

New Business Item 18-12
Introduced November 16, 2018
Approved November 16, 2018

TITLE: Consideration of Provisional State Approval for the University of Hawaii at Hilo's Teacher Leader Program

The Hawaii Teacher Standards Board grants provisional state approval to the University of Hawaii at Hilo's Teacher Leader Program effective November 16, 2018, through December 31, 2022.

The unit may recommend candidates for the following license field for individuals who hold a valid, current Hawaii teaching license and meet all additional requirements for the field:

Teacher Leader

This program must be included in the University of Hawaii at Hilo's annual report to the HTSB and included in the unit's next review to be eligible for continuing state approval.

A memorandum will be sent to the unit informing them of the Board's acceptance.

Submitted by: Felicia Villalobos

Referred to: Teacher Education Committee

**HAWAII TEACHER STANDARDS BOARD
EDUCATOR PREPARATION ADDED OR NEW FIELD(S)
PROGRAM REVIEW
UNIVERSITY OF HAWAII-HILO
MASTER OF EDUCATION IN TEACHER LEADER**

SATE Review Team Recommendations

The SATE Review Team recommends provisional approval for the add on field of Teacher Leader to an existing teaching license.

Program of Study: Based on the course description provided, the courses appear to address the 7 overarching domains of the Teacher Leaders Standards. The coursework is appropriate and valuable to teachers who are adding the field of Teacher Leader.

Standards & Assessments: The assessments submitted by the program have the potential to provide strong evidence for meeting all pertinent Teacher Leader Model Standards. Each assessment is supported by a rubric and transfers into the work of accomplished teacher leaders.

Faculty: All faculty listed are suitable for this field of study.

Review Team

Angie Bookout: Senior Coordinator, Office of Educational Quality and Accountability, Oklahoma.

Shelly Milne: National Board-Certified Teacher (Language Arts), Cashmere Middle School, Washington State.

Carolyn Gyuran: Education Consultant, CAEP Reviewer, CEC SPA Reviewer.

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CONTACT AND CONTEXT INFORMATION

1. Unit name and address

Name	University of Hawai'i at Hilo
Address	200 West Kawili Street, Hilo, HI 96720

2. Unit administrator

Name	Dr. Diane Barrett
Title	Chair and Professor of Education
Email address	barrett9@hawaii.edu
Telephone number	808.932.7103

3. Program Administrator, if different from Unit Administrator

Name	
Title	
Email address	
Telephone number	

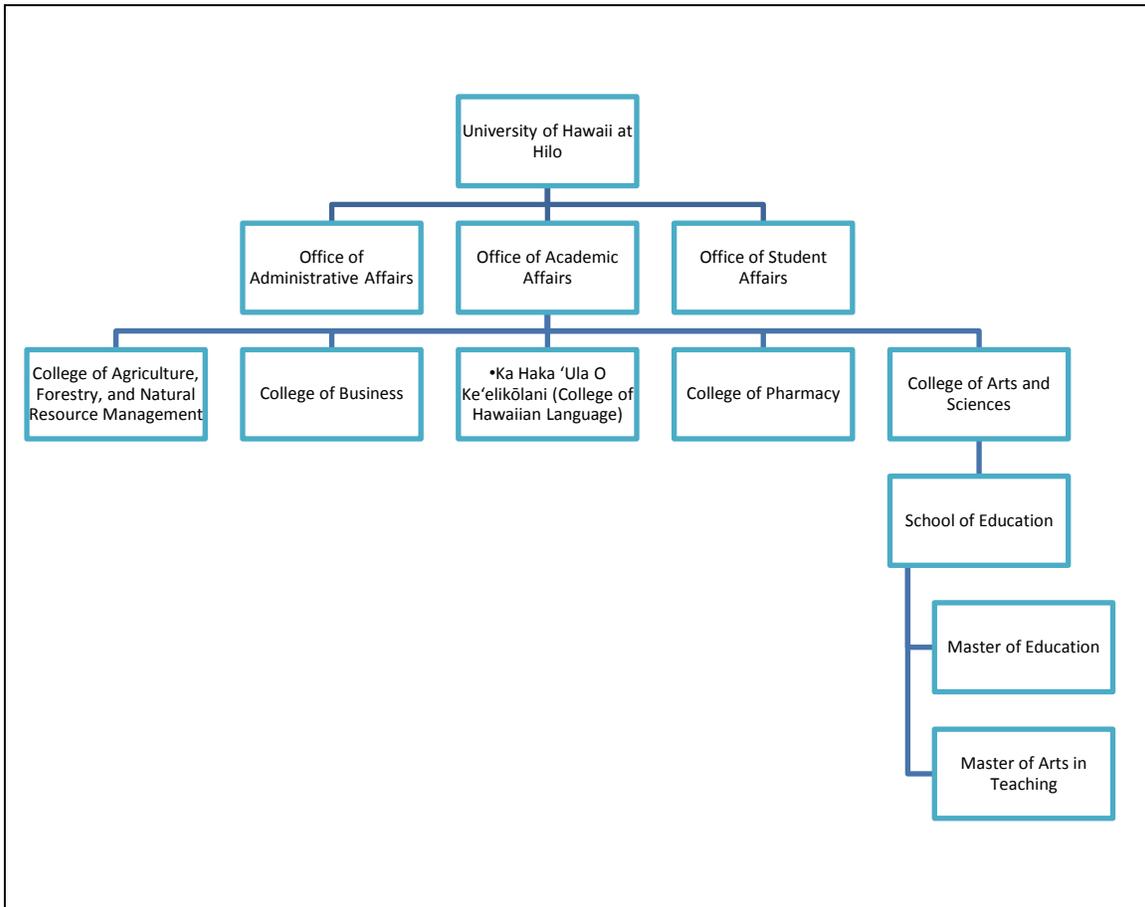
4. Name of new program or field(s) to be added to existing program.

Name of Program	License Field(s)	License Level(s)	Projected Implementation Date

Master's of Education	Teacher Leader	Not applicable	8.01.17

Ex. Master's of Education STEM 6-12, 6-8 7/1/2018

5. If this is a new program, attach an organizational chart of your institution/agency and, if applicable, college/school/department showing the placement of this program.



6. Justification for implementing the program. Summarize the current market for this program's completer employment outlook and any other contexts that shape the program.

Purpose and Objectives of the Program and the Current Market
 This is not a new program. Rather, it is a program modification with the intent of adding the Teacher Leader License onto the teachers' existing licenses.

The University of Hawai'i at Hilo School of Education offers the Master's in Education (M.Ed.) program to foster professional growth and renewal of educators who currently teach in public and private schools. The program promotes teacher leaders who will engage in school reform through curriculum development, school decision-making, and family/ community outreach. We are writing to request that

successful graduates of the M.Ed. Program at UH Hilo School of Education be recognized as having completed a “teacher leader preparation program” should they apply for the licensing field of teacher leader to the Hawaii Teacher Standards Board.

The Teacher Leader certificate field is an excellent match to our M.Ed. Program as our curriculum is designed to engage educators to be reflective practitioners who study their practice deeply and whose action research and sharpening of instructional practices prepare them for leadership roles within their schools and complexes such as early career mentor, instructional coach, department chair, staff development leader, data teams’ facilitator, or curriculum coordinator. Utilizing the seven (7) domains of teacher leadership (http://www.teacherleaderstandards.org/standards_overview) our program emphasizes the knowledge and skills necessary for educators to be effective collaborators to facilitate instructional improvement based on evidence-based practices through data driven decision-making.

The Master of Education program has been offered since 2000. The M.Ed. program was approved for a change in status from provisional to established by the University of Hawaii Board of Regents in June 2006. The M.Ed. program was modified from a campus-based to a primarily distance-based program through a multi-year process, beginning in 2014. Program changes were submitted to Curriculum Central, UH Hilo’s program and course approval system in May 2014 and approved by WASC on March 4, 2015. Housed in the College of Arts and Sciences’ School of Education, the program is intended for students who are in-service teachers across the state of Hawaii.

Due to the increasing number of universities that are offering teacher leaders programs as well as the growing emphasis of this area in teacher education, the faculty spent considerable time during 2015-16 academic year exploring the benefits of having the M.Ed. program recognized as a teacher leadership preparation program. One benefit is that program graduates would have the opportunity to apply for the Hawaii Teacher Standards Board (HTSB) additional licensure field of Teacher Leader.

In order to better assess the feasibility of this fit, SOE faculty completed a review of UH Hilo’s benchmark institutions that offer programs identified as Teacher Leadership (<https://hilo.hawaii.edu/uhh/iro/Resources.php>). Faculty consulted with a HTSB member in February 2016 and reviewed the US Department of Education program Teach to Lead (<http://teachtolead.org/>) as well as the Hawaii Department of Education Teacher Leaders Academy. After this robust examination of these program descriptions faculty concluded that the M.Ed. program was philosophically a match to the scope and intent of the federal and state initiatives.

ADDING A NEW PROGRAM, ADDED FIELD PROGRAM, OR NEW FIELDS TO EXISTING PROGRAM

To add a new license field or program during a continuing state approval term, Hawaii approved units are required to submit information regarding coursework, faculty, and assessments/rubrics that are in addition to or different from unit criteria approved at the most recent unit review.

Coursework Specific to New Program: List courses in table and describe or attach course syllabi.

Course/Seminar/Experience	Description	Reviewer Comments
ED 600: Education of Ethnic Groups in Hawaii	Teacher leader focused course. Survey of social- psychological learning characteristics, heritage, identity problems of Hawai'i ethnic groups, study of prejudice and inter-ethnic hostilities as related to education and teaching. Includes improving outreach and collaboration with families and community.	Based on the course description provided the courses appear to address the 7 overarching domains of the Teacher Leaders Standards.
ED 602: Technology in Education	Teacher leader focused course. Selection, evaluation, and utilization of instructional materials for systematic achievement of curriculum goals; investigation of innovative technological advances for use in teaching and training. consent of instructor. Promoting/facilitating improvements in learning for teachers and students.	
ED 608A: Action Research I	Systematic study of the purposes of educational research, evaluation and use of research, and introduction of research design principles with emphasis on classroom applications.	
ED 608B: Action Research II	Advanced academic study and writing processes for analyzing and evaluating current educational research articles. A synthesis and application of research skills which culminates in an original research proposal.	
ED 608C: Action Research III	Principles of research	

	methodology and analysis as applied to field research.	
ED 610: Foundations of Education	Teacher leader focused course. Social and intellectual history of education. Historical and contemporary relationships between schools and society. Foundations of the major philosophies of education. Contemporary educational theory and practice as related to major historical, philosophical, and social factors in American culture. Includes advocating for student learning and the profession.	
ED 616: Assessment and Evaluation in Education	Teacher leader focused course. systematic study of the theory of measurement, assessment, and evaluation in educational settings. Promotes the use of assessments for classroom and school improvements.	
ED 622: School Curriculum	Teacher leader focused course. Development and improvement of curriculum. Explanation of contemporary curricular issues which impact teaching and learning in the classroom. Emphasis on school reform and renewal.	
ED 625: Seminar in Teaching	Teacher leader focused course. Culminating study in trends, interdisciplinary teaching. Capstone course for Teacher research, and problems of implementation in or instructor's consent Leadership program.	
ED 635: Advanced Instructional Strategies	Teacher leader focused course. A critical examination of newest trends in instruction. Bridges the gap between academic research and classroom implementation.	

Assessments/Rubrics Specific to New Program: List when assessments are administered and describe each assessment. Attach template and grading rubric for each assessment.

This section will describe what, how, and when the assessments will demonstrate candidate’s mastery of [Teacher Leader Model Standards](#) including:

- a) When the assessment is administered;
- b) A brief description of the assessment and its use in the program;
- c) The assessment instrument and scoring guide (e.g., attached rubrics as appendices).

All indicated assessment instruments and scoring guides are attached.

Teacher Leader Model Standards	When the Assessment is Administered	Description	Reviewers Comments
Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning	ED 610	Professional Development Workshop Assignment Please see Appendix A: Group Professional Development Workshop Guidelines and Rubric	
Domain II: Accessing and Using Research to Improve Practice and Student Learning	ED 608 A, B & C (Research Strand) ED 625	Action Research Proposal is prepared by the end of 608B and Final Action Research Project is the completed by the end of ED 625. Please see Appendix B: M.Ed. Action Research Rubric	
Domain III: Promoting Professional Learning for Continuous Improvement	ED 635	Professional Development Forum Please see Appendix C: Forum Workshop Presentation Description and Rubric	
Domain IV: Facilitating Improvements in Instruction and Student Learning	ED 602 ED 622	Technology Inquiry Project Please see Appendix D: Technology Inquiry Project Curriculum Alignment Project) Please see Appendix E: Curriculum Alignment Project Rubric	

Domain V: Promoting the Use of Assessments and Data for School and District Improvement	ED 616	Program Evaluation Proposal Please see Appendix F: Program Evaluation Proposal	
Domain VI: Improving Outreach and Collaboration with Families and Community	ED 600	Cultural Narratives Please see Appendix G: Cultural Narratives Description and Rubrics	
Domain VII: Advocating for Student Learning and the Profession	ED 610	Policy Statement Assignment Please see Appendix H: Policy Statement	

Faculty Specific to New Program: List faculty names and either complete table or attach roster that includes this information.

Faculty Member Name	Highest Degree & Area of Concentration	Role in Program	Professional Experience Relevant to Program	Reviewer Comments
Diane Barrett	Ph.D. (Mathematics Education)	Director & Professor of Education	Secondary-level mathematics teacher, administrator, education researcher	
Michele Ebersole	Ph.D. (Language, Reading, Culture)	Professor of Education	K-5 teacher, literacy resource teacher, teacher leader, education researcher	
Tobias Irish	Ph.D. (Science Education)	Assistant Professor of Education	Middle school science teacher, high school science teacher, education researcher	
Margary Martin	Ph.D. (Teaching and Learning)	Assistant Professor of Education	Middle school and high school language arts teacher, social studies teacher, ESL teacher, technology teacher, education researcher	
Janet Ray	Ed.D. (Technology and Learning)	Professor of Education	K-6 teacher (first, second, third, and fifth grades), K-12 speech and language pathologist, K-8 teacher of the hearing impaired, administrator, education researcher	

Additional Information Helpful to the Review Team

Program Organization

The Master of Education degree (M.Ed.) is a 30-semester hour program designed to foster professional growth and renewal of licensed teachers. The program promotes teacher leaders who will engage in school reform through curriculum development, school decision-making, and family/ community outreach. It is a cohort program that requires four semesters and one summer to complete.

The newly designed M.Ed. degree to address the professional development needs of working teachers throughout the state who choose to pursue teacher leadership development and choose further study through a primarily distance-based format. It is also designed to be broadly useful and is, therefore, interdisciplinary.

Program Objectives:

- Foster knowledge of current trends and issues in education including school change initiatives and reform movements, and infusion of technology throughout schools;
- Provide participants with experiences in critical and reflective analysis which enable them to integrate and apply a variety of research-based methods, materials, and processes in their classrooms and schools;
- Promote action research practice, which will enable participants to contribute to the positive intellectual climate of their schools and to assume instructional leadership roles.

Learner Outcomes:

- Candidates will design and conduct action research by exploring instructional and professional topics relevant to school and student performance.
- Candidates will critically examine and analyze current trends and issues in education and apply this knowledge by demonstrating teacher leader competencies within the profession.

Curriculum Overview

The curriculum focuses on philosophical and curriculum foundations and emphasizes research and teaching tools which include technology, assessment, research methodology and advanced instructional strategies to facilitate instruction and teacher leadership. The curriculum aligns theory, content, and assessment with the [Teacher Leader Model Standards](#).

Culminating Experience

The M.Ed. degree represents more than the completion of a collection of courses; it demonstrates mastery of an area of expertise within the in-service teachers' field of study.

In addition to coursework, which aligns with the Teacher Leader Model Standards, the candidates engage in a culminating action research experience. The culminating experience enables candidates to achieve the M.Ed. program learner outcome: Candidates will design and conduct action research by exploring instructional and professional topics relevant to school and student performance.

This culminating experience is comprised of three related, yet distinct components: a study, a written report, and a presentation. The action research project is a serious demonstration of candidates' ability as graduate students to explore and develop knowledge relating to a certain topic or problem in a field of study. The goal of this project is twofold: to pursue research and investigation, and to write an extended scholarly statement clearly and effectively. The written action research report becomes a visible and permanent record of the quality of the work that candidates have accomplished at the University of Hawai'i at Hilo. Finally, the presentation represents a significant opportunity for candidates to share their action research findings.

Completion of the culminating project assures the School of Education at the University of Hawai'i Hilo, and larger educational community, that candidates have achieved Master's-level knowledge and skill in an area of inquiry.

The following chart indicates how each of the Teacher Leader Model Standards is aligned with M.Ed. coursework.

Evidence of Student Learning.

M.Ed. assessment consists of two parts: program assessment and individual candidate assessment. Candidate assessment checkpoints are used at Admission, end of each semester, end of year 1, and end of program to monitor candidate’s success. The table below provides an overview of the process and data collection at each checkpoint.

Candidate Assessment Checkpoints

ADMISSION:	Student Checkpoint #1: End of Semester 1	Student Checkpoint #2: End of Year 1	Candidate Checkpoint #3: End of Program
<p>Application Review Process</p> <p>Each application checked by staff for completion</p> <p>Each application reviewed by 2 faculty using rubric</p>	<p>Candidate grades input into electronic database by data manager.</p> <p>Update on candidate performance reported to M.Ed. faculty.</p>	<p>Proposal Submissions reviewed by assigned advisor.</p> <p>Candidate grades input into electronic database by data manager.</p> <p>Update on candidate performance reported to M.Ed. faculty.</p>	<p>Project Submissions reviewed by assigned advisor and Presentations reviewed by ED 625 teaching faculty.</p> <p>Candidate grades input into electronic database by data manager.</p> <p>Final project and presentation scores input into electronic database and reviewed by M.Ed. faculty at Fall/Spring retreats.</p>
<p>Baccalaureate degree</p> <p>Hold initial license to teach</p> <p>3.0 GPA in last 60 credits</p> <p>3 Recommendations</p> <p>2 Personal statements</p> <p>Passing application rubric</p> <p>Score</p>	<p>Maintain 3.0 GPA and B- or better in coursework</p>	<p>Maintain 3.0 GPA and B- or better in coursework</p> <p>Research Proposal (“Met” on each element on the research proposal to advance to Candidacy)</p>	<p>Maintain 3.0 GPA and B- or better in coursework</p> <p>Action Research Project (Meet or exceed proficiency)</p> <p>Education Forum Presentation (Meet or exceed proficiency)</p>

The plan for program assessment below indicates the assessment tool aligned with learner outcomes and the data collection and analysis schedule for continuous program improvement.

Plan for Program Assessment based on Evidence of Student Learning

Learner Outcomes	Assessment Tool(s)	Target or Benchmark	Development	Data Collection
Candidates will design and conduct action research by exploring instructional and professional topics relevant to school and student performance	Research Proposal	Upon advancement to candidacy, 95% of candidates will meet or exceed proficiency.	In Use	Advisors
	Action Research Project	Upon program completion, 95% of candidates will meet or exceed proficiency.	In Use	Advisors & ED 625 Seminar in Teaching
Candidates will critically examine and analyze current trends and issues in education and apply this knowledge by demonstrating teacher leader competencies within the profession.	M.Ed. Educational Forum Presentation	Upon course completion 95% of candidates will meet or exceed proficiency.	In Development	ED 635 Advanced Instructional Strategies

Appendix A: Group Professional Development Workshop

ED 610: Foundations of Education

Group Professional Development Workshop

*To begin your shift as a great teacher to a great teacher leader, you will work in teams to develop a professional development module for other teachers on an issue or idea that emerged from the course that you believe is very important for your school context. You will work in teams of 4 students with similar passions, find common ground on a topic of interest, develop an engaging PD module, and will deliver to the class on the last day of the course. **Each session will be 40 minutes.***

Step 1: Prepare for your group meeting. Using this week's readings as a guide, build your foundational knowledge by conducting additional research the multicultural foundations of your topic. Areas to think about (not all will apply) ...

- a. Philosophical foundations— (draw on purpose of education)
- b. Historical Foundations (how did “this” come to be?)
- c. Sociopolitical Foundations (group focus: how does “this” function in terms of access and power?)
- d. Multicultural foundations (foundational ideas associated with multicultural education. Use Nieto as a guide)

Step 2: Group meeting: Once your group is formed, choose a pressing topic relevant to schools on the big island that your group would like to pursue that is related to our multicultural themes. In your meeting you will:

- Review tasks
- Develop your overarching goal for your PD and determine your discrete objectives (3-4) for your session
- Start sketching out your activity plan (even if it's broad-- eg “teambuilding activity” without describing the actual activity).
- Assign responsibilities and internal deadlines

You will be provided with a suggested agenda for your meeting, but you can adapt it to meet your needs.

Report back after your meeting (due December 3rd): Email a brief proposal that explains:

- a. What are your goals for your PD?
- b. What sources have you drawn on to get to your goals?
- c. Why is it important for other teachers to know?
- d. Broadly speaking, what is your plan? If you want, you can provide what you have completed thus far in the PD Activity Plan, even if it's in broad strokes.

Step 3: Develop your PD Plan (template to be provided). Most of our class on December 4th will be dedicated to group planning,

Step 4: Final Preparations: Anything you need to copy or prepare should be provided by **Sunday, December 10th.**

Step 5: Deliver your PD to our Class on December 13th.

Step 6: Write a reflection (Due December 16th at noon)

Group Tasks

1. Plan your workshop and prepare your materials
2. Assess your workshop against the rubric
3. Develop an evaluation for participants to complete after your workshop. Base this on the feedback you'd like to receive about your workshop. The evaluation can include open-ended questions, or a mix of quantitative and qualitative, open-ended questions.

ED 610: Foundations of Education
Group Professional Development Workshop
Post Workshop Reflection

Your reflection should include the following elements, but you can create and organize it however you want.

- Summary results from your workshop evaluations that you received from your peers
- An evaluation and reflection on your group process
- A personal evaluation and reflection of your group's workshop based on the rubric provided and your group's evaluation form.
- As a teacher leader, what your next steps would be after this workshop
- Any final reflections on the course and what you plan to take with you both in terms of teaching and your emerging scholarship as an M.Ed. candidate.

Appendix B: M.Ed. Final Action Research Rubric

Criteria	Exemplary	Proficient	Functional	Unacceptable
Introduction	<ul style="list-style-type: none"> Clearly introduces the topic under study, includes a focused background of the problem and its importance by contextualizing it within society/education and supports with statistics, narratives, and relevant professional organizations. States personal interest in this particular line of inquiry Includes a concise statement of the central research question with supporting hypotheses, concerns, and/or related questions or concerns to be addressed. A clear connection exists between the purpose and the research question. 	<ul style="list-style-type: none"> Clearly introduces the topic under study, includes a focused background of the problem and its importance to the field States personal interest in this particular line of inquiry Includes a concise statement of the central research question with supporting hypotheses, concerns, and/or related questions or concerns to be addressed 	<ul style="list-style-type: none"> The overall problem, challenge, or topic that is to be examined is present. However, significant details are missing. Insufficient information is provided about the background. The relationship and the detail for the personal interest is lacking. The statement of the research question is unclear or of limited value. 	Neither implicit nor explicit reference is made to the issue or controversy that is to be examined. A clear statement of the research question is missing or the question is of limited value
Review of the Research Literature	<ul style="list-style-type: none"> Establishes theoretical significance. Shows an <u>analysis</u> of the relationships and differences among related studies and reports. Clearly and explicitly organizes topics with an intro, critique, and a brief summary. Uses a variety of appropriate sources including empirical studies. 	<ul style="list-style-type: none"> Establishes a theoretical base for the topic under study. Provides a complete review of relevant studies and projects Demonstrates some understanding of the literature. Includes ample citations and sources 	<ul style="list-style-type: none"> The theory base or conceptual framework is present but lacks a relevant connection with the topic. Relevant studies and reports are identified, but there is a lack of coherence in the description. The review is mainly a summary of the literature. 	<ul style="list-style-type: none"> No theory base or conceptual framework is used to critique the literature. The review of literature appears fragmented and of little importance to the problem identified. No clear organization exists.

	<ul style="list-style-type: none"> Provides the state of current knowledge of the topic and identifies gaps in the current research literature. 			<ul style="list-style-type: none"> The writer does not demonstrate a full understanding of the literature.
Methodology: Participants	The number of subjects and how they were selected are identified. Both the context and the subjects are clearly and completely described. (Includes all relevant demographic information, community and school context and research setting.)	The number of subjects and how they were selected are identified. Both the context environment and the subjects are described but some relevant demographics are missing.	Information on the subjects is present, but the number, how they were selected, or the research setting is unclear.	It is not obvious who served as the subjects for the study, or how they were selected.
Methodology: Instruments and Materials	If instruments (published questionnaires, surveys, etc) are used they are clearly identified and justified. Their validity is supported by the literature. The instrument(s) logically fits with theory base. All materials are identified and included in appendices.	Instruments are identified and described. The instrument(s) logically fits with theory base. All materials are identified and included in appendices.	Instruments or materials are identified, but information as to their worth may not be contained in the report. Some lack of clarity between the selected instrument and the theory base exists.	There is an incomplete discussion of instrument or materials. No mention of validity exists. The materials do not follow logically from the theory base.
Methodology: Data Collection	The research design is clearly detailed. Data sources are clearly identified.	The research design is detailed. Data sources are identified.	The research design and data sources are described, but leaves the reader with many unanswered questions.	A discussion of the research design and data sources is either omitted or very limited.
Methodology: Procedures	The procedures are clear, flow smoothly, and are presented in a logical sequence.	The procedures are presented and in a logical sequence.	The procedures are not as clearly stated as they could be leaving gaps in understanding for the reader.	Procedures, if provided, are not described clearly.
Methodology: Data Analysis	Clearly describes proposed data analysis and is congruent with research design.	Describes proposed data analysis but is missing some alignment with research design.	Describes proposed data analysis but is not congruent with research design.	Proposed data analysis is missing.
Results and Analysis	The results clearly address the research question. The analysis and inferences are strongly supported by data.	The results address the research question. The analysis and inferences are supported by data.	The results are presented but it is unclear how they tie back to the research questions. The analysis is not supported fully by data.	The results do not address the research question. Analysis is not support by data.

<p>Discussion /Conclusion</p>	<p>The discussion demonstrates a deep understanding of the meaning of one's results and its implications for the educational setting. It comprehensively answers the "So what?" question and contains four key parts:</p> <ol style="list-style-type: none"> 1. Summary of results based on research questions, 2. An interpretation of the results based on the theory base 3. Insights that the teacher has gained through the process of researching. 4. Recommendations for future research. <ul style="list-style-type: none"> • Supports the need for the study • Describes how the materials developed for the project will be of value to the larger educational community • Identifies limitations of the study 	<p>The discussion demonstrates an understanding of the meaning of one's results and its implications for the educational setting. It answers the "So what?" question and contains all four key parts.</p>	<p>The discussion, on the surface, contains the key parts, but the discussion demonstrates a lack of understanding of the meaning of one's results in relation to the educational setting. Most of the 4 parts are addressed at a surface level.</p>	<p>The discussion is missing one or more of the 4 key parts. A lack of understanding of one's results exists.</p>
<p>References</p>	<p>All citations cross-list to the reference page, and everything is in correct APA style.</p>	<p>All citations cross-list to the reference page, and only 1-2 minor errors in APA style appear.</p>	<p>One to two citations are not cross-list to the reference page, and only a few minor errors in APA style appear.</p>	<p>Inadequate references are listed, inconsistencies appear between reference page and body, or references are not in correct APA style.</p>
<p>Writing Clarity and Style</p>	<ul style="list-style-type: none"> • Writing is exceptionally clear, and succinct. • Paper follows all APA format rules. 	<ul style="list-style-type: none"> • Writing is clear. • Paper follows almost all APA format rules. 	<ul style="list-style-type: none"> • Writing is generally clear, but unnecessary words are used. Meaning is sometimes hidden. Paragraph or 	<ul style="list-style-type: none"> • It is hard to know what the writer is trying to express. Misspelled words, incorrect grammar,

			<p>sentence structure may be repetitive.</p> <ul style="list-style-type: none"> • Paper is inconsistent with APA format rules. 	<p>and improper punctuation are evident.</p> <ul style="list-style-type: none"> • Paper is lacking APA format rules.
Preliminary Pages	<p>All preliminary pages are included and consist of:</p> <ul style="list-style-type: none"> • Title Page • Abstract • Acknowledgements • Certification Page • Table of Contents 			<p>Not all preliminary pages are included.</p>

Appendix C: M.Ed. Forum Workshop Presentation Description and Rubric

The M.Ed. Education Forum Presentation provides candidates with the opportunity to support educator development through the design, development, implementation, and assessment of a professional development workshop.

Learner Outcome:

Candidate will critically examine and analyze current trends and issues in education and apply this knowledge by demonstrating teacher leader competencies within the profession.

The expectation for this project is for you to design, develop, and deliver a professional development workshop to a pre-service teacher audience. This also serves as the assessment for the M.Ed. Teacher Leader Program. The workshop includes,

- a clear statement of participant learner outcomes
- learning activities that
 - actively engage participants
 - reflect appropriate teaching strategies for adult learners
 - align with learner outcomes
- appropriate and sufficient supporting workshop materials, which may include
 - graphic organizers, worksheets, web-based resources, and other take-aways
- an assessment that
 - aligns with and measures learner outcomes

Additionally, you will be expected to analyze, and respond to the professional development workshop with relationship to

- the actual assessment provided at the completion of the workshop
- your observation of and reflection upon strengths and weaknesses discovered during the delivery of the workshop, including suggested redesign, redevelopment, and redelivery specifics.

M.Ed. Education Forum Scoring Rubric

<p>Expectation: Candidate establishes the importance/relevance/value of the workshop directly through a needs assessment and/or indirectly through the analysis of current trends and issues in education that can be addressed through professional development.</p>				
<p>Candidate meets this expectation.</p>				
5 Strongly Agree	4 Agree	3 Neither Agree nor Disagree	2 Disagree	1 Strongly Disagree
<p>Expectation: Candidate designs, develops, and delivers the workshop, which includes</p> <ul style="list-style-type: none"> • a clear statement of participant learner outcomes • learning activities that <ul style="list-style-type: none"> ○ actively engage participants ○ reflect appropriate teaching strategies for adult learners ○ align with learner outcomes • appropriate and sufficient supporting workshop materials, which may include <ul style="list-style-type: none"> ○ graphic organizers, worksheets, web-based resources, and other take-aways • an assessment that <ul style="list-style-type: none"> ○ aligns with and measures learner outcomes 				
<p>Candidate meets this expectation.</p>				
5 Strongly Agree	4 Agree	3 Neither Agree nor Disagree	2 Disagree	1 Strongly Disagree
<p>Expectation: Candidate assesses, analyzes, and responds to the professional development workshop with relationship to</p> <ul style="list-style-type: none"> • the actual assessment provided at the completion of the workshop • the candidate's own observation of and reflection upon strengths and weaknesses discovered during the delivery of the workshop, including suggested redesign, redevelopment, and redelivery specifics. 				
<p>Candidate meets this expectation.</p>				
5 Strongly Agree	4 Agree	3 Neither Agree nor Disagree	2 Disagree	1 Strongly Disagree

Appendix D: Technology Inquiry Project

Directions: *This assignment is designed to provide you with an opportunity to refine your practice as a teacher leader in the area of technology (Teacher Leadership Standards, Domain IV). The guidelines for this assignment are as follows:*

Part I: Preparation

1. Identify a technology or application that you would like to share with fellow professionals. This could be something you are already working with or something new you would like to learn more about.
2. Prepare a brief (25-30 minute) experiential workshop that will engage your peers (both in-person and online attendees) in learning about the new technology or application you have chosen.

Part II: PD Workshop (40pts total)

1. Facilitate a professional development (PD) workshop with your fellow cohort members that meets the following criteria:
 - a. Involves a topic/technology is relevant to current contexts – 5pts
 - b. Includes some kind of engagement activity – 5pts
 - c. Includes clear learning goals – 5pts
 - d. Provides some kind of handout to help us remember the resources we used and what we learned. – 5pts
 - e. Gives participants adequate time to practice using the technology – 5pts
 - f. Workshop is well organized with clear takeaways and distinct closure – 5pts
 - g. The presentation and the technology are accessible for different abilities and learning needs. – 5pts
 - h. PD provider presents on the assigned day, is organized, and maintains professionalism – 5pts

Part III: Reflection (20pts total)

1. After your presentation, chose at least 3 criteria from the list above and write a reflective essay (about 1-2 pages single-spaced, 12pt font, with 1 inch margins on all sides) that addresses the following prompts for each criteria:
 - a. In what ways did you work to meet the criteria? – 5pts
 - b. During your workshop, what do you think went well in regard to this criteria and what do you think contributed to this success? – 5pts
 - c. Is there anything that you would like to improve on in regard to how you worked to meet this criteria and what impact do you think the change(s) would have? – 5pts
 - d. Essay is well organized and grammatically correct – 5pts

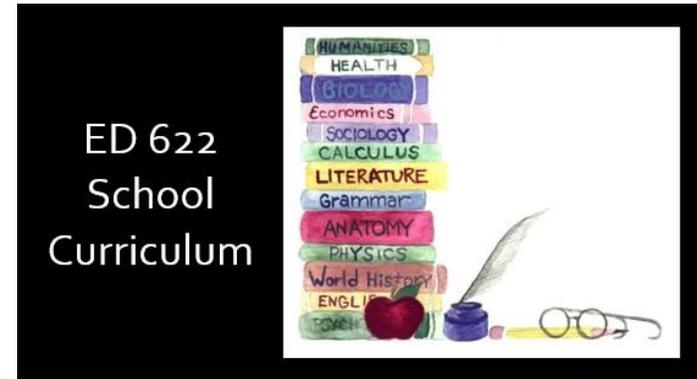
Submission Guidelines: Please provide your PD experience on your scheduled day and submit your reflective essay to the appropriate space on Lailima.

Scoring: Your workshop and reflective essay will each be scored according the inclusion and quality of the elements described above.

Teacher Leader HTSB Application 07.13.18

Appendix E: Curriculum Alignment Project Rubric

Final Curriculum Alignment Project Scoring Rubric



Type of Curriculum		Brief Description	Scoring Criteria, Scoring Scale and Degree of Alignment					
1	Recommended Curriculum	Curriculum that is recommended by scholars and professional organizations.	Representation of recommended curriculum provided. Graduate student explains what organization or agency developed the recommended curriculum and the specific grade level and subject area of focus. He or she also clearly demonstrates the alignment of the recommended curriculum and the written curriculum that follows.					
			Strongly Agree 5	Agree 4	Neither Agree nor Disagree 3	Disagree 2	Strongly Disagree 1	Perceived Degree of Alignment ____%
			Notes/Comments					
2	Written Curriculum	Curriculum that appears in state and	Representation of written curriculum provided. Graduate student provides background information related to the written curriculum, including who					

Type of Curriculum		Brief Description	Scoring Criteria, Scoring Scale and Degree of Alignment					
		school district documents/websites.	developed it and when it was last updated, as well as the specific grade level and subject area of focus. He or she also clearly demonstrates how the written curriculum informs and aligns to the taught curriculum that follows.					
			Strongly Agree 5	Agree 4	Neither Agree nor Disagree 3	Disagree 2	Strongly Disagree 1	Perceived Degree of Alignment ____%
			Notes/Comments					
3	Taught Curriculum	Curriculum that the teacher teaches/implements.	Representation of taught curriculum provided. Graduate student explains how the taught curriculum was designed/developed, how the curriculum was implemented, and how it aligns to the written curriculum and recommended curriculum. Includes informal and formal formative assessment of student learning during the lesson/implementation.					
			Strongly Agree 5	Agree 4	Neither Agree nor Disagree 3	Disagree 2	Strongly Disagree 1	Perceived Percent of Alignment ____%
			Notes/Comments					

Type of Curriculum		Brief Description	Scoring Criteria, Scoring Scale and Degree of Alignment					
4	Supported/Supporting Curriculum	Curriculum that supports the recommended, written, or taught curriculum, such as textbooks, games, computer applications, internet sites, and more.	Representation of at least three supporting curricula provided. For each, the graduate student explains how the supporting curriculum was designed/developed, delivered/implemented and how it reinforced, deepened, or extended the taught curriculum, as well as how it was in alignment with the subject and grade-level focus of the taught, written, and recommended curricula.					
			Strongly Agree 5	Agree 4	Neither Agree nor Disagree 3	Disagree 2	Strongly Disagree 1	Perceived Degree of Alignment _____%
			Notes/Comments					
5	Assessed Curriculum	Curriculum that is tested/evaluated.	Representation of the assessed curriculum provided. Graduate student explains the design/development of informal formative, formal formative, and summative assessments as they applied to the taught curriculum. He or she shows the alignment among the written curriculum, the taught curriculum, and the assessed curriculum.					
			Strongly Agree 5	Agree 4	Neither Agree nor Disagree 3	Disagree 2	Strongly Disagree 1	Perceived Degree of Alignment _____%
			Notes/Comments					

Type of Curriculum		Brief Description	Scoring Criteria, Scoring Scale and Degree of Alignment					
	Learned Curriculum	Curriculum that is actually learned by the students.	Representation of the learned curriculum provided. Graduate student analyzes evidence from the taught, supporting, and assessed curriculum to report/demonstrate student learning and non-learning. Suggestions for re-teaching, diversifying instruction for non-learners, and expanding instruction for learners is provided as well.					
			Strongly Agree 5	Agree 4	Neither Agree nor Disagree 3	Disagree 2	Strongly Disagree 1	Perceived Degree of Alignment ____%
			Notes/Comments					
7	Hidden Curriculum (Extra Credit)	Curriculum that is unintended or taught when the classroom door is closed.	Two samples of hidden curriculum provided. The graduate student explains the unintended teaching/learning that took place.					
			Strongly Agree 5	Agree 4	Neither Agree nor Disagree 3	Disagree 2	Strongly Disagree 1	N/A
			Notes/Comments					
Total Score							Average Degree of Alignment ____%	

Appendix F: Program Evaluation Proposal

Description: *This assignment provides you with the opportunity to demonstrate your proficiency in using assessments and data for school and school district improvement (Teacher Leadership Standards, Domain V). Please address each of the criteria below in your submission.*

Part I: Program Description (20pts total)

1. Identify and describe an education program at the student, classroom, school, or school district level that you are interested in evaluating (behavioral programs, attendance programs, PD programs, afterschool programs, etc.). In your description please include:
 - a. The name of the program and a description of the participants (age, gender, socioeconomic status, recruitment/population target, ethnicity, etc.) – 5pts
 - b. A description of the program providers (administrators and practitioners) – 5pts
 - c. A detailed description of the program goals and objectives and a description of the current data collection measures (if known) – 10pts

Part II: Literature Review (20pts total)

1. Conduct a brief literature search (2-3 research articles) on what is currently known about how to accomplish the goals and objectives stated by the program. Please include:
 - a. Citations for the articles chosen – 10pts
 - b. A summary of what you found in your literature search. – 10pts

Part III: Program Evaluation Proposal (40pts total)

1. Write a proposal for how you would collect and analyze data to evaluate and assess the effectiveness of the program in terms of meeting the stated goals and objectives. In your description please include:
 - a. A description of the data collection instruments you would use and what they would be used for – 15pts
 - b. A timeline for when you would collect each source of data – 5pts
 - c. A description of how you might analyze the data – 10pts
2. Briefly describe how the findings might be used to improve the program – 10pts

Part IV: Organization and Grammar (20pts total)

1. Prior to submission please review your document for organization and grammatical errors – 20pts

Submission Guidelines: Please submit your completed proposal (4 pages maximum!) to the appropriate space on Lualima as a single word document, single-spaced, 12pt font, with 1 inch margins on all sides.

Scoring: Your submission will be scored according the inclusion and quality of each element described above.

Appendix G: Cultural Narratives

This Cultural Portfolio consists of the three components, each of which are explained below.

My Story: A Personal Cultural Narrative

Reflect deeply on your personal ethnic and cultural history and experience. Then write a 3-5 page typed, double-spaced paper responding to the following question: **How does my personal story impact my teaching?**

Include the following key information:

1. Background - Share your personal history, family background and values.
2. Cultural Identity - Critically examine your how your ethnicity and 2 other factors (i.e. class, gender, language, religion) affects your identity. Draw on class activities and readings.
3. "What we bring to the table" - Discuss your idea of the purpose of education and how your background, cultural identity, and values shape who you are, biases, and how you plan to teach. Be sure to reference specific course content (i.e. Banks' 5 MCE dimensions, 4 approaches to MCE reform), issues such as discrimination, policies on pidgin, readings on race, ethnicity, class, gender, language, etc) as they pertain to cultural, critical and social justice teaching.

Our Story: Community Cultural Visits

Throughout the semester, you will experience the host culture and other diverse cultures of Hawai'i through two(2) cultural visits or Huaka'i, which means "planned travel with a purpose." One cultural visit will focus on indigenous /host culture (i.e. lo`i, fishpond, moku`ola, voyaging) and second will focus on local culture (i.e. plantation village, sugar mill, etc.).

Within the group, divide the responsibilities into the following roles:

- (1) Arrangements – researching, making the reservations, cost, what to bring;
 - (2) Logistics – collecting and distributing maps, directions, time/agenda, photography; uploading information to laulima
 - (3) Educational component –research, creating a study guide sheet, activity during fieldtrip, etc.
- Collectively, the group must reflect on their visit together and submit a Powerpoint of the trip that includes the following elements: photos of site, name and contact information of the site, background, educational component that would correspond to the cultural site, and list of group members and a group picture at the location and the role listed that each had in the planning of the visit.

Individually, each participant must upload onto Laulima a 2 page summary and reflection on the huaka`i they experienced answering the following 5 questions:

1. What did you do and learn? Specifically, what knowledge (K), skills (S), and values (V) did you learn?
2. How does the trip connect to multicultural education, specifically refer to class readings and activities?
3. How does it connect to the subject(s) you teach?

4. How does it meet or exceed the common core standards? Be specific.
5. What will you do with what you've learned?

Consider this planning as practice in setting up cultural visits for your future classrooms or schools.

Your Story: A Cross Cultural Interview

Interview a person who *identifies him/herself* as coming from a different cultural, religious, ethnic, racial or class background than you. Base your interview questions on that person's educational experiences. Then write a 3-5 page typed, double-spaced report responding to the following question: **How did the background and/or identity of my interview subject play a part in his/her educational experience?**

You should spend *at least* one-two hours speaking with your interview subject. The paper cannot include everything that you learned from the interview, so you must select the ideas, information, and quotations from the interview to make an interesting and coherent paper. Your paper should include: (1) a thesis that presents your reasoned position on the findings of the project (i.e. how did your subject's culture identity make a difference in his/her schooling?) (2) reflection on how your subject's experience differed from your own schooling experience. (3) analysis of the educational implications of your findings. What has this interview taught you about the way schools work?

Sharing Stories: Reflect on your experiences in this course. How might you use these experiences to promote positive interactions in your school community?

Our Story: Cultural Visit Trip Reflection Paper Rubric

	Exemplary	Proficient	Developing	Minimal
<p style="text-align: center;">Description</p> <p><i>What did you do and learn? What knowledge, skills and values did you learn?</i></p>	Includes a high level of detail with 3 or more specific examples of what you saw & heard. A clear overview of where you went and what you know about this site is included.	Includes a fair level of detail with at least 2 specific examples of what you saw & heard. A mostly clear overview of where you went and what you know about this site is included.	Includes a general level of detail with fewer than 2 specific examples of what you saw & heard. A somewhat clear overview of where you went and what you know about this site is included.	Includes a limited level of detail with at only 1 clear example of what you saw & heard. A vague or unclear overview of where you went and what you know about this site is included.
<p style="text-align: center;">Impact on Teaching</p> <p><i>How might this visit connect with the subjects you teach? What will you do with what you've learned? (How might a huaka`i benefit your students? How might a huaka`I benefit the teachers at your school?)</i></p>	Demonstrates a high level of detail with 3 or more specific ways of observing how this environment will impact your teaching.	Demonstrates a fair level of detail with at least 2 specific ways of observing how this environment will impact your teaching.	Demonstrates a general level of detail with fewer than 2 specific ways of observing how this environment will impact your teaching.	Demonstrates a limited level of detail with only 1 way of observing how this environment will impact your teaching.
<p style="text-align: center;">Reflection</p> <p><i>How does this make you think differently about your community? What new insights did you gain? How does this connect with the readings?</i></p>	Highly detailed reflection with at least 2 connections to course content illustrating how this information, skills and insights gained connect to your daily life in and professional life.	A fairly detailed reflection with at least 1 connection to course content illustrating how this information, skills and insights gained connect to your daily life and professional life.	A general reflection illustrating how this information, skills and insights gained connect to your daily life and professional life.	Limited reflection illustrating how this information, skills and insights gained connect to your daily life and professional life.
<p style="text-align: center;">Total: 15 points possible/reflection</p>				

Cultural Visit Checklist:

- Turn in 2 reflection papers, 1 for each visit.

Length: Approximately 2 pages double spaced/paper (total).

Please proof read.

Include your name and the location of your visit in the heading.

Use this rubric to self-assess your work, make corrections as needed.

- Submit each paper to Assignments by the due date.
- Create 1 Googleslideshow presentation for your group and share with your professor for you to present (5-10 min presentation) on October 4.

My Story: Cultural Autobiography Rubric

	Exemplary	Proficient	Developing	Minimal
<p>Family Background: Describe your family of origin. A) Discuss the ethnic/cultural history of your parents (grandparents, great-grandparents). What is the primary language, religion, race of your culture? B) Describe and critically examine your own background related to race and ethnicity, gender, (dis)ability, language, class, religion, and sexual orientation. C) Discuss your family/individual values, beliefs, goals regarding success/failure in life.</p>	<p>Thorough and insightful discussion of family background. Strong expression and thorough understanding of social and cultural identity as related to multicultural themes.</p> <p><i>(15-14 pts. possible)</i></p>	<p>Good Discussion of family background. Good expressions and understanding of social and cultural identity as related to multicultural themes.</p> <p><i>(13-12 pts. possible)</i></p>	<p>Minimal Discussion of family background. individual identity. Some avoidance of issues Limited Expressions and understandings.</p> <p><i>(11-10 pts. possible)</i></p>	<p>Limited or missing description of family's social and cultural history and background.</p> <p><i>(9 pts. possible)</i></p>
<p>Individual Identity: A) Who are you as a racially, gendered, classed, religious (etc.) person? With what groups do you now identify? (Ex: Social Class, Religion?) Do you identify with a characteristic of "difference"? In what way?</p> <p>Identity Process: B) How have you come to know yourself in these ways? (Ex: how do you see yourself as a man or woman? How have you come to view religion and why?) What messages have you heard about these identities?</p>	<p>Thorough and insightful discussion of individual identity. Strong expression and thorough understanding of social and cultural identity as related to multicultural themes</p> <p><i>(10 pts. possible)</i></p>	<p>Good discussion of individual identity. Good expressions and understanding of social and cultural identity as related to multicultural themes.</p> <p><i>(9-8 pts. possible)</i></p>	<p>Minimal discussion of identity. Some avoidance of issues. Limited Expressions and understandings.</p> <p><i>(7-6 pts. possible)</i></p>	<p>Limited or missing description of family background. Uninformed avoidance.</p> <p><i>(5pts. possible)</i></p>
<p>Life Experiences with "Difference": A) What generalized experiences have you had with people who are different from yourself? (Race, ethnicity, language, class, religion, gender, sexual</p>	<p>Insightful expression and thorough understanding of generalized and specific experiences with "difference". Strong</p>	<p>Good expression and understanding of generalized and specific experiences with "difference". Strong</p>	<p>Limited expression and thorough understanding of generalized and specific experiences</p>	<p>Lacks expression and thorough understanding of generalized and specific experiences with "difference". Strong</p>

<p>orientation). B) Describe your upbringing regarding your neighborhood, community, school, church, clubs, courses, etc. What did these experiences teach you about people who are different from you? What messages have you heard or assumed about people who are different from you?</p>	<p>expressions about beliefs about cultural difference. <i>(10 pts. possible)</i></p>	<p>expressions about beliefs about cultural difference. (9-8 pts. possible)</p>	<p>with “difference”. Strong expressions about beliefs about cultural difference. (7-6 pts. possible)</p>	<p>expressions about beliefs about cultural difference. (5 pts. possible)</p>
<p>Critical Reflection about Cultural Differences: A) How do I explain cultural, behavioral, and socioeconomic differences between groups of people? B) How has my cultural background shaped my understanding of why there are these cultural differences between groups of people?</p>	<p>Insightful expression and thorough reflection of generalized and specific experiences with “difference”. <i>(10 pts. possible)</i></p>	<p>Good expression and reflection of generalized and specific experiences with “difference”. (9-8 pts. possible)</p>	<p>Limited expression and thorough reflection of generalized and specific experiences with “difference”. (7-6 pts. possible)</p>	<p>Lacks reflection of generalized and specific experiences with “difference”. (5 pts. possible)</p>
<p>Writing Elements Spelling, grammar, and citations have been edited.</p>	<p>Writing is error-free, or close to error free and is easy to read; organized; professional language <i>(5 pts. possible)</i></p>	<p>Writing contains some errors. (4pts. possible)</p>	<p>Writing contains several errors that make the writing very challenging to read. (3pts. possible)</p>	<p>Paper returned for revision due to numerous writing errors.</p>
<p>Total 50 pts. possible</p>				

Your Story: Cross Cultural Interview

	Exemplary	Proficient	Developing	Minimal
<p>Thesis A) How did the background and/or identity of my interview subject play a part in his/her educational experience? B) What specific evidence do I have from the interview to inform my understanding of the role culture plays in his/her life? C) What specific identities did my interviewee describe and how did I come to understand this as playing a critical role?</p>	<p>Thesis states a well – positioned finding reflecting appropriate cross cultural interview questions that make the stated position completely credible. Detailed, specific and multiple examples of the interviewee’s experience to support thesis. Background is clearly presented.</p> <p><i>(15-14 pts. possible)</i></p>	<p><i>Thesis generally supports a finding due to limited questions or time spent in the field, is but lacks depth.</i></p> <p><i>(13-12 pts. possible)</i></p>	<p>Thesis is <i>limited</i> to basic interview information without clearly states position from analysis.</p> <p><i>(11-10 pts. possible)</i></p>	<p>Thesis is <i>missing</i> or based on inappropriate cultural questions.</p> <p><i>(9 pts. possible)</i></p>
<p>Reflection A) How did the interview subject’s experience differ from your own? B) How does this relate to the course content you have examined this semester?</p>	<p>Highly detailed reflection with 3 or more specific example of how subject’s experience differs from your own. Reflective of personal cultural growth based on interview of a member of a different cultural background.</p> <p>Demonstrates high level of synthesis of the experience and engagement with both the interview subject and the course content, making specific reference to 2 or more specific readings.</p>	<p>Fairly detailed reflection with at least 2 specific example of how subject’s experience differs from your own. Reflective of personal cultural growth based on interview of a member of a different cultural background.</p> <p>Demonstrates fair amount of engagement with both the interview subject and</p>	<p>Generally reflects on information reported but lacks depth of personal comparison.</p> <p>Limited evidence of personal growth of diversity perspective.</p> <p>Some, but limited reference to course readings.</p>	<p>Paper is reflective of previous personal perspectives and never refers to any change in perspective based on the interview. Lacks reflective stance.</p> <p>No reference to course content.</p>

	<i>(10 pts. possible)</i>	the course content, making specific reference to 2 or more specific readings. <i>(9-8 pts. possible)</i>	<i>(7-6 pts. possible)</i>	<i>(5 pts. possible)</i>
Analysis <i>A)In analyzing the experience shared by your interviewee, what are the implications for education? B)What has the interviewee taught you about the way schools work?</i>	Thorough and insightful analysis of educational implications. Strong expression of multicultural themes with several specific examples cited from interview. <i>(15-14 pts. possible)</i>	Good analysis of educational implications. Good expression of multicultural themes with at least 3 specific examples cited from interview. <i>(13-12 pts. possible)</i>	Minimal analysis of educational implications (fewer than 3). <i>(11-10 pts. possible)</i>	Limited or missing analysis of educational implications. <i>(9pts. possible)</i>
Interview	Video or audio recording is clear, cohesive and easy to follow. <i>(10 possible points)</i>	Video or audio recording is mostly clear, cohesive and easy to follow. <i>(9-8 pts. possible)</i>	The video or audio is disjointed and the quality of the recording is poor <i>(7-6 pts. possible)</i>	The video or audio is missing. <i>(5 pts. possible)</i>
Writing Elements	Writing is error-free, or close to error free and is easy to read; organized; professional Language <i>(5 pts. Possible)</i>	Writing contains some errors. <i>(4 pts. possible)</i>	Writing contains several errors that make the writing very challenging to read. <i>(3 pts. possible)</i>	Paper returned for revision due to numerous writing errors.
Total out of 50 possible points				

Appendix H: Policy Statement

Ed 610: Foundations of Education

Letter to a Policymaker on an Important Topic of Education

SUBMISSION: Uploaded to Laulima or turned into my mailbox in the Education Office

This final is designed to be a culminating activity where you apply everything you have learned to address a current education issue that you are really passionate about related to the foundational question you have focused on during the second half of the course. The final consists of 3 Steps: Notification of your topic, Final Preparation, and A Letter to an Official.

You will have some time during our last class on Tuesday to work on your final and meet with me to make sure you are off to a great start. I will also have extended open office hours (first come first served) on:

- Day 1 from 4-6
- Day 2 from 4-6
- Additional times may be available per my appointment calendar:
<https://live.vcita.com/site/mmartin/>

Step 1: Notification of the Topic Due (10 points)

Before you begin, you have several decisions to make.

1. Think about what level you want to influence. There are 3 options:
 - a. Federal level (changes at the US level)
 - b. State level (changes in the state of Hawaii)
 - c. Regional level (changes in Hawaii county)
 - d. Local level (changes in a specific town, area, or complex)
2. Decide on a current education issue that is related to your foundational question.
 - a. Skim through the following readings for inspiration (but you are not limited to these topics)
 - i. Goldstein Chapters 10+Epilogue
 - ii. Hawaii's Blueprint for Public Education (on Laulima)
 - iii. The US Department of Education's plans (links on Laulima)
 - b. Create a list of all the educational issues going on right now that you really care about.
 - c. Which one(s) are related to your foundational question?
 - d. Based on how you responded to the above—choose your issue.
3. Thinking about your selected issue—what approach do you want to take? There are three ways to think about this.

- a. **Beliefs:** Do you want to change the way education **thinks** about teachers, students, communities, parents, learning, assessment or how others outside of education like politicians think about schools?
- b. **Policies:** Do you want to see a **specific change in a policy** or potential policy—like new plans in the US Department of Education (Privatization, vouchers, getting rid of after school programming, etc.) or at the State, district or school level?
- c. **Practices:** Do you want to change how **teaching practices** or the ways in which schools work with children and families?

Based on your decisions above, develop a statement of your topic that includes: **Include your foundational question and your combined response to Questions 1-3** above. Be as specific as you can for each question. Then **Explain why this Topic is important to you.**

Step 2: Research Your Topic and Update Your Catalogue Due:

Research Catalog (30 Points)

1. Now that you’ve selected your topic, do some additional research on the issue you selected. Make sure that you know what it is, and understand the multiple perspectives and debates on the topic. **Create entries** for your catalog.
2. **Update your catalogue** to include readings, discussions, assignments and activities since the midterm. Also incorporate what you have learned about the topic (current issue) you are examining in your final.
3. Rewrite your **deck summaries** to reflect the additional entries

Evaluation	Points
Catalogue is complete (3-5 decks, sufficient entries, reflection)	5 pts
Entries are properly formatted with tags and sources, connection to foundational question and tag are clear. Includes a variety of “texts” from notes, readings, discussions, timeline, and assignments. Entries represent multiple perspectives on the topic that displays understanding of the content of the entries.	
Summaries for each deck are comprehensive, reflect the entries and are well written	10 pts
Analysis includes 3-4 conclusions that are clearly connected to the summaries and the decks. Analysis and opinions clearly address the foundational questions and provides insight on the issue. Describes personal response to the question and how the analysis influenced these opinions. Includes compelling questions that would further analysis and perspective. Analysis is well written for academic contexts.	15 pts

Step 3: Write Your Letter Due:

This is worth 60% of the grade on your Final

1. First, you'll need to do some planning. Review your deck and the midterm.
 - a. What is your perspective on your foundational question?
 - b. What is your perspective on the topic that you've chosen?
 - c. Does your perspective on the topic make sense given your perspective?
 - d. Find evidence in the catalogue for your perspective.
 - e. Identify the person you are going to write. It may be an official/actual person (Dear Secretary DeVos) or be more generic like "Dear elementary school teachers" or "Dear Editor"
2. Write your letter. It should include:
 - a. A description of the issue including the current debate (20 points)
 - b. Your perspective and what you think should happen (argument) (20 points)
 - c. A convincing argument. You should incorporate **evidence from your catalog** that supports your perspective. Include examples, quotes, etc. (50 points)
 - d. Copyedit your letter. (10 points)
 - i. Make sure it is written in a discourse that is appropriate for you intended audience
 - ii. Review your structure: Is it structure as a letter? Does it have a clear a beginning, middle and end?
 - iii. Check for spelling, typos, grammar
 - iv. Most letters will be between 3-5 pages

Turn in your updated catalog and letter no later than ...