

New Business Item 14-06

Introduced 9/5/2014

Approved 9/5/2014

TITLE: University of Hawai'i-Manoa Response to State Approval Conditions for their Visual Arts Program

The Hawai'i Teacher Standards Board accepts the attached reports from the University of Hawai'i Visual Arts Educator Preparation Program (EPP) required in NBI 13-10 passed October 18, 2013.

The unit accurately addressed all of the conditions required in NBI 13-10:

1. A rubric for Planning Instruction in Visual Arts that clearly describes the performances required of the teacher candidates to indicate mastery of the standard. The rubric must also have objective descriptors that clearly indicate what the teacher candidates should know and be able to do at the different levels.
2. A rubric for the Evaluation of Student Teachers in Visual Arts that clearly describes the performances required of the teacher candidates to indicate mastery of the standard. The rubric must also have objective descriptors that clearly indicate what the teacher candidates should know and be able to do at the different levels.
3. A rubric for the Evaluation of the Teacher Work Sample in Visual Arts that clearly describes the performances required of the teacher candidates to indicate mastery of the standard. The rubric must also have objective descriptors that clearly indicate what the teacher candidates should know and be able to do at the different levels.

The unit must explain any changes to this program in its Annual Report due each year to HTSB.

A letter shall be sent to the University of Hawai'i-Manoa on behalf of the Board to communicate this decision.

Submitted by: Terry Lynn Holck

Referred to: Teacher Education Committee

Assessment 3

Lesson Planning

I. Narrative

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

In the fall methods course (ITE 404B), candidates complete four lesson plans, one of which must contain a museum visit. Lesson plans are organized in the following format:

1. Title
2. Unit Theme
3. Grade Level
4. Objects/Collections
5. Hawaii Fine Arts Content Standards HCPS III
6. Objectives
 - a. Fundamental Concepts, Vocabulary, Elements and Principles
 - b. Cultural Values, Belief Systems, Aesthetics and Art Criticism
 - c. Art Historical and Contextual Information
 - d. Studio Component
 - e. Expressive Outcomes
7. Sequencing—Activities and Organization, Number of Days, Duration of Periods
8. Materials and Tools
9. Resources and References
10. Evaluation
11. Cross curricular connections and extensions

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	Teacher candidates must incorporate developmentally appropriate learning activities into their lesson plans to promote student success
3. Adapts to Learner Diversity	Candidates' lesson plans must foster an appreciation of human and cultural differences
6. Designs and Provides Meaningful Learning Experiences	Candidates must plan and implement logical, sequential instruction and continually adjusts plans based on learner needs
7. Uses Active Learning Strategies	Candidates' lesson plans must engage students in active, hands-on, creative, open-ended, problem-based learning experiences

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

Developing lesson plans in ITE 404B demonstrates candidates' ability to meet HTSB Standards 1, 3, 6, and 7. In terms of meeting Standard 1, candidates become knowledgeable of developmental stages and readiness of children and adolescents through Assessment 8 Developmental Stages in Visual Arts Paper, which is included in this report. It is important to note that the assignment contained in Assessment 8 precedes the four lesson plans explained here. Both assessments are required assignments during ITE 404B. In terms of addressing learner diversity, HTSB Standard 3, teacher candidates learn what constitutes accurate and ethical representation of multicultural subject matter in visual art education, and they are assessed on the appropriateness of their choices. With respect to HTSB Standard 6, teacher candidates also are guided in the purposeful choosing of appropriate instructional scope and sequence matched to methods of delivery that will guarantee the objectives of the content/curriculum they have selected. This information is covered in the required reading material and demonstrated in the weekly assignments we cover in ITE 404B. In as much as good educational practices are modeled and then imitated, I help my students to meta-cognate about using appropriate educational deliveries to suit their stated educational goals and objectives in order to achieve a standards-based curriculum for their students. To satisfy HTSB Standard 7, teacher candidates emphasize active, hands-on, creative, open-ended, problem-based learning experiences in lesson planning for their students, which is inherent in the subject of art education and by definition central to the artistic process.

When carrying out the teaching of their lesson plans, candidates must include a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations and illustrations to help students develop conceptual understanding. In addition they are required in the actual teaching of each lesson plan to generate multiple paths to knowledge and encourage students to see, question and interpret concepts from a variety of perspectives.

Candidates are required to select relevant teaching resources and materials to accompany each of their lesson plans. Preparing candidates to demonstrate competency in developing curriculum, instruction and evaluation requires exposure to numerous instructional materials and resources first hand through assigned reading and audio/visual materials I have collected over the past two decades. I model both instructional content, delivery and evaluation in the 404B course, during which time teacher candidates develop the four lesson plans. They share their clinical classroom experiences and the results of teaching those experiences in the co-requisite 402 seminar.

Candidate outcome data in 2010-11 demonstrate that 2 out of 2 candidates were able to achieve acceptable results and in 2011-12, 4 out of 4 students achieved targeted results. All students in these two cycles met or surpassed expectations of competency in this lesson planning experience. Candidates who achieved acceptable results have further opportunities in student teaching (ITE 405B) for greater experience that will help them obtain mastery level, with the advantage of more classroom time and experience working with adolescents teaching art.

II. Assessment documentation

d. The assessment tool or a rich description of the assessment

During ITE 404B Art Methods, you will design a collection of four unit plans, **one of which must include a museum visit**. Your unit plans should be organized in the following format:

1. Title
2. Unit Theme
3. Grade Level
4. Objects/Collections
5. Hawaii Fine Arts Content Standards HCPS III
6. Objectives
 - a. Fundamental Concepts, Vocabulary, Elements and Principles
 - b. Cultural Values, Belief Systems, Aesthetics and Art Criticism
 - c. Art Historical and Contextual Information
 - d. Studio Component
 - e. Expressive Outcomes
7. Sequencing—Activities and Organization, Number of Days, Duration of Periods
8. Materials and Tools
9. Resources and References
10. Evaluation
11. Cross curricular connections and extensions

Curriculum Unit Plan Incorporating a Museum Visit Format

- I. **ACTIVITY (LESSON PLAN) TITLE:** What does this lesson plan unit focus on? Example: Northwest Coast Totem Poles.
- II. **UNIT THEME:** What is the umbrella concept that connects all of the components of the lesson plan together into a unit? Example: Animism, metamorphosis and clan as exemplified in Northwest Coast totems.
- III. **GRADE/AGE, SUBJECT/S, DISCIPLINE/S, AND LEVEL OF LEARNERS:** Where are your students chronologically and developmentally (beginning, intermediate, or advanced)? What is the level of knowledge, background information, and skills necessary to complete this unit? What subjects or disciplines are to be included—for example, maybe my lesson concentrates on Indian (India) mythology and manuscript paintings showing the influence of Persian miniature painting: Therefore, I would include art, social studies and language arts as areas of concentration for developing a lesson plan unit.
- IV. **OBJECT/S COLLECTION/S REPRESENTED:** Which galleries do you intend for your students to visit? What objects are central to the construction of the unit plan?
- V. **HAWAII (CONTENT STANDARDS) BENCHMARKS APPLIED:** Peruse the Content Standards in the subject area/s you are most interested in featuring. Cite which of the benchmarks apply for the appropriate grade level and subject matter being taught. Try to apply as many standards as you can that make an appropriate fit; however don't feel that you need to include each and every category, every time. Be selective, focused and purposeful.

VI. OBJECTIVES: What are the anticipated knowledge, skills, and/or attitudes among students for each of the following disciplines?

- A. FUNDAMENTAL CONCEPTS, VOCABULARY, ELEMENTS AND PRINCIPLES OF ART AND DESIGN: What new terms and concepts will students learn? Consider how key concepts, vocabulary and terminology will reinforce learning.
- B. CULTURAL VALUES/BELIEF SYSTEMS/AESTHETICS/CRITICISM: Are you trying to foster a change of values or encourage cultural understanding among students? What is the regard for material culture as defined by the culture under study? What is the function or significance of the object as understood from the perspective of the culture under study and the relevant time and place in which the object was made and used? Does the object represent an example of interdisciplinary aspects of a society or culture such as law, medicine, religion, politics, or commerce, or the other arts such as drama, dance, music and storytelling? What values and beliefs are **unique** with regard to the culture under study and what values and beliefs are **universal**? How do formal properties about the objects reveal culturally relevant concepts and values? Conduct a critique of one or several objects, using the critical analysis model provided. How will students learn to develop informed judgments about the object? What aesthetic stance/s apply from an internal versus an external view of the object and culture under study?
- C. HISTORICAL AND CONTEXTUAL INFORMATION: What aspects of historical research will enhance the unit of instruction? What types of contextual information would help your students to appreciate the intentions of the lesson plan? A variety of methods of historical research can be introduced, including art history and anthropology. Dig for any relevant additional information that would enhance the unit, including technical information, the relationship between form and function, the use of indigenous materials and/or trade or purchased items, cross-cultural exchange, ceremonial use or utilitarian function.
- D. ART (hands-on) ACTIVITY: Is there a “hands on” art activity that would best enhance the lesson plan unit? What type of learning activities, assignments and projects would tie into the theme, topics, and object/s as well as to the other objectives in this unit? How will “hands-on” learning activities best compliment students’ developmental needs and foster creative outcomes? Will the project involve group participation or will students be working on an individual basis?
- E. EXPRESSIVE OUTCOMES: What kinds of open-ended problem solving or experimentation will you encourage? Does the assignment promote imaginative thinking, originality and creativity?

VII. SEQUENCING:

- A. ACTIVITIES: What is the order of lessons and activities throughout the pre-visit, visit, and post-visit phases? This is a very detailed description of the lesson plan unit broken down on a daily basis.

B. TIME/SESSIONS: How many class sessions will the unit take? What is the time of each individual class session and museum visit? Example: 6 hours and 40 minutes = 4 X 45 minute class periods (two classes before the museum visit and two hours after the museum visit) plus a two hour museum visit in between the class blocks of time.

VIII. MATERIALS AND TOOLS: What tools, equipment and art materials will be needed? Include an audio or visual material as well as any teaching resources that will be required.

IX. RESOURCES AND REFERENCES: This includes books, articles, interviews, lecture information and any audio-visuals you will incorporate.

X. EVALUATION: What method/s of assessment will be employed? How will you assess the application of the State Student Performance Standards? How will evaluation be integrated with each of the stated objectives in section VI? What level of competency (minimum, average, or maximum) will be expected from students? Choose from a smorgasbord of evaluation methods appropriate to measuring students' progress. Let students know the grading/evaluation criteria from the start of the unit and on a day-to-day basis, which should serve to reinforce the objectives of the lesson plan unit.

* Attitude Measurement

* Observation

* Check List

* Performance

* Critical/Aesthetic Judgment

* Portfolio

* Discussion

* Questionnaire

* Essay

* Test

* Interview

* Visual Identification

XI. CROSS CURRICULAR CONNECTIONS AND EXTENSIONS: What other subjects will you incorporate?

(Visual) Art

Music

Dance

Physical Education

Drama/Theatre

Social Studies/History

Hawaiian Studies

Science

Language Arts

Mathematics

Other

e. The scoring guide for the assessment

The Teacher Candidate . . .

Hawaii Teacher Performance Standard	Target	Acceptable	Unacceptable
1. Focuses on the Learner	Consistently plans learning objectives, teaching methodologies, assignments and evaluation in visual art that clearly connect to developmental stages of maturation and growth of learning levels of students	Adequately plans learning objectives, teaching methodologies, assignments and evaluation in visual art that satisfactorily connect to developmental stages of maturation and growth of learning levels of students	Inadequately plans learning objectives, teaching methodologies, assignments and evaluation in visual art that connect to developmental stages of maturation and growth of learning levels of students
3. Adapts to Learner Diversity	Consistently plans lessons that indicate a clear understanding of diversity among students including issues of ethnicity, gender and cultural beliefs	Adequately plans lessons that indicate an understanding of diversity among students including issues of ethnicity, gender and cultural beliefs	Inadequately plans lessons that indicate an understanding of diversity among students including issues of ethnicity, gender and cultural beliefs
6. Designs and Provides Meaningful Learning Experiences	Consistently plans and implements logical, sequential instruction in visual art and continually adjusts plans based on learner needs	Adequately plans and implements logical, sequential instruction in visual art and adjusts plans based on learner needs	Inadequately plans and implements logical, sequential instruction in visual art and fails to adjust plans based on learner needs
7. Uses Active Learning Strategies	Consistently plans lessons that incorporate learning strategies designed to engage students in active, hands-on, creative, open-ended, problem-based learning in visual art	Adequately plans lessons that incorporate learning strategies designed to engage students in active, hands-on, creative, open-ended, problem-based learning in visual art	Inadequately plans lessons that incorporate learning strategies designed to engage students in active, hands-on, creative, open-ended, problem-based learning in visual art

f. Charts that provide candidate data derived from the assessment

Two cycles of data

Year: 2010-11 (N = 2)

Hawaii Teacher Performance Standard	Target		Acceptable		Unacceptable	
	#	%	#	%	#	%
1. Focuses on the Learner			2	100		
3. Adapts to Learner Diversity			2	100		
6. Designs and Provides Meaningful Learning Experiences			2	100		
7. Uses Active Learning Strategies			2	100		

Year: 2011-12 (N = 4)

Hawaii Teacher Performance Standard	Target		Acceptable		Unacceptable	
	#	%	#	%	#	%
1. Focuses on the Learner	4	100				
3. Adapts to Learner Diversity	4	100				
6. Designs and Provides Meaningful Learning Experiences	4	100				
7. Uses Active Learning Strategies	4	100				

Assessment 4

Evaluation of Student Teaching in Visual Arts

I. Narrative

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

The Student Teaching Evaluation is based on the Hawaii Teacher Performance Standards, and is completed by the candidate and the mentor teacher. In cases where the teacher candidate is an employed teacher of the DOE, the UHM field supervisor completes the evaluation. Mentor teachers and university supervisors assess candidates continuously throughout the semester, with the formal evaluation being completed at midterm and at the end of the semester. The evaluation is reviewed in a three-way meeting with the candidate, mentor teacher, and university supervisor. Data from the final evaluations are reported here.

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

Hawaii Teacher Performance Standard	How Assessment Aligns
	During full-time teaching residency/student teaching, visual arts candidates demonstrate on a daily basis their increasing ability to:
1. Focuses on the Learner	Design and provide learning experiences that help students become independent learners in the arts.
2. Creates and Maintains a Safe and Positive Learning Environment	Create a learning environment that is safe and positive for all students, providing opportunities for students to interact and take responsibility for their own learning in the arts.
3. Adapts to Learner Diversity	Effectively include the diverse students in their classrooms in all aspects of learning visual arts and development as young people.
4. Fosters Effective Communication in the Learning Environment	Provide meaningful ways to enrich communication among students, and also show that they can communicate effectively with colleagues, parents and caretakers, and administrators.
6. Designs and Provides Meaningful Learning Experiences	Create and provide engaging and meaningful learning experiences in visual arts.
7. Uses Active Student Learning Strategies	Use a wide variety of active learning strategies to engage their students in thinking, problem-solving, and learning through visual arts.
8. Uses Assessment Strategies	Assess learning in the visual arts to evaluate continuous intellectual, social, physical and emotional development

	of their students.
9. Demonstrates Professionalism	Take responsibility for their choices and actions in the classrooms and throughout the school environment; seek opportunities for professional growth.
10. Fosters parent and school community relationships	Seek collaboration with parents/caretakers and school community members and use available community resources to support student learning.

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

Student teaching is the most demanding part of the secondary teacher preparation program at UH Manoa, the most challenging and the most rewarding due to the level of responsibility that a student teacher inherits, must carry out and succeed in completing. The teaching residency is the culminating episode before our candidates exit and take flight into their career as professionals. This step is a very important rite of passage that will determine the future of what is hoped will become a successful career pathway for our graduates. All of our teacher candidates in art who wish to seek jobs in the field of art education do so and become successfully employed by the DOE or private school system in Hawaii, and those who don't choose to work in schools come to the self-realization that they can apply their teacher training in other ways that are meaningful and productive to them.

During the period of review for this report, mentor teachers recommended all teacher candidates for licensure. I concurred with that decision in every case. It is interesting to note that mentor teachers assessed all female candidates as Target in every category on the PBCSE Evaluation, as opposed to their male counterparts, most of whom received Acceptable status and one who was ranked in 9 categories to be Target and in 3 categories (out of 12 total) he was assessed as Acceptable. No candidates were rated as Unacceptable. It is reassuring to know that the program is structured to help candidates achieve success in terms of their professional development.

Mentor teachers and I provided the candidates' quantitative scores in conjunction with ongoing qualitative formative and summative feedback at the midterm and final. This consensus of opinion is never a surprise to students. By providing an atmosphere of ongoing dialogue, student teachers are expected to reflect on the input and suggestions from their mentors and from me on an ongoing basis. I always ask the mentor in private if there is anything I can do back in the regular seminar and through individual consultation with the student teacher to help reinforce strategies in order to overcome shortcomings. While together the mentor teacher and I foster individual professional development through consultations with students, we also hold them to a consistent standard based on the PBCSE program expectations, the HTSB Teacher Standards, professional standards for art education teachers, and the NCATE Standards.

The role of the student teacher takes on many facets—that of the nurturer, the disciplinarian, the motivator as well as the architect of instruction, teaching methodologies and evaluation. Our candidates are measured in three fundamental ways—that of the teacher, student teacher and student in the construct between the placement setting and the connection to the university in the PBCSE program. Teacher candidates are expected to demonstrate their proficiency in translating art education theory to

practice. While student teaching, our candidates are working heavily on their Teacher Work Sample (TWS) projects, which begin at the start of the final semester and continue right up to the endpoint of the UH calendar for the semester.

The one area that student teachers often report that they need additional help in is classroom management. This issue is not limited to art, nor to our program in particular. I remember feeling the same way when I was finishing up my teacher training 30 years ago. I have come to the conclusion that being the leader of 20-30 students five to seven times a day is one of the most demanding jobs in modern society in the United States. With time and experience, our art teacher candidates will acquire a greater ability in this area. The nature of being an art student is quite different from the disposition of becoming a teacher, and that is the transition our candidates are making at this time in their maturation as young adults and fledgling professionals.

II. Assessment documentation

d. The assessment tool, or a rich description of the assessment

The Student Teaching Evaluation is based on the Hawaii Teacher Performance Standards, and is completed by the candidate and the mentor teacher. In cases where the teacher candidate is an employed teacher of the DOE, the UHM field supervisor completes the evaluation. Mentor teachers and university supervisors assess candidates continuously throughout the semester, with the formal evaluation being completed at midterm and at the end of the semester. Both the mentor teacher (or university supervisor for candidates employed by DOE) and the teacher candidate complete an evaluation so that the teacher candidate’s self-assessment can be compared with the mentor teacher’s assessment of professional growth. The mentor teacher’s evaluation of student teaching is submitted to the ITE Secondary Education Program and to the Hawaii Department of Education. The evaluation must be reviewed and signed by the mentor teacher, the student teacher, and the university field supervisor. Data from the final evaluations are reported here.

e. The scoring guide for the assessment

The Visual Art Teacher Candidate . . .

Hawaii Teacher Performance Standard	Target	Acceptable	Unacceptable
1. Focuses on the learner	Consistently organizes and provides visual art learning experiences intended to meet the needs of all levels of student aptitude and allow students to become increasingly independent learners	Inconsistently organizes and provides visual art learning experiences intended to meet the needs of all levels of student aptitude and allow students to become increasingly independent	Inadequately organizes and provides visual art learning experiences intended to meet the needs of all levels of student aptitude and allow students to become increasingly independent learners

		learners	
2. Creates and maintains a safe and positive learning environment	Consistently creates a visual arts learning environment that is hazard free and productive for all students	Inconsistently creates a visual arts learning environment that is hazard free and productive for all students	Inadequately creates a visual arts learning environment that is hazard free and productive for all students
3. Adapts to learner diversity	Consistently addresses student needs and differences in the classroom in all aspects of teaching and learning in visual art	Inconsistently addresses student needs and differences in the classroom in all aspects of teaching and learning in visual art	Inadequately addresses student needs and differences in the classroom in all aspects of teaching and learning in visual art
4. Fosters effective communication in the learning environment	Consistently demonstrates appropriate ways to effectively communicate with students, colleagues, parents and administrators	Inconsistently demonstrates appropriate ways to effectively communicate with students, colleagues, parents and administrators	Inadequately demonstrates appropriate ways to effectively communicate with students, colleagues, parents and administrators
6. Designs and provides meaningful learning experiences	Consistently creates and teaches engaging and relevant learning opportunities in visual art	Inconsistently creates and teaches engaging and relevant learning opportunities in visual art	Inadequately creates and teaches engaging and relevant learning opportunities in visual art
7. Uses active student learning strategies	Consistently uses a wide variety of appropriate and engaging learning strategies in visual art to engage students in critical thinking, problem-solving, and learning	Inconsistently uses a wide variety of appropriate and engaging learning strategies in visual art to engage students in critical thinking, problem-solving, and learning	Inadequately uses a wide variety of appropriate and engaging learning strategies in visual art to engage students in critical thinking, problem-solving, and learning
8. Uses assessment strategies	Consistently includes strong indicators of learning outcomes in visual art to evaluate formative and summative progress and intellectual, technical, conceptual and analytical development of their students	Inconsistently includes indicators of learning outcomes in visual art to evaluate formative and summative progress and intellectual, technical, conceptual and analytical development of their students	Inadequately includes indicators of learning outcomes in visual art to evaluate formative and summative progress and intellectual, technical, conceptual and analytical development of their students
9. Demonstrates professionalism	Consistently takes responsibility for their choices and actions in the classrooms and throughout the school environment	Inconsistently takes responsibility for their choices and actions in the classrooms and throughout the school environment	Inadequately takes responsibility for their choices and actions in the classrooms and throughout the school environment

	and seeks opportunities for professional growth	and seeks opportunities for professional growth	and seeks opportunities for professional growth
10. Fosters parent and school community relationships	Consistently participates with parents/caretakers, school faculty, community members and available community resources to support student learning	Inconsistently participates with parents/caretakers, school faculty, community members and available community resources to support student learning	Inadequately participates with parents/caretakers, school faculty, community members and available community resources to support student learning

Charts that provide candidate data derived from the assessment

Two cycles of data

Year: 2010-11 (N = 2)

Hawaii Teacher Performance Standard	Target		Acceptable		Unacceptable	
	#	%	#	%	#	%
1. Focuses on the learner			2	100		
2. Creates and maintains a safe and positive learning environment			2	100		
3. Adapts to learner diversity			2	100		
4. Fosters effective communication in the learning environment			2	100		
6. Designs and provides meaningful learning experiences			2	100		
7. Uses active student learning strategies			2	100		
8. Uses assessment strategies			2	100		
9. Demonstrates professionalism			2	100		
10. Fosters parent and school community relationships			2	100		

Year: 2011-12 (N = 4)

Hawaii Teacher Performance Standard	Target		Acceptable		Unacceptable	
	#	%	#	%	#	%
1. Focuses on the learner	3	75	1	25		
2. Creates and maintains a safe and positive learning environment	3	75	1	25		
3. Adapts to learner diversity	2	50	2	50		
4. Fosters effective communication in the learning environment	3	75	1	25		
6. Designs and provides meaningful learning experiences	2	50	2	50		
7. Uses active student learning strategies	3	75	1	25		
8. Uses assessment strategies						
9. Demonstrates professionalism	3	75	1	25		
10. Fosters parent and school community relationships	3	75	1	25		

Assessment 5

Teacher Work Sample

I. Narrative

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

Successful completion of the Teacher Work Sample (TWS) submitted in ITE 406 Teaching Residency Seminar is a UH COE Secondary Education Program exit requirement. In the TWS, teaching residents demonstrate effectiveness in writing and implementing lesson plans and related assessments adapted to student context and needs. Residents also analyze their impact on student learning and reflect on ways to improve their practice. The TWS aligns to and reflects competency in meeting the Hawaii Teacher Performance Standards.

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

Hawaii Teacher Performance Standard	How Assessment Aligns with Standards: Teacher candidates demonstrate . . .
3. Adapts to Learner Diversity	Evidence of appropriate learning expectations, activities, outcomes and assessment based on student population, ability, subject matter and setting
4. Fosters Effective Communication in the Learning Environment	Effective communication suited to the learning environment is demonstrated in theory and practice
6. Designs and Provides Meaningful Learning Experiences	Verification of instructional design that imports meaningful learning experiences for students is witnessed
7. Uses Active Learning Strategies	Active learning strategies that support the instructional unit are stated and translated through action steps
8. Uses Assessment Strategies	Application of meaningful assessment strategies are employed and stated clearly
9. Demonstrates Professionalism	Professionalism demonstrated amply through preparedness, clear communication, purpose of lessons, research methods, and demeanor

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

The TWS is a demanding assignment in terms of time involvement and assigned importance from start to finish in the PBCSE program. This assignment has evolved since it first became a requirement a decade ago and is now in its third iteration. This assignment dominates the ITE 405/406 teaching residency/student teaching experience and consumes a great deal of time for instructors, supervising teachers, mentor teachers, and student teachers. As a faculty, we currently are reviewing the requirements of the TWS to maximize the strengths of this assessment and search for greater meaning for our teacher candidates and their students as well. In addition, the COE teacher education faculty are exploring the use of the edTPA across all programs.

Teacher candidates in 2010-11 scored acceptable in all outlined HTSB Standards correlated to this assessment, demonstrated in both their written TWS materials and in the way those procedures were carried out in their classrooms. Teacher candidates in 2011-12 were rated target in all areas of performance. It is interesting to note that the same correlation was identified in the lesson plans included in Assessment 3 of this report during both cycles.

This assessment and the student teacher evaluations are the two most intricate processes and interrelated requirements we have in place to evaluate our candidates in their final semester. All of the HTSB Standards could easily be applied here, but for the purposes of this report I will only report on the HTSB Standards identified above.

HTSB Standard 3: Adaptation to Learner Diversity is a major component of the overall PBCSE program. This particular concern in the context of the TWS is evidenced by the learning expectations outlined in the project guidelines, which place concentration on the coordination of activities, outcomes and assessment based on the student population, ability, subject matter and setting. Teacher candidates are asked to report on their students in terms of ethnicity, age, gender, previous art experience, achievement level, socio-economic range, and developmental ability. Grasping this information, our teacher candidates are expected to make necessary adaptations and accommodations for the student populations where they are assigned to teach. Cultural as well as developmental (including ESL, special education, gifted & talented, and new immigrant) adaptations are expected to be integrated into the TWS.

In terms of HTSB Standard 4: Fosters Effective Communication in the Learning Environment, teacher candidates are expected to communicate with their students both collectively and individually on a one-to-one basis. Candidates are expected to have mastered the stages of artistic development in children and adolescents thoroughly by this time in the program. The demonstration of their ability to communicate with all constituencies in their environmental setting is part of the evaluation of this assessment. The overall TWS project is designed to implement, sustain and retain the professional goals of the teaching profession both through theory and practice. Teacher candidates also are expected to comprehend a variety of methods of communication to support the meaning of learning through art. They must demonstrate an understanding and application of the written, auditory, and spoken language of art as major forms of communication including visual and cultural translations equally as well.

HTSB Standards 6, 7, 8: Designs and Provides Meaningful Learning Experiences; Uses Active Learning

Strategies; and Uses Assessment Strategies are all interrelated concepts and capabilities that are examined and taught to our teacher candidates through their professional training, which then is imparted to their students. Curriculum planning, instructional design, teaching methodologies and evaluation methods adaptive to student populations are the central goal and overall purpose of the entire process of preparing candidates for their profession as evidenced in the TWS. The TWS assignment culminates as the outcome of the 405/6 teaching residency/student teaching and seminar. Teacher candidates analyze their student population to determine the type of instruction best suited to their clientele. The TWS consists of numerous lesson plans, assessments and inquiries aligned to fit the objectives as stated for this project from the beginning of the final semester to the end. Learning experiences, strategies and assessment equate to instructional goals and objectives, teaching methodologies, and objectives based on the student population and setting involved.

HTSB Standard 9: Professionalism is an inherent quality deeply imbedded in the PBCSE from start to finish. Our programs in the COE are meant for the development of the training of teacher candidates in the process of career training. The intricacy of the level of sophistication that is involved in the TWS is immense in terms of a course or program requirement. Students are given a foundation in the 404B class and 402 seminar consisting of theory to practice based on curriculum and instruction before they execute the TWS in the student teaching semester. To fulfill the TWS, candidates are expected to demonstrate knowledge of the entire program on paper in theory and in practice through the TWS.

II. Assessment documentation

d. The assessment tool, or a rich description of the assessment

Instructions to Candidates

Successful completion of the Teacher Work Sample (TWS) submitted in ITE 406 is a UH COE Secondary Education Program exit requirement. In the TWS, teaching residents demonstrate effectiveness in writing and implementing lesson plans and related assessments adapted to student context and needs. Residents also analyze their impact on student learning and reflect on ways to improve their practice. The TWS aligns to and reflects competency in meeting the Hawaii Teacher Performance Standards.

The Four Steps

Pre-Implementation Planning

I. Context for Learning and Plans for Accommodations (Weeks 1-3)

Report factors concerning the learning context and diversity in the community, school, and classroom and discuss the instructional implications and accommodations that promote an effective and equitable learning environment for your content area in keeping with the COE conceptual framework. Note: Salient (important) factors highlighted in Step I are to be reflected in the unit planning, implementation and assessment of student learning throughout the teacher work sample.

II. Unit Plan and Pre-Unit Assessment (Weeks 3-6)

Present a unit plan (including long term and sample daily plans) for a fair and rigorous 2-3 week unit in

your content area. Prior to teaching the unit, conduct a pre-unit assessment to determine students' entry-level knowledge/skills/dispositions. Report and analyze pre-assessment findings as a guide to unit planning and as a baseline for later assessment of student growth over the course of the unit.

Post-Implementation Unit Analysis and Self-Evaluation

III. Unit Implementation and Analysis of Student Growth (Weeks 6-10)

Analyze unit implementation and resulting student learning (cognitive & affective) using results of pre- and post-assessments or analysis of pre- and postunit student work. From carefully considered evidence, draw conclusions about your impact on student learning and development.

IV. Self-Evaluation and Implications for Professional Growth (Weeks 10-12)

Self-evaluate your teaching effectiveness in your content area and make plans for your professional growth based on findings/analysis (reported in Step 3) that demonstrate your impact on students' learning. Write a reflective statement demonstrating your growth in self-knowledge and your progress toward the ideals of the College of Education's conceptual framework.

STEP I GUIDELINES

Context for Learning and Plans for Accommodation

1. COMMUNITY, SCHOOL, CLASSROOM FACTORS

A) Provide a brief "snapshot" of the community, school, and classroom that gives an overview of the educational context. *Note: Charts are recommended to supplement writing.*

B) **Community:** Select ONE *salient factor* about the community to document/report in detail.

Possible salient factors can include: geographic location, demographics (socio-economic, race/ethnicity, immigrant or other populations), stability-transience of community, resources, political/religious climate, safety issues, educational support and environmental factors, etc.

C) **School:** Select ONE *salient factor* about the school to document/report in detail. Possible salient factors can include: school infrastructure/facilities/resources, assessment and student performance data, NCLB proficiency levels of different subgroups, learning support programs

(e.g., reading workshops, ESL, bilingual, multicultural education, enrichment/extracurricular programs, interdisciplinary teams, special education, GT).

D) **Classroom:** Select ONE *salient factor* about the school to document/report in detail. Possible salient factors can include: physical class features, technology and resources, teacher expectations/support, parent involvement, roles of educational assistants or skills trainers, cultural norms, climate, decision-making protocol, and class rules.

E) Discuss the instructional implications of *each* of the three salient factors you selected.

2. STUDENT DIVERSITY AND BACKGROUND

A) Provide a brief class “snapshot” or general overview of the backgrounds and diversity of the students in one of your classes.

B) **Student Diversity Profiles:** Select ONE *salient factor* about the class members to document/report (e.g., age, gender, free and reduced lunch, SES, race/ethnicity, language, culture, religion, sexual orientation).

C) **Student Background Skills / Needs:** Select ONE *salient factor* about the class members to document/report (e.g., prior learning, HSA scores, NCLB sub-group AYP ratings, observed challenges, special accommodations).

D) Discuss the instructional implications of the two salient factors you selected.

3. STUDENT LEARNING APPROACHES

A) Provide a brief “snapshot” or general overview of the varied **student learning approaches** in your class.
Note: Sample Surveys are recommended to gather this information.

B) Select ONE *salient factor* about the class members’ learning approaches to document/report.

Examples can include: multiple intelligences, interests/attitudes/preferences, cultural ways of knowing, strengths/weaknesses, media literacies, learning styles/modalities.

C) Discuss the instructional implications of the salient factor you selected.

4. ACCOMMODATIONS AND EQUITABLE ENVIRONMENT

A) Describe **accommodations** you will be making in the TWS unit to support and/or establish an effective and equitable environment. Emphasize what you can bring as original and unique solutions. Examples can include: technology support, learning contracts, student goal setting/choices, peer assistance, communication with parents, out of class assistance, etc.

Consult mentors/colleagues and/or professional resources for ideas.

B) Make **predictions** on student learning, affective growth and unit outcomes based upon these accommodations and the instructional implications throughout this step.

STEP II GUIDELINES

Unit Plan & Pre-Unit Assessment

1. UNIT PLAN NARRATIVE

A) Provide a brief **unit overview**, describing the focus and diverse perspectives of the unit, the varied

teaching strategies you have planned (e.g., group work, presentations, connections to student life, technology use), and the resources/real world contexts you will use.

B) Provide a **rationale** for the unit purpose, content, and design, including an explanation of why your particular secondary students will find the unit essential, accessible, and meaningful.

C) Describe each **unit goal/outcome** (include insights from consultation with mentor/others to determine fit and variety) and the alignment to national standards, HCPS III, and GLOs.

2. DESCRIPTION OF MULTIPLE ASSESSMENTS

A) Select and describe two different **formative assessments** and one major **summative assessment** with accompanying scoring keys or rubrics. *Note: A chart is recommended to supplement narrative. For each of the three assessments report the following:*

- Name and method/type of assessment (e.g., performance tasks, essays, product, test).
- Rationale for the type of assessment chosen (include consultation with mentors/others).
- List of specific lesson objectives/unit outcomes for the assessment.
- Description of how the assessment is meeting specific HCPS III benchmarks.
- Level of thinking/development (e.g., Bloom's taxonomy, including higher order thinking).
- Plan for differentiation/adaptation based on student needs/context (e.g., technology)

B) Describe how the corresponding **pre-unit** and **post-unit** assessments/student work will demonstrate student knowledge, abilities, and affective development both prior to and as a result of the TWS unit.

Examples of assessments that can be administered prior to and at the end of a unit to measure key concepts/skills can include: writing samples or constructed responses, pre-/post- comprehension quizzes or performances, KWL charts, etc. Pre-post analysis data can also be based on grades before and after unit or student goals and their progress toward them.

3. UNIT MAP/CHART AND LESSON PLANS

A) In the **unit map/chart**, present the progression of daily lessons throughout the unit, listing the following key components for *each* lesson:

- Topic/Theme and Core Concepts of the Content Area
- Specific Skills/Knowledge
- Objectives and HCPS III Benchmark Alignment (benchmark numbers only)
- Activities and Assessments

B) Select and submit formal **written lesson plans** for TWO key lessons in the unit that *exemplify* your incorporation of varied teaching strategies, affective dimensions, and accommodations. For *each* lesson plan, follow the format of your content area and include/address the following:

- Alignment of lesson objective/activities to assessments, HCPS III, and GLOs
- Connection to skills, knowledge, and core concepts of the content area.
- Variety in pedagogy, levels of thinking, active learning, and use of technology.
- Differentiation in keeping with students' needs, backgrounds, and experiences.

4. PRE-UNIT ASSESSMENT RESULTS

A) Document/report and analyze **whole class** pre-unit assessment data and/or entry-level student work

structured so that a comparison can be made at the end of the unit.

B) Select and identify **two contrasting students** whose learning and affective growth you will track throughout the unit. Describe the two students and provide a rationale for your selections.

C) Extract the pre-unit assessment data/assignment results of the two students to discuss in depth.

STEP III GUIDELINES

Unit Implementation and Unit-Analysis of Student Learning

1. Key Insights About Implementation: Write a narrative addressing 1A, B, C, & D.

A) Intended impact on students' knowledge, reasoning, and positive dispositions and actual impact.

B) Impact of teaching the unit on your self-knowledge, reasoning about teaching, or professional dispositions. Characterize your growth as a teacher who impacts students' learning.

C) Adjustments to your unit plan in response to students' needs, emerging and unpredicted needs, special school needs/calendar/testing, and/or feedback and/or consultation with students or mentors/colleagues.

D) Unit grading plan (e.g., what was worth what and how did you decide? How did you communicate your grading system to students? How satisfied are you with the appropriateness and rigor of your grading approach?).

2. Post-Analysis of Academic Growth of Whole Class: Assess growth of whole class based on TWS unit. Relate resulting learning (post-assessment) to predictions for learning made in Step 1 and pre-assessment of learning in Step 2. Focus on evidence to make this "interpretive" exercise convincing. Use a pre and post assessment model (writing samples, quizzes, performance assessments, KWL charts) or other appropriate approach (analysis of student work before and after unit, grades before and after, student goals before and progress toward them after) to analyze growth).

3. Post-Analysis of Two Students' Academic Work: Describe, in depth, your impact on 2 different students' learning—providing samples of students' work as evidence of their entry level and growth toward unit outcomes. Support your assertions. Describe relevant feedback you gave them on their growth at any point in the unit and any steps you took to promote equitable learning for each.

4. Impact on Affective Growth: Draw conclusions about the effectiveness of decisions or adjustments you made to promote students' affective growth (e.g., progress toward GLOs; growth of engagement in learning, social, emotional, personal growth).

STEP IV GUIDELINES

Self-Evaluation and Implications for Professional Growth

Notable student learning: Begin the self-evaluation by describing where the secondary students' academic learning was most notable (i.e., your greatest impact on their growth).

A. Provide two or more possible ways your teaching promoted learning, commenting on the relevance of unit outcomes, lesson and assessment design, accommodations, etc.

B. As part of this self-evaluation, seek out and consider feedback from students, parents, colleagues, peers and/or mentors and new ideas in relevant professional literature. Summarize feedback, your interpretations and your plans for the future.

C. Assess any efforts you made to promote student learning by connecting strategies, materials, and content in the TWS unit to your students' lives (Reference Steps I or II).

Limits of student learning: Continue by describing where the secondary students' academic learning was most limited (i.e., where you may have limited their learning).

A. Provide two or more examples of ways your teaching may have limited learning, commenting on the relevance of unit outcomes, lesson and assessment design, accommodations, etc.

B. As part of this self-evaluation, seek out and consider feedback from students, parents, colleagues, peers and/or mentors and new ideas from relevant professional literature. Summarize feedback and plans about what you will do differently or better in the future.

C. Assess effectiveness of your efforts to promote student learning by connecting strategies, materials, and content in the TWS unit to your students' lives (Reference Steps I, II).

Demonstration of COE conceptual framework: Self-assess your growth in self-knowledge and your progress toward demonstrating the core values of the COE conceptual framework (a) *to contribute to just, diverse and democratic schools and society*, and (b) *to demonstrate knowledge, effectiveness, and caring* in the implementation of the TWS unit. Respond to A or B, and C as follows:

A. Explain and provide one example of your students' growth in awareness or action of an issue of social justice (e.g., what was your class able to learn from the unit you taught about issues of justice or what it means to be "just"?), OR

B. Explain one example of your own progress in "contributing to just and democratic schools and society" during and/or as a result of teaching this unit (e.g., what did you learn about what you can do to promote just or equitable schooling through your teaching or interaction with members of the school community?).

C. Explain and select one exemplar demonstrating how you conveyed 1) knowledge, 2) effectiveness, and 3) caring as a teacher during the TWS unit.

Professional development needs/goals: Based on your interpretation of the connection between your teaching, your students' learning, and your ability to demonstrate ideals of the

COE conceptual framework during the TWS unit, describe your professional development needs and related goals for growth in the future.

A. Identify and describe at least two professional development needs and related goals.

B. Identify at least two specific actions you will take to work toward these professional development goals.

e. scoring guide for the assessment

The teacher candidate . . .

Hawaii Teacher Performance Standard	Target	Acceptable	Unacceptable
3. Adapts to Learner Diversity	Consistently demonstrates use of appropriate learning expectations, activities, outcomes and assessment tailored to individual learners	Adequately demonstrates use of appropriate learning expectations, activities, outcomes and assessment tailored to individual learners	Inadequately demonstrates use of appropriate learning expectations, activities, outcomes and assessment tailored to individual learners
4. Fosters Effective Communication in the Learning Environment	Consistently provides evidence of clear and constructive communication both written and oral, suited to students in the classroom and school setting	Adequately provides evidence of clear and constructive communication both written and oral, suited to students in the classroom and school setting	Inadequately provides evidence of clear and constructive communication both written and oral, suited to students in the classroom and school setting
6. Designs and Provides Meaningful Learning Experiences	Consistently orchestrates and presents well organized curriculum & instruction, activities and evaluation that provide important educational opportunities for students	Adequately orchestrates and presents well organized curriculum & instruction, activities and evaluation that provide important educational opportunities for students	Inadequately orchestrates and presents well organized curriculum & instruction, activities and evaluation that provide important educational opportunities for students
7. Uses Active Learning Strategies	Consistently employs Standards based teaching and learning and evaluation throughout instructional scope and sequence that requires student engagement and participation	Adequately employs Standards based teaching and learning and evaluation throughout instructional scope and sequence that requires student engagement and participation	Inadequately employs Standards based teaching and learning and evaluation throughout instructional scope and sequence that requires student engagement and participation
8. Uses Assessment Strategies	Consistently aligns meaningful assessment strategies in conjunction with instructional objectives and activities based on	Adequately aligns meaningful assessment strategies in conjunction with instructional objectives and activities based on	Inadequately aligns meaningful assessment strategies in conjunction with instructional objectives and activities based on

	Standards	Standards	Standards
9. Demonstrates Professionalism	Consistently demonstrates respect, maturity, preparedness, clear communication and dedication to the teaching profession	Adequately demonstrates respect, maturity, preparedness, clear communication and dedication to the teaching profession	Inadequately demonstrates respect, maturity, preparedness, clear communication and dedication to the teaching profession

f. **Charts that provide candidate data derived from the assessment**

Two cycles of data

Year: 2010-11 (N = 2)

Hawaii Teacher Performance Standard	Target		Acceptable		Unacceptable	
	N	%	N	%	N	%
3. Adapts to Learner Diversity			2	100		
4. Fosters Effective Communication in the Learning Environment			2	100		
6. Designs and Provides Meaningful Learning Experiences			2	100		
7. Uses Active Learning Strategies			2	100		
8. Uses Assessment Strategies			2	100		
9. Demonstrates Professionalism			2	100		

Year: 2011-12 (N = 4)

Hawaii Teacher Performance Standard	Target	Acceptable	Unacceptable
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	N	%	N	%	N	%
3. Adapts to Learner Diversity	4	100				
4. Fosters Effective Communication in the Learning Environment	4	100				
6. Designs and Provides Meaningful Learning Experiences	4	100				
7. Uses Active Learning Strategies	4	100				
8. Uses Assessment Strategies	4	100				
9. Demonstrates Professionalism	4	100				