear oral and written expression. ___Applies language acquisition principles when teaching communication skills. ___Promotes the use verbal and non-verbal communication in the classroom. ___Engages students different modes of communication in their teaching. ___Uses technologies to enrich students' literacy.	___Does not communicate with students in the classroom ___No active inquiry, collaboration that supports student interaction ___Hiders self-expression, reflection and evaluation. ___Discourages clear oral and written expression. ___Language acquisition principles not evident when teaching communication skills. ___Hinders the use verbal and non-verbal communication in the classroom. ___Does not use different modes of communication in their teaching. ___Does not use technologies to enrich students' literacy.

	students' multiple literacy competencies.		
5. Demonstrates Knowledge of Content The effective teacher consistently demonstrates competency in content area(s) to develop student knowledge and performance.o	___ Actively continues to learn and use trends and development in their content area. ___Utilizes language to teach complex processes, concepts and principles unique to their teaching specialization on a regular basis. ___Consistently uses technology in the school to facilitate content learning. ___Connects knowledge to students' prior knowledge and real-life situations during all lessons. ___Uses technology regularly to enhance learning of content.	___ Actively continues to learn trends and development in their content area. ___ Utilizes language to teach complex processes, concepts and principles unique to their teaching specialization. ___ Uses technology found in the school to facilitate content learning. ___ Connects knowledge to students' prior knowledge and real-life situations. ___ Uses technology to enhance learning of content.	___Refuses to learn trends and development in their content area. ___Does not use language to teach complex processes, concepts and principles unique to their teaching specialization. ___Uses no technology to facilitate content learning. ___Does not connect knowledge to students' prior knowledge and real-life situations. ___ Rarely or never uses technology to enhance learning of content
Standard Statement VI: Designs and Provides Meaningful Learning Experiences The effective teacher consistently plans and implements, meaningful learning experiences for students. *The teacher candidate's portfolio displays he/she plans and implements, meaningful learning experiences for students.*	___ Plans and implements logically sequenced instruction and make adjustments according to learners' needs in all lessons. ___ Uses developmentally appropriate teaching materials based on best practices in the field in all lessons. ___ Uses appropriate and diverse assessment strategies as an integral part of lesson planning. ___ Connects concepts and key ideas to students' prior experiences, uses multiple representations, examples and explanations in all lessons taught. ___ Applies concepts to everyday life to enable students to see relevance of learning on a regular basis. ___ Provides integrated or interdisciplinary learning experiences that engage students' inquiry, discussing diverse issues, and dealing with	___ Plans and implements logically sequenced instruction and make adjustments according to learners' needs. ___ Uses developmentally appropriate teaching materials based on best practices in the field. ___ Uses appropriate assessment strategies as an integral part of lesson planning. ___ Connects concepts and key ideas to students' prior experiences, uses multiple representations, examples and explanations. ___ Applies concepts to everyday life to enable students to see relevance of learning. ___ Provides integrated or interdisciplinary learning experiences that engage students' inquiry, discussing diverse issues, and dealing with ambiguity integrating various viewpoints.	___ Plans and implements illogically sequenced instruction and does not make adjustments according to learners' needs. ___ Uses developmentally inappropriate teaching materials. ___ Uses inappropriate assessment strategies and/or no assessment strategies as a part of lesson planning. ___ Does not connect concepts and key ideas to students' prior experiences. ___ Does not enable students to see relevance of learning. ___ Provides fragmented or disenfranchised learning experiences that stifle students' inquiry, discussing diverse issues, and dealing with ambiguity integrating various viewpoints. ___ Teaches for mediocrity of complex processes, concepts and principles. Does not share their knowledge

	ambiguity integrating various viewpoints on a regular. ___ Teaches for mastery of complex processes, concepts and principles daily. ___ Shares their knowledge and experiences that help students make life and career decisions regularly. ___ Organizes materials and equipment to create a media-rich environment.	___ Teaches for mastery of complex processes, concepts and principles. ___ Shares their knowledge and experiences that help students make life and career decisions. ___ Organizes materials and equipment to create a media-rich environment.	and experiences that help students make life and career decisions. ___ Materials and equipment disorganized which create a media-poor environment.
Standard Statement VII: Uses Active Student Learning Strategies The effective teacher consistently uses a variety of active learning strategies to develop students' thinking, problem solving and learning skills. *The teacher candidate's portfolio demonstrates the use of active learning strategies to develop students' thinking, problem solving and learning skills.*	___ Students set goals, planning, implementing and evaluating to produce quality performances and quality products weekly. ___ Enables students to question, problem-solve, access resources, and use information to determine meaningful conclusions and develop responsibility for their own learning on a regular basis. ___ Provides challenging learning experiences that develop higher-order thinking skills in each lesson. ___ Varies teacher roles to teach content and purpose for fulfilling students' needs in each lesson. ___ Engages students in active, hands-on, creative, open-ended problem-based learning experiences regularly. ___ Provides opportunities for students to apply and demonstrate what they have learned daily. ___ Uses the school's technologies effectively to enhance teaching and learning.	___ Students set goals, planning, implementing and evaluating to produce quality performances and quality products. ___ Enables students to question, problem-solve, access resources, and use information to determine meaningful conclusions and develop responsibility for their own learning. ___ Provides challenging learning experiences that develop higher-order thinking skills. ___ Varies teacher roles to teach content and purpose for fulfilling students' needs. ___ Engages students in active, hands-on, creative, open-ended problem-based learning experiences. ___ Provides opportunities for students to apply and demonstrate what they have learned. ___ Uses the school's technologies to enhance teaching and learning.	___ Students do not set goals, planning, implementing and evaluating to produce quality performances and quality products. ___ Hinders students to question, problem-solve, access resources, and use information to determine meaningful conclusions and develop responsibility for their own learning. ___ Learning experiences stop higher-order thinking skills. ___ No variation in teacher roles to teach content and purpose for fulfill students' needs. ___ Disengages students in active, hands-on, creative, open-ended problem-based learning experiences. ___ Hinders opportunities for students to apply and demonstrate what they have learned. ___ Does not use technologies to enhance teaching and learning.
Standard Statement VIII: Uses Assessment Strategies	___ Evaluates students' performance and products objectively and fairly in a timely manner.	___ Evaluates students' performance and products objectively and fairly.	___ Evaluates students' performance and products subjectively. Incorporates inappropriate

The effective teacher consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner. *The teacher candidate's portfolio provides evidence that he/she uses appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.*	___ Incorporates appropriate and diverse assessments to enhance knowledge of the learners and modifies teaching according to assessment results. ___ Students are involved in determining assessment standards and criteria before beginning on a task. ___ Engages students in self-assessment and set personal achievement goals regularly. ___ Uses information about students' experiences, strengths, needs from various stakeholders prior to lesson planning. ___ Uses assessment data to monitor and evaluate students' progress regularly. ___ Keeps appropriate, detailed and accurate records of student achievement and communicates students' progress to various stakeholders.	___ Incorporates appropriate assessments to enhance knowledge of the learners and modifies teaching according to assessment results. ___ Students are involved in determining assessment standards and criteria. ___ Engages students in self-assessment and set personal achievement goals. ___ Uses information about students' experiences, strengths, needs from various stakeholders. ___ Uses assessment data to monitor and evaluate students' progress. ___ Keeps appropriate and accurate records of student achievement and communicates students' progress to various stakeholders.	assessments and does not modify teaching according to assessment results. ___ Students are given assessment standards and criteria. ___ Hinders students in self-assessment and setting personal achievement goals. ___ Does not use information about students' experiences, strengths, needs from various stakeholders. ___ Does not use assessment data to monitor and evaluate students' progress. ___ Does not keep appropriate and accurate records of student achievement and does not communicate students' progress to various stakeholders.
Standard Statement IX: Demonstrates Professionalism The effective teacher continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally. *The teacher candidate's portfolio demonstrates that he/she makes choices and actively seeks opportunities to grow professionally.*	___ Participates in opportunities to grow professionally through out the school year. ___ Reflects on practice and monitors own teaching activities and strategies and make adjustments to meet learners' needs consistently ___ Provide, seek and accept evaluative feedback in a professional manner. ___ Conducts self in an ethical and professional manner consistently. ___ Models honesty, fairness, and respects individuals and laws of the society regularly. ___ Demonstrates good work habits in all aspects of teaching. Knows current issues and trends	___ Participates in opportunities to grow professionally. ___ Reflects on practice and monitors own teaching activities and strategies and make adjustments to meet learners' needs ___ Provide and accept evaluative feedback in a professional manner. ___ Conducts self in an ethical and professional manner. ___ Models honesty, fairness, and respects individuals and laws of the society. ___ Demonstrates good work habits. ___ Knows current issues and trends in education. ___ Uses effective listening, conflict resolution and group-facilitation skills as a team member.	___ Participates in opportunities to grow professionally. ___ Reflects on practice and monitors own teaching activities and strategies and make adjustments to meet learners' needs ___ Does not give and accept evaluative feedback in a professional manner. ___ Conducts self in an unethical and unprofessional manner. ___ Models dishonesty, bias, and disrespects individuals and laws of the society. ___ Demonstrates poor work habits. ___ Is oblivious to current issues and trends in education. ___ Does not listen and hinders conflict resolution and group-

	in education and seeks avenues to hone teaching skills. ___ Uses effective listening, conflict resolution and group-facilitation skills as a team member in and out of the classroom. ___ Works collaboratively with peers to enhance students' learning. ___ Participates responsibly and actively in school activities.	___ Works collaboratively with peers ___ Participates responsibly in school activities.	facilitation skills. ___ Does not work collaboratively with peers ___ Does not participate in school activities.
Standard Statement X: Fosters Parent and School Community Relationships The effective teacher establishes and maintains strong working relationships with parents and members of the school community to support student learning. *The teacher candidate's portfolio shows he/she establishes and maintains strong working relationships with all stakeholders.*	___ Collaborates with all stakeholders to support student learning consistently throughout the year. ___ Seeks opportunities to build strong partnerships with stakeholders regularly. ___ Supports and lead activities and programs that encourage parents to participate actively in school-related organizations and activities. ___ Establishes open and active lines of communication with parents in multiple ways. ___ Knows and uses community resources to enhance student learning regularly.	___ Collaborates with all stakeholders to support student learning. ___ Seeks opportunities to build strong partnerships with stakeholders. ___ Supports activities and programs that encourage parents to participate actively in school-related organizations and activities. ___ Establishes open and active lines of communication with parents. ___ Knows and uses community resources to enhance student learning.	___ Does not collaborate with all stakeholders to support student learning. ___ No partnerships with stakeholders. ___ Hinders activities and programs that encourage parents to participate actively in school-related organizations and activities. ___ Establishes hostile lines of communication with parents ___ Is unaware of community resources that could enhance student learning

f. Data Charts

School Year 2012 – 2013*

	Target		Acceptable		Unacceptable	
	#	%	#	%	#	%
Standard I Focuses on the Learner						
Standard II Creates and Maintains a Safe and Positive Learning Environment						
Standard III Adapts to Learner Diversity						
Standard IV Fosters Effective Communication in the Learning Environment						
Standard V Demonstrates Knowledge of Content						
Standard VI Designs and Provides Meaningful Learning Experiences						
Standard VII Uses Active Student Learning Strategies						
Standard VIII Uses Assessment Strategies						
Standard IX Demonstrates Professionalism						
Standard X Fosters Parent and School Community Relationships						

* No candidates completed assessment this year.

School Year 2011 – 2012

	Target		Acceptable		Unacceptable	
	#	%	#	%	#	%
Standard I Focuses on the Learner			1	100%		
Standard II Creates and Maintains a Safe and Positive Learning Environment			1	100%		
Standard III Adapts to Learner Diversity			1	100%		
Standard IV Fosters Effective Communication in the Learning			1	100%		

Environment						
Standard V Demonstrates Knowledge of Content			1	100%		
Standard VI Designs and Provides Meaningful Learning Experiences			1	100%		
Standard VII Uses Active Student Learning Strategies			1	100%		
Standard VIII Uses Assessment Strategies			1	100%		
Standard IX Demonstrates Professionalism			1	100%		
Standard X Fosters Parent and School Community Relationships			1	100%		

Assessment VIII

Competence of Prospective Hawaiian Language Teachers

I. Narrative

a. A brief description of the assessment and its use in the program

Kihipuka is an assessment that measures the Hawaiian language competency of Hawaiian language immersion and Secondary Hawaiian language teachers candidates to ensure that all candidates exiting the teacher education preparation program and entering into a K-12 classroom as the teacher of the classroom meet the requirements of the program with respect to Hawaiian language proficiency.

b. A description of how this assessment specifically aligns with the standards

Hawaii Teacher Performance Standard	How Assessment Aligns
5. Demonstrates Knowledge of Content The effective teacher consistently demonstrates competency in content area to develop student knowledge and performance.	Kihipuka – measures teacher candidates competency in Hawaiian language, planning, and delivery of instruction.

c. An interpretation of how data will provide evidence for meeting standards

This assessment measures candidates' readiness to teach Hawaiian language. Since this was an optional assessment, it was not administered in the year 2011-2012. In the year 2012-2013, the program did not have any candidates that successfully completed their Plan of Assistance in order to continue on to this stage of the program. Therefore, there are no data to report for this particular academic year. The following are required expectations for future Hawaiian Language candidates.

II. Assessment Documentation

d. Rich description of assessment, often the instruments given to candidates

HOʻOKULĀIWI

He wehewehe keia no ka Kihipuka: *E ka mea alakai, eia no kau hana a e olelo aku ai i ke/na kanaka i hiki mai no keia hoike. Aia i hope loa o keia ope ka pepa au e hoohana ai no ke ana ana i ka makaukau o ia nei. E kakau mai i ke kumu o kau kaha maloko o ia mau pahu liilii, a aia no he pepa e aʻe i na aole lawa ka lumi ma ia mau pahu liilii.*

Hoolauna (2 minuke)

1. E aloha aku ia lakou a hoolauna aku iaoe iho (kou kuleana o keia wahi, kou kuleana aina, ohana, a me keia lahui ma keia oihana hoomakaukau kumu).
2. E hoolauna mai oia ala iaia iho (ai ole o lakou ala ia lakou iho)

Wehewehe

3. E wehewehe aku oe i keia hana (1 minuke):
   - "He mau hana maloko o keia hoike, a he eha mau mea e nana ia nei. O ke kakau, ka walaau, ka heluhelu, a me ka haku a aʻo ana i kekahi haawina."
   - Heluhelu (10 minuke): "E koho mai i hookahi o na moolelo, a e heluhelu mai i ia moolelo iaoe iho."
     - E hoomaopopo aku iaia/lakou i na minuke i koe (5, 1)
4. Heluhelu/Kakau (20 minuke): "E hooko mai i na mea e koi ia nei mahope o ka heluhelu ana."
5. Heluhelu/Kakau/Walaau (3 minuke): "E heluhelu mai i kau moolelo i koho ai, a i kau mea i kakau maila."
6. E hoohana ana oe i kau moolelo i haku ihola, ai ole i ka moolelo au i heluhelu ai, no ka haku ana mai i kekahi haawina. Maloko o kau haawina, e hooko mai i elua (2) mau kulana a'o o ka HCPSIII ai ole o ke Common Core. He pono kou ike ana o ke kulana a'o hea la ka mea kupono no ka pae hea
   - Aʻo Ana (30 minuke): Hana – E haku mai i haawina me ka hoohana ana i kau moolelo i haku ihola, ai ole i ka moolelo au i koho ai no ka heluhelu ana. Maloko o kau haawina, e hooko mai i elua (2) mau kulana a'o o ka HCPSIII ai ole o ke Common Core. He pono kou ike ana o ke kulana a'o hea la ka mea kupono no ka pae hea

7) Aʻo Ana (4 minuke): Hana – E aʻo mai i kau haawina i haku ihola.

8. **Mahalo** – E aloha a mahalo aku iaia/lakou. E hoihoi mai i na mea apau ia Kahea Faria, ma Everly 221. E kahea mai i na he ninau, (808) 956-2889.

e. Scoring guide

Ke ana no ka hoike o Kihipuka

	Makaukau **2 Helu Ai**	**Hiki No** **1.50 Helu Ai**	 **1 Helu Ai**	**Aole i Makaukau** **.50 Helu Ai**	 **0 Helu Ai**
			E hoomau me na papa olelo Hawaii, a me na hana ma o ka olelo Hawaii	*He pono ka hoomau ana*	*E noi hou mai ma 1-2 makahiki*
Kakau	Moakaka ka manao, maikai ka lima kakau, kupono ka hoonohonoho ia ana o na manao, a ike ia ka i'o o ka manao, kakoo ia ke kakau ana me na manao Hawaii.	Moakaka ka manao, hiki ke heluhelu ia, a holo pono ka manao o ka mea i kakau ia ai, he ike Hawaii.	Moakaka ka manao, hiki ke heluhelu ia ka hapa nui o na mea i kakau ia ai, he manao Hawaii, a he ike Hawaii no ko o nei.	Ike ia no kekahi o na mea i kakau ia ai, hiki ke ike ia kekahi o kona manao, he mau pela hewa, he ike Hawaii a he ike haole pu.	Pohihi ka manao/ka mea i kakau ia ai, hapapa ke kakau ana, kakau ia me ka manao haole a me ka ike haole.
Olelo	He kumu no ka hoohana ia ana o na olelo apau, maikai ka manao/ka walaau ana, moakaka ka olelo ana a me ka puana ana. Ua hiki ke hoike mai i na mea like ole ma o keia olelo.	Ike ia ka manao/ke kumu o ka walaau ana, moakaka ka olelo ana a me ka puana ana. Paa keia ma ka olelo Hawaii, a pane ia na ninau/hana apau ma ka Hawaii.	He manao ko na olelo, a hiki no ke walaau no ke kanikani wale ana, ike ia kana e olelo nei. Ua noho paa ma ka olelo Hawaii.	Hoohana ia ka olelo Hawaii no ka hapanui o ka manawa, hoohana ia ka olelo haole hookahi manawa.	Uu, a ano e ka walaau ana a ka puana ana i na huaolelo. He pono ka hoohana ia ana o ka olelo haole, a hana ia keia ma o a'e o ekolu manawa.
Heluhelu	• Puana pololei ia na huaolelo, lohe ia ka leo, pili ka heluhelu ana me ka mea i kakau ia ai. He ola ko ka moolelo. • Hoomaopopo a hiki ke wehewehe hou mai i kana i heluhelu ai ma o ke kii, kakau, a me ka olelo ana.	• Puana pololei ia na huaolelo, lohe ia ka leo, pili ka heluhelu ana me ka mea i kakau ia ai.	• Puana pololei ia na huaolelo, lohe ia ka leo, pili ka heluhelu ana me ka mea i kakau ia ai. • Hoomaopopo ia ka hapanui o kana i heluhelu ai, hoike hou ia mai ma o ke kakau ana a me ka olelo ana.	• Puana pololei ia ka hapanui o na huaolelo, ua hiki ke lohe ia ka leo, ua ano pili ka mea i kakau ia ai me ke ano o ka heluhelu ia ana. • Ike oia i kekahi o kana i heluhelu ai, ua ano like kana i wehewehe ai me ka mea ana i heluhelu ai.	• Hapapa a maloo ke ano o ka heluhelu ana. • Okoa ka moolelo i heluhelu ia ai, a okoa ka mea i wehewehe ia maila.
Hana	Makaukau ka hana. He kumu a he i'o ko ia hana. He hana e kakoo ana i ka manao Hawaii a me na hana Hawaii. He ike e pono ai no keia au nei, a a'o ia mao ka manao a me ka hana Hawaii. Na mea o ka 1.50 kekahi	He hana i kupono no ke a'o ana i na keiki, kupono ka haawina no ka pae o ia haawina. Moakaka ke a'o ana, a he mea ia e pono ai ka ike o na keiki. Na mea o ka 1 kekahi.	He makaukau no ma ka hana, kupono ka haawina no ke a'o ana, hooko pono ia na kulana a'o o ka pae i koho ia ai. He haawina i hiki i na keiki ke aapo.	Makaukau kekahi hapa o ka hana, aole i nana ia ka pono o keia haawina (ka pae, a me ke kumu o keia). He haawina i unuhi wale ia a aole moakaka i kumu o keia a pehea e hoomau ia ai keia ike – i na ua hiki.	

f. Data charts that match the scoring guide

Makahiki	Makaukau		Hiki No				Aole i makaukau			
	2		1.50		1		.50		0	
	#	%	#	%	#	%	#	%	#	%
2012-2013										
2011-2012										

No Hawaiian language candidates have completed this assessment as yet.

Exit assessment HAW 490 and/or Kihipuka were optional assessments from 2007-2012. It is a requirement beginning 2012-2013 as a method of consistently assessing candidates' proficiency and ability to instruct in the Hawaiian language. The data collected from this assessment is a useful tool for assessing the program, and to determine areas of improvement.

UNIVERSITY
of HAWAI'I®

August19,2013

Carolyn Gyuran
HTSB SATE Coordinator
650 lwilei Suite 201
Honolulu, HI 96817

Dear Ms. Gyuran:

Thank you for your letter of August 12, 2013, and the *Hawaii Teacher Standards Board Program Summary Report* for the UHM Hawaiian Language Immersion Program. The response section and further information on faculty qualifications are attached.

Thank you for the opportunity to respond to the *Summary Report.*

Sincerely yours,

Donald B. Young
Dean

Attachment

c: Beth Pateman, Interim Associate Dean for Academic Affairs
Jessica Miranda, Assessment Coordinator

1776 University Avenue
Everly Hall, Room 128
Honolulu, Hawai" i 96822
Fax: (808) 9563106

SUMMARY FOR UNIVERSITY OF HAWAI'I – MANOA HAWAIIAN LANGUAGE
SATEP REVIEW
PROGRAM SELF STUDY REPORT
JULY, 2013

PROGRAM	RECOMMENDATION	RECOMMENDED AREAS for IMPROVEMENT	RESPONSE
Hawaiian Language	Met	It is unclear if all faculty are qualified for their positions. *Rationale: The information under faculty qualifications is too brief for reviewers to know if the faculty has the academic background in the field they teach. Additionally, it is unclear if the faculty has the teaching experience or other professional school experiences in the levels they teach or supervise.*	

Hawaii Teacher Standards Board
Program Report for New State Approved Teacher Education Programs

Hawaiian Language

2. Faculty Information Updated (08/14/2013)

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Information	Description	Reviewer Comment
Faculty Member Name	Kimo A. Cashman	
Highest Degree, Field, & University(1)	PhD, Curriculum Studies, UH Manoa	
Faculty Rank (2)	Assistant Specialist	
Tenure Track, if applicable	✔ Yes ❑No	
Scholarship (3), Leadership in professional Associations, and Service (4): List up to 3 major contributions in the past 3 years (5) Teaching or other professional experience in p-12 schools(6)	**Major contributions in past 3 years:** Scholarship: • Publication: Canadian Journal of Native Education • Publication: AlterNative: International Journal of Indigenous Peoples Leadership: • Grant Writing Assistance – SCCHA • Program Evaluation Service: • Professional Development: a. Nanakuli Intermediate School b. Nanakuli High School **Teaching/professional P-12 experience:** • Nanakuli High and Intermediate School, Grades: 7-12, 11 years • Certifications: Art K-12, Special Education 7-12.	

Information	Description	Reviewer Comment
Faculty Member Name	Kahealaniakealoha K Faria	
Highest Degree, Field, & University(1)	MEd, Curriculum Studies, UH Manoa	
Faculty Rank (2)	Assistant Specialist	
Tenure Track, if applicable	✔ Yes ❑No	
Scholarship (3), Leadership in professional Associations, and Service (4): List up to 3 major contributions in the past 3 years (5) Teaching or other professional experience in p-12 schools(6)	**Major contributions in the past 3 years:** Scholarship: • Kukahiko, E., Kawaa, T., & Faria, K.K.(2012, February). *Ua lawa makou i ka pohaku:* University of Hawaii Language Immersion Program. Presented at the 12th Annual Chief Atahm School of Language Conference, Kamloops, BC. • Maaka, M. J, Olivera, K. K., & Faria, K. K.(2010, February). Preparing Hawaiian leaders in and for the resistant context of higher education. Presented at the American Educational Research Association symposium on indigenous education in the 21st Century, Tempe, AZ.	

	Leadership: • Cohort (BEd and MEdT) Coordination • American Educational Research Association Officer (2011-2013) Service: • DOE Professional Development provider ▪ Niihau School • Hawaiian Culture and Language Consultant: **Teaching/professional P-12 experience** • Kula Aupuni Niihau A Kahelelani Aloha, Grades: K-12, 5 years • Ke Kula Kaiapuni o Puohala, Grades 2-4, 4 years • Ke Kula Kaiapuni o Waiau, Grade: 1, 1 year • Certifications: Hawaiian Language Immersion K-12, Hawaiian Language 7-12, Special Education 7-12.	

Information	Description	Reviewer Comment
Faculty Member Name	Eomailani Kukahiko	
Highest Degree, Field, & University(1)	MEd, Curriculum Studies, UH Manoa	
Faculty Rank (2)	Assistant Specialist	
Tenure Track, if applicable	✔ Yes ❑No	
Scholarship (3), Leadership in professional Associations, and Service (4): List up to 3 major contributions in the past 3 years (5) Teaching or other professional experience in p-12 schools(6)	**Major contributions in the past 3 years:** Scholarship: • Kukahiko, E. (2013, January) *Measurement Centers.* Presentation at the annual Hawai'i Council of Teachers of Mathematics Conference. Honolulu, HI. • Kukahiko, E., Faria, K., Kawa'a, T.K., (2012). *Ua lawa mākou i ka pōhaku: Univeristy of Hawai'i Language Immersion Program.* 12th Annual Chief Atahm Immersion School Language Conference, Kamloops, Canada. • Kukahiko, E.K. (2010, October 09). Ke kā'ili 'ia nei ka wai a Kāne. *Star Advertiser.* • Teaching, University of Hawaii at Manoa, 7 years. Leadership: • American Educational Research Association, SIG Indigenous People of the Pacific Program Chair 2012 Service: • Member, Na Lau Lama • Hawaiian Language Consultant to P-12 Schools and Community Organizations. • Member, Native Hawaiian Faculty Council **Teaching/professional P-12 experience** • Ke Kula Kaiapuni o Waiau, Elementary Teacher, 5 yrs • Dual Teacher Certification Elementary, Hawaiian Language Immersion 7-12	

Information	Description	Reviewer Comment
Faculty Member Name	Mischa Kauaanuhea Lenchanko	
Highest Degree, Field, & University(1)	MEdT UH Manoa	
Faculty Rank (2)	Junior Specialist	
Tenure Track, if applicable	✔ Yes ❑No	
Scholarship (3), Leadership in professional Associations, and Service (4): List up to 3 major contributions in the past 3 years (5) Teaching or other professional experience in p-12 schools(6)	**Major contributions in past 3 years:** Scholarship: • American Education Research Association paper submission (2009-2012) Leadership: • Grant writing assistance – Diversity and Equity Initiative • Program Evaluation Service: • Professional Development: o Nanaikapono Elementary School o Nanaikapono Community School Museum • Ethics Workshop Coordinator • Cohort Co-coordinator (MEdT) **Teaching/professional P-12 experience** • Ke Kula Kaiapuni o Waiau, Grade K, 1½ years • Nanaikapono Community School Museum, Grades 4-6, 6 years • State Approved Teacher Education Program Completer	

Information	Description	Reviewer Comment
Faculty Member Name	Katrina Kapa Oliveira	
Highest Degree, Field, & University(1)	PhD, Geography, UH Manoa	
Faculty Rank (2)	Assistant Professor, Adjunct Faculty – Kawaihuelani, Hawaiinuiakea School of Hawaiian Knowledge	
Tenure Track, if applicable	✔ Yes ❑No	
Scholarship (3), Leadership in professional Associations, and Service (4): List up to 3 major contributions in the past 3 years (5) Teaching or other professional experience in p-12 schools(6)	**Major contributions in past 3 years:** Scholarship: • Publication: "Two Worldviews War" • Presentation: World Congress of Rural Sociology, Trondheim Norway Leadership: • Director, Kawaihuelani Center for Hawaiian Language Service: • Mauiakama (2009-present) **Teaching/professional P-12 experience** • Hoomohala Haawina Kaiapuni	

Information	Description	Reviewer Comment
Faculty Member Name	Samuel Noeau Warner	
Highest Degree, Field, & University(1)	PhD, Educational Psychology, UH Manoa	
Faculty Rank (2)	Adjunct Faculty-Kawaihuelani, Hawaiinuiakea School of Hawaiian Knowledge	
Tenure Track, if applicable	✔ Yes ❑No	
Scholarship (3), Leadership in professional Associations, and Service (4): List up to 3 major contributions in the past 3 years (5) Teaching or other professional experience in p-12 schools(6)	**Major contributions in past 3 years:** Scholarship: • Authored 31 Hawaiian language children's books Leadership: • Interim Director of Kawaihuelani Service: • Mentoring of indigenous leaders in education • DOE/PCS Hawaiian language consultant • Professional Development provider for Hawaiian Immersion schools **Teaching/professional P-12 experience** • Worked within K-12 classroom settings for 10+ years: o Ke Kula Kaiapuni o Anuenue o Ke Kula Kaiapuni o Puohala o Ke Kula Kaiapuni o Waiau	

Information	Description	Reviewer Comment
Faculty Member Name	Kerry Laiana Wong	
Highest Degree, Field, & University(1)	PhD, Linguistics, UH Manoa	
Faculty Rank (2)	Assistant Professor, Kawaihuelani, Hawaiinuiakea School of Hawaiian Knowledge	
Tenure Track, if applicable	✔ Yes ❑No	
Scholarship (3), Leadership in professional Associations, and Service (4): List up to 3 major contributions in the past 3 years (5) Teaching or other professional experience in p-12 schools(6)	**Major contributions in past 3 years:** Scholarship: • Wong, K.L. (in press, 2010). Hawaiian methodologies of indirection: Point-less vs. pointless. In Davis, Kathryn A. (ed). *Critical Qualitative Research: Advocacy and Agency on the Pacific Rim.* Leadership: • AERA Program Co-Chair (2003-present) • AERA Proposal Reviewer (2002-present) Service: • Editor and Columnist, Kauakukalahale, Honolulu Star Bulletin (2001-present) **Teaching/professional P-12 experience** • Professional Development provider for Hawaiian Immersion schools (8 years). • DOE K-12 Hawaiian language consultant • Curriculum developer (15 yrs)	

Information	Description	Reviewer Comment
Faculty Member Name	Christopher Yim	
Highest Degree, Field, & University(1)	MEd, Curriculum Studies, UH Manoa	
Faculty Rank (2)	Junior Specialist	
Tenure Track, if applicable	✔ Yes ❑No	
Scholarship (3), Leadership in professional Associations, and Service (4): List up to 3 major contributions in the past 3 years (5) Teaching or other professional experience in p-12 schools(6)	**Major contributions in past 3 years:** Scholarship: • Co author, Program Guide, Ka Papahana Kaiapuni Leadership: • Coordinator, Ka Papa Lo ʻi o Kaululoa Service: • Member, Executive Board, Aha Kau Leo • Member, Native Hawaiian Council **Teaching/professional P-12 experience** • Ke Kula Kaiapuni o Anuenue, 9 years • Certification: Elementary Education K-6	

(1) e.g., PhD in Curriculum & Instruction, University of Hawaii
(2) e.g., professor, associate professor, assistant professor ,adjunct professor, instructor
(3) Scholarship is defined as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.
(4) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.
(5) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.
(6) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

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