

Hawaii Teacher Standards Board Program Report for Adding A Field To A License

Teacher Leader Field

Reviewers

- Tracey Lynn Idica, NBCT: Language Arts Teacher, Teacher Leadership Initiative State Coach
- Mary F. Heller, Ed.D. Professor & Chair, University of Hawai'i West O'ahu
- Topher Erickson, Ph.D., HTSB Education Specialist

1. Educator Preparation Provider

College of Education, University of Hawai'i at Mānoa

2. Date Submitted

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3. Contact Information

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4. Name of program:

MEd in Curriculum Studies – Teacher Leader Concentration; or
MEd in Educational Foundations – Teacher Leader Concentration

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

License Field	Grade Level
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Teacher Leader	K-12
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7. Program Level Master's

SECTION I

1. Admission and exit criteria.

Transition Point	Criteria/Requirements	Reviewer Comment (Reviewer Only)
Admission	BEd or equivalent, 2 years teaching	2 years minimum is important. They must have classroom experiences.
Exit	30 credits, Plan B Project	

2. Program of study

Course Title/Number	Description	Reviewer Comment (Reviewer Only)
EDCS 622 Curriculum Leadership or EDEF 667F Seminar, Foundations in Curriculum	<p>As an introductory course to curriculum studies, this course provides a foundation for critical perspectives on the interdisciplinary nature of current curriculum studies and how these concepts inform critical inquiry as a teacher leader.</p> <p>Multi-disciplinary focus on foundations of curriculum. Intended to provide candidates with the skills and knowledge to undertake curriculum leadership in schools. Provides an overview of concepts and theories underlying curriculum within the context of policy. Explores effective strategies teacher leaders may use to implement curriculum successfully.</p>	<p>Excellent foundation coursework</p> <p>Each of these courses will offer information on National Board Certification (EPP's answer to follow up inquiry).</p>
EDCS 611 Classroom Assessment	Examines issues, theories and practices of formative and summative classroom assessment across disciplines. Application of effective and equitable assessment strategies implemented and investigated within participants' situated contexts of teaching.	Use of data to inform practice should be essential to this course. I recommend that language to that effect be in the course description.

<p>EDCS 607 New Literacies Leadership (3)</p>	<p>New approaches to analyzing and teaching 21st century literacies K-12, including visual, media, digital, and critical, as well as oral and written language across the disciplines. Focuses on developing leadership practices in multiliteracies pedagogy</p>	<p>Excellent, current thinking with regard to new literacies.</p>
<p>EDCS/EDEF 630 Cultural Diversity and Education or EDEF 683 Social and Cultural Contexts of Education</p>	<p>Examines issues, theories, perspectives and practices in multicultural education and promotes awareness, encourages knowledgeable reflection and develops skills necessary for multicultural practitioners</p> <p>Multi-disciplinary focus on the relationship between educational processes and the social, cultural, political, economic, and institutional contexts in which they occur. Emphasizes structural and cultural factors in schooling, explores the interplay of class, race, gender, and ethnicity in school and community settings.</p>	<p>Important attention to cultural and linguistic diversity.</p>
<p>EDCS 640M Seminar, Interdisciplinary Education or EDEF 652 History of Education in Hawai'i</p>	<p>Engaging Native Hawaiian and Indigenous Education Leadership: Examines theories, practices, and research relating to Native Hawaiian and Indigenous education leadership through engagement with teachers and leaders (K-12, Post-high, community) whose efforts are challenging, creating, self determining and transforming Indigenous education in Hawaii and beyond.</p> <p>From pre-contact, ancient Hawai'i to the present. Social and intellectual influences on the development of national, local, and indigenous educational institutions; emphasis on multicultural as well as monocultural directions in Hawai'i's schools.</p>	<p>Excellent emphasis and attention on required attention to Native Hawaiian history, language, and culture.</p>

EDEF/EDEA 675 Introduction to Educational Policy Studies	Examines theories and models of educational policy and policy-making and the contribution of policy analysis to the policy-making and change processes.	Excellent course for any leader in the education.
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SECTION II - LIST OF ASSESSMENTS

Name Of Assessment	Type or Form of Assessment	When the Assessment is Administered	Standards Addressed	Reviewer Comment
1. Assessment of content knowledge in license field	Plan B Project: Professional Teaching Portfolio, Action Research, or Inquiry Project	Throughout program; completed final semester	<i>Teacher Leader Model Standards:</i> Domain II, III, IV	
2. Additional assessment of content knowledge in license field	Leadership Inquiry Project Review of Literature in Curriculum Leadership	EDCS 622 – early in program EDEF 667—early in program	Domains VI, VII Domain IV, VII	
3. Additional assessment of content knowledge in license field	Collaborative Inquiry: Assessment/Eval	EDCS 611-early in program	Domains I, V	
4. Additional assessment of content knowledge in license field	Professional Development Workshop Presentation Self and Peer Assessments on Technology and Learning	EDCS 607 – mid program	Domain, III	
5. Additional assessment of content knowledge in license field	Analytic essay, Paper proposal outlining topic and preliminary literature review, Final paper that digs into the literature investigating proposed topic related to the social context of schooling (e.g, bilingual education programs, parent engagement programs, racial tracking, etc.).	EDEF/EDEF 630 or EDEF 683 - mid program	Domain I,III, VI	

6. Additional assessment of content knowledge in license field	Teacher-Leader Autoethnography/Framework	EDCS 640M or EDEF 652– end of program	Domain I, VI	
7. Additional assessment of content knowledge in license field	Collaborative Project Advocacy for Student Learning	EDEF 675- end of program	Domain III, VII	All assessments (1-7) are appropriate and will easily show evidence of standards met

1. Teacher Leader Model Standards

Standard	Program’s Evidence That Candidates Meet Standard. Summarize the evidence from the assessments that measure each standard.	Reviewer Comment (Met / Not Met)
Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning	EDCS 607. Students work in groups or individually to develop, present, and assess each other in new technology classroom-based practice. EDCS 640M. Students collaborate with classmates and Native Hawaiian and Indigenous education leaders to co-develop working teacher-leader framework.	met
Domain II: Accessing and Using Research to Improve Practice and Student Learning	EDCS622 & EDEF 667F. Students research literature on curriculum leadership to improve practice and student learning. EDCS 640M. Students analyze data on student achievement to inform their emerging teacher leader philosophies.	met

<p>Domain III: Promoting Professional Learning for Continuous Improvement</p>	<p>EDEF 675. Candidates use their understanding of national and local trends—educational, economic, and social—to analyze their impact on classroom practices, and plan advocacy strategies to access resources that allow teachers to develop professionally.</p> <p>EDCS607. Students develop and deliver a new literacies teacher leadership institute for professional development. This involves collaborating with colleagues to plan and facilitate how new technologies can be used for student and teacher learning.</p>	<p>met</p> <p>EDCS 622 and EDEF667F will offer information on National Board Certification, since students will take one or the other (EPP’s answer to follow up inquiry).</p>
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<p>Domain IV: Facilitating Improvements in Instruction and Student Learning</p>	<p>EDEF 667F. Candidates understand that the school curriculum is the intellectual and organizational center of educational experience and use their understanding to create and expand opportunities for engaging students’ interests and curricular experimentation.</p>	<p>met</p>
<p>Domain V: Promoting the Use of Assessments and Data for School and District Improvement</p>	<p>EDCS 611. Collaborative Inquiry in Assessment/Evaluation. Candidates will evaluate cycles of their students’ assignments, based on intended learning. Next, they will become researchers of their own practice by meeting with peers to evaluate if and how the students reached the intended learning, using an Action Research cycle. Finally, candidates will reevaluate and reflect on how their evaluations changed during this process and the degree to which the assignment fit the sociocultural and linguistic needs of students.</p>	<p>met</p>
<p>Domain VI: Improving Outreach and Collaboration with Families and Community</p>	<p>EDCS/EDEF 630. Candidates prepare and participate in discussions of authentic cases that focus on diversity, equity, and social justice issues related to teaching and learning and the impact families and communities have on educational processes.</p>	<p>met</p>

Domain VII: Advocating for Student Learning and the Profession	EDEF 675. Candidates discuss, critique, and write on major issues and trends in national and local educational policy (including the Elementary and Secondary Education Act, aka No Child Left Behind), focusing on their impact on classroom practices; propose policy changes; collaborate with peer candidates in planning school-community projects to enhance the functioning of the school and the learning of students	met
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2. Native Hawaiian Culture, History, and Language

Area	Evidence That Program is Preparing Candidates to Incorporate these Areas into their Instruction. For each section write the program requirements.	Reviewer Comment (Met / Not Met)
Hawaiian Culture	The instructors will use criteria to assess candidates' appreciation and value for Hawaiian cultural practices. (EDCS 607, EDEF 652, EDCS 640M)	met
Hawaiian History	By the end of the program, candidates will be able to discuss significant events in Hawaiian history. (EDCS 607, EDEF 652, EDCS 640M)	met
Hawaiian Language	Candidates will produce creative work using both official languages of Hawai`i. (EDCS 607, EDEF 652, EDCS 640M)	met

Area	Evidence That Student Understanding of these Areas has been/will be enhanced by the Teacher Candidates	Reviewer Comment (Met / Not Met)
Hawaiian Culture	Candidates will design and implement a learning activity that is framed within a Hawaiian epistemology and administer a student feedback form to assess impact on student learning. (EDCS 607, EDEF 652, EDCS 640M)	met

Hawaiian History	Candidates will include guest speakers from the community in their classroom to support understanding of key issues in Hawaiian history. Student feedback will be used to assess impact on student learning. (EDCS 607, EDEF 652, EDCS 640M)	met
Hawaiian Language	Candidates will design and deliver lessons that support an asset model of bilingualism and Hawaiian immersion with students and teachers. Student journals and self-assessment practices will be used to assess impact on student learning. (EDCS 607, EDEF 652, EDCS 640M)	met

SECTION IV-TEAM SUMMATION

1. Areas of Strength

Wide variety of experiences focused on research. The conscious inclusion of Native Hawaiian history, culture and values. This is a comprehensive, well-conceived plan leading to the Masters Degree with specialization in Teacher Leadership. Attention to Native Hawaiian history, language, and culture is particularly impressive.

2. Areas for Improvement

There are no areas in need of improvement.

SECTION V-TEAM CONSENSUS

Teacher Leader Model Standards

Standard	Met	Met with Conditions (include conditions)	Not Met (include rationale)
Domain I	X		
Domain II	X		

Domain III	X		
Domain IV	X		
Domain V	X		
Domain VI	X		
Domain VII	X		

TEAM DECISION:

4 **Full Approval:** This decision is given to EPPs that meet the guidelines for all five standards. Areas for improvement may be cited, indicating problems warranting the EPPs attention.