

**HAWAII TEACHER STANDARDS BOARD
TEACHER EDUCATION COMMITTEE MEETING**

Friday, April 29, 2022

**Meeting Conducted by Remote Technology via Zoom
and
Physical Location at 650 Iwilei Road, Suite 158, Honolulu, HI 96817**

MINUTES

PRESENT:

Sean Bacon for Keith Hayashi
Dr. Jonathan Gillentine
Lokelani Han

Dr. Amelia Jenkins for Dr. Nathan Murata
Branden Kawazoe
Catherine Payne

ABSENT:

M. `Ekekela Aiona

STAFF:

Felicia Villalobos, Interim Executive Director
Emily Frisch, Licensing Specialist
Tracey Idica, Licensing Specialist

Kris Murakami, Licensing Specialist
Raymond Rodriguez, Licensing Specialist
Elaine Hutchinson, Secretary

CALL TO ORDER:

Chairperson Jenkins called the meeting to order at 10:30 a.m.

OPENING REMARKS:

Chairperson Jenkins shared information regarding procedures for virtual committee meetings:

- The following committee members, in addition to the Chairperson, are participating in today's virtual committee meeting and have established audio and video connection.
- Committee members shall be visible and audible to other members and the public during meetings.
- Meetings will be recorded.

ROLL CALL TO ESTABLISH QUORUM:

Chairperson Jenkins called the roll and established quorum.
Six members were present, one was absent.

DISCLOSURE FROM COMMITTEE MEMBERS AT PRIVATE LOCATIONS:

Chairperson Jenkins shared information regarding private location disclosure:

- Committee members shall be considered present at the meeting for the purpose of determining compliance with the quorum and voting requirements of the board. Committee members who are participating remotely from their homes or other private locations must announce who is at the private location with them.

Chairperson Jenkins asked committee members if they have anyone present with them at their non-public site that they need to disclose. No disclosures were made.

ADDITIONAL PROCEDURAL INFORMATION:

Chairperson Jenkins shared additional information regarding meeting protocols and procedures:

- All committee members wishing to speak should raise their hand and the chairperson will be notified to call on the person. The speaker must state their name prior to making their remarks.
- Votes will be conducted by roll call so that it is clear how each committee member voted.
- Members of the public who have signed up to testify or would like to testify online must be logged in to Zoom using the same name they used to sign up for testimony. Please use the chat box to provide your name and agenda item(s) you are testifying on. Testifiers today will have two (2) minutes to testify.
- Testifying online can be challenging due to technical issues. The chat box is being monitored by HTSB staff, and the Committee Chairperson will be notified that you would like to testify, and you will be called on to give your testimony at the appropriate time in the agenda.
- Written testimony received more than twenty-four (24) hours in advance of the meeting has been uploaded to the online meeting agenda for members to review.
- A meeting held by interactive conference technology shall be recessed for up to thirty (30) minutes when audio communication cannot be maintained with a quorum of members, provided that the meeting may reconvene when only audio communication is reestablished.

AMENDMENT OF AGENDA: None

ANNOUNCEMENTS: None

TESTIMONY, PETITIONS FROM THE PUBLIC: None

DISCUSSION/Action:

NBI 21-50: Leeward Community College Program Modification of State Approval to include a Second Option to Meet Content Knowledge Requirements for an Advanced Professional Certificate in Special Education. (See Attachment)

- Chairperson Jenkins reviewed NBI 21-50.
- Dr. Christina Keaulana, SPED Coordinator at Leeward Community College reviewed her Memorandum to HTSB dated 12/20/2021, regarding “Content Knowledge Verification for Licensure for Advanced Professional Certificate in SPED.”
- The committee voted to recommend approval of NBI 21-50 as written, to the full board.

DISCUSSION/Action:

NBI 21-51: Consideration of Provisional approval of the University of Hawaii at Manoa’s College of Education Added Field Licensure TESOL Program. (See Attachment)

- Chairperson Jenkins reviewed NBI 21-51.
- Dr. Patricia Halagao, Chair of the Department of Curriculum Studies, College of Education, University of Hawai‘i at Manoa spoke in support of NBI 21-51 and two edits that are needed.
- Motion to approve two edits to NBI 21-51. (Payne/Bacon)
- The committee voted to approve the changes to NBI 21-51.
- The committee voted to recommend approval of NBI 21-51 as amended, to the full board.

DISCUSSION/Action:

NBI 21-52: Consideration of Hawaii Pacific University’s Request to Add Secondary (6-12) TESOL Content Field to their Existing Licensure Program (See Attachment)

- Chairperson Jenkins reviewed NBI 21-52.
- Dr. Roger Kiyomura, Director, School of Education, Hawaii Pacific University, provided information and explanation in support of NBI 21-52.
- The committee voted to recommend approval of NBI 21-52, to the full board.

DISCUSSION/Action:

NBI 21-53: Consideration of Provisional Approval of the University of Hawaii at Manoa’s College of Education Bachelor of Education in Special Education Mild/Moderate (6-12) and Severe Disabilities/Autism PK-3, K-6, 6-12, K-12. (See Attachment)

- Chairperson Jenkins reviewed NBI 21-53. One correction was noted.
- Dr. Jenny Wells of the University of Hawaii at Manoa spoke in support of the NBI.

- Motion to approve one change to NBI 21-53. (Han/Gillentine)
- The committee voted to approve the change to NBI 21-53.
- The committee voted to recommend approval of NBI 21-53 as amended, to the full board.

DISCUSSION/Action:

NBI 21-54: Clinical Experience Exception for the University of Hawaii at Manoa American Samoa Teacher Candidates. (See Attachment)

- Chairperson Jenkins reviewed NBI 21-54.
- Committee Member Han asked for clarification on the license.
 - Chairperson Jenkins explained that the Teacher Candidates would not need to apply for a Hawaii teacher license because it is not needed to teach in American Samoa. It is up to them to decide if they want to seek licensure in Hawaii and complete the requirements.
- The committee voted to recommend approval of NBI 21-54 as written, to the full board.

DISCUSSION/Action:

NBI 21-55: Adoption of Computer Science Standards for Licensure and Hawaii Educator Preparation Program Verification of Content Knowledge of Teacher Candidates. (See Attachment)

- Chairperson Jenkins reviewed NBI 21-55.
- Interim Executive Director Villalobos provided additional explanation.
- Committee Member Han asked about what was in place for Computer Science Standards prior to this NBI.
 - Chairperson Jenkins stated that she does not believe HTSB had adopted any standards for Computer Science.
 - Interim Executive Director Villalobos confirmed that none were adopted.
- The committee voted to recommend approval of NBI 21-55 as written, to the full board.

DISCUSSION/Action:

NBI 21-24Rev: Social Security Number Requirement for all Applications. (See Attachment)

- Chairperson Jenkins reviewed NBI 21-24Rev.
- Interim Executive Director Villalobos explained the revision of the NBI.
- The committee voted to recommend approval of NBI 21-24Rev as written, to the full board.

ADJOURNMENT:

Chairperson Jenkins adjourned the meeting at 11:27 a.m.

Recorder: Elaine Hutchinson
Elaine Hutchinson

Date: April 29, 2022

New Business Item 21-50

Introduced April 29, 2022

Approved April 29, 2022

TITLE: Leeward Community College Program Modification of State Approval to Include a Second Option to Meet Content Knowledge Requirements for an Advanced Professional Certificate in Special Education

The Hawaii Teacher Standards Board approves the request of Leeward Community College to add a second option to meet Content Knowledge requirements for an Advanced Professional Certificate in Special Education.

This option would include thirty (30) semester hours of Special Education content from an accredited institution of higher education, at least fifteen (15) of which must be upper-division level.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee

Memorandum

To: Felicia Villalobos, Interim Executive Director, Hawai'i Teachers Standards Board

From: Christina Keaulana, SPED Coordinator, Leeward CC

Date: December 20, 2021

Re: Content Knowledge Verification for Licensure for Advanced Professional Certificate in SPED

Leeward CC requests to offer our Advanced Professional Certificate in Special Education K-12 teacher candidates two options to meet the HTSB's Hawai'i Educator Preparation Programs Verification of Content Knowledge for Licensure ([NBI-12-29](#)):

- Thirty (30) semester hours in the content field from an accredited institution of higher education, at least fifteen (15) of which must be upper-division level; **OR**
- Passing score on licensure test adopted by the Board in the content field—151 or higher on Praxis 5354- Special Education: Core Knowledge and Applications

The proposed Academic Plan to complete the APC in SPED via the two pathways are outlined below:

OPTION 1: APC in SPED +30cr Content Area **Coursework Sample Academic Plan**

(15cr. upper division credits are required courses)

Fall	Course Description
(3cr) ED 282: Collaboration and Teaming ED 282: Faculty <u>Dale Castro, EdD</u>	This course is designed to provide students with knowledge of collaborative and co-teaching models of instruction and to prepare them to implement these models in their schools and classrooms. While co -teaching can be a rewarding experience for students and professionals, understanding its elements and foundations is critical in creating a positive learning environment for students. Co -teaching requires not only pedagogical skill on the part of the participating teachers, but also a willingness to share and collaborate in the teaching of all students in special education and inclusion classrooms. This course is consistent with state and local educational goals including the focus on activities that participants will apply to real - world settings.
(3cr) ED 283: Partnerships with Culturally and Linguistically Diverse Families	This course focuses on the skills necessary for working effectively with families of diverse students including those with disabilities. Instruction will include family systems theory,

ED 283: Faculty <u>Saint-Marie Gough, MEd</u>	characteristics/functions of families, Individuals with Disabilities Act (IDEA) and requirements for communication and collaboration with diverse families.
(3cr) ED 330: SPED Law and IEP Development	This course will give students the opportunity to review special education law, with an emphasis upon Hawaii Administrative Rules, Chapter 60 and the 2004 Reauthorization of IDEA. Heavy emphasis will be on Individual Education Program (IEP) development through examination of required elements of IEPs and simulated IEP team scenarios. Students will be introduced to state and federal special education rules and regulations, practical application of the law, ethical codes and related professional standards. The course will also discuss Section 504 and the impact of key laws upon students with disabilities.
(3cr) ED 331: SPED Assessment	This course focuses on assessing the exceptional child, including an examination of evaluation procedures, from pre-referral intervention, eligibility/placement/ program decision-making to progress monitoring of scientifically-based instructional interventions based on Response to Intervention (RTI). Emphasis will be on using assessment information to determine strengths and needs to design instruction related to Individualized Education Program (IEP) goals and state standards, and to evaluate the effectiveness of that instruction using progress-monitoring techniques. This course will introduce students to commonly used tests and evaluation systems used in public school special education programs.

Spring	Course Description
(3cr) ED 284: Foundations of Inclusion in Teaching ED 284: Faculty <u>Lilian Rebamonte-Smith, MEd</u>	This course explores historical and contemporary educational contexts, laws, policies and practices that support special student populations. Curriculum is focused on the demonstration and application of supportive and age appropriate instructional goals, experiences and assessments. Special populations in need of an inclusive setting include all students, but this course is specifically focused on Native Hawaiians, students from low-income communities, and all students with an

	Individualized Education Program (IEP) and special needs.
(3cr) ED 332: ELA Instruction & Interventions	This course introduces the developmental continuum for literacy. Prepares students to assess students' abilities; to select appropriate instructional strategies and to design effective instructional programs leading to increased listening, speaking, reading and writing competencies for all children; and assessment strategies to evaluate student progress.
(3cr) ED 334: Participating in a Professional Community	This course explores the organizational, personal, and interpersonal aspects of working as a teacher in schools. Preparation for membership and leadership in a professional learning community and for continuing professional growth.

Summer	Course Description
(3cr) ED 285: Intro to Classroom Management ED 285: Faculty <u>Michael Cawdery, PhD</u>	An introductory course which offers the student exposure to the various issues of classroom management. The professional role of the teacher, development of positive and inclusive classroom culture, planning for effective instruction, and proactive approaches to supporting student behaviors and community relationships will be addressed. Learning will focus on the development of values oriented and organized learning environments. Students will learn how to develop classroom discipline and individualized behavior plans. Behavioral assessment, strategies and interventions will be introduced. Learning styles, theory, instructional assessment, planning and delivery will be explored.
(3cr) ED 289: Educational Psychology ED 289: Faculty <u>Jeff Judd, PhD</u>	This course introduces students to major concepts and principles in the field of Educational Psychology that form the foundations of learning and instruction. Students will examine various development domains and learning theories and translate this knowledge into effective teaching practices for motivating learners with diverse needs. While traditionally educational psychology focuses on the teaching profession, this course is open for all students interested in developing a deeper understanding on how humans learn.
(3cr) ED 335: Educational Technology for the Inclusive Classroom	This course presents an overview of the variety of instructional technology options and considers how these are effective across the curriculum. Educational technology includes the many tools

	and methods in which technology is used within an educational setting. Students will learn about current trends in education that are directly related to technology. Emphasis is placed on reaching different types of learners, considerations of integration, and assessing effectiveness of technology use for students with special needs.
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Fall	Course Description
(3cr) ED 336: Student Teaching Portfolio	This course guides students through the process of providing documented evidence of teaching proficiencies aligned with initial preparation standards from Hawai'i Teachers Standards Board, the Council for Exceptional Children, and the Interstate Teacher Assessment and Support Consortium (InTASC). The portfolio will be assessed as part of recommendation for licensure in SPED K-12 in the state of Hawai'i.
(1cr) ED 393S: Field Practicum II (Student Teaching)	Practicum II is the supervised practicum where knowledge of content and strategies for best teaching practices will be integrated and polished. Through extensive mentoring and performance evaluations completed by program faculty, teacher candidates will be well prepared to meet the high standards for licensure and practice. Practicum II will provide formal supervision for the teacher candidate as they intern in a classroom. Formal observations will be completed by an Education faculty member.

OPTION 2: APC in SPED + Content Field Licensure

Test Sample Academic Plan

Fall	Course Description
(3cr) ED 330: SPED Law and IEP Development	This course will give students the opportunity to review special education law, with an emphasis upon Hawaii Administrative Rules, Chapter 60 and the 2004 Reauthorization of IDEA. Heavy emphasis will be on Individual Education Program development through examination of required elements of IEPs and simulated IEP team scenarios. Students will be introduced to state and

	federal special education rules and regulations, practical application of the law, ethical codes and related professional standards. The course will also discuss Section 504 and the impact of key laws upon students with disabilities.
(3cr) ED 331: SPED Assessment	This course focuses on assessing the exceptional child, including an examination of evaluation procedures, from pre-referral intervention, eligibility/placement/ program decision-making to progress monitoring of scientifically-based instructional interventions based on Response to Intervention (RTI). Emphasis will be on using assessment information to determine strengths and needs to design instruction related to Individualized Education Program (IEP) goals and state standards, and to evaluate the effectiveness of that instruction using progress-monitoring techniques. This course will introduce students to commonly used tests and evaluation systems used in public school special education programs.
(3cr) ED 334: Participating in a Professional Community	This course explores the organizational, personal, and interpersonal aspects of working as a teacher in schools. Preparation for membership and leadership in a professional learning community and for continuing professional growth.

Spring	Course Description
(3cr) ED 332: ELA Instruction & Interventions	This course introduces the developmental continuum for literacy. Prepares students to assess students' abilities; to select appropriate instructional strategies and to design effective instructional programs leading to increased listening, speaking, reading and writing competencies for all children; and assessment strategies to evaluate student progress.
(3cr) ED 335: Educational Technology for the Inclusive Classroom	This course presents an overview of the variety of instructional technology options and considers how these are effective across the curriculum. Educational technology includes the many tools and methods in which technology is used within an educational setting. Students will learn about current trends in education that are directly related to technology. Emphasis is placed on reaching different types of learners, considerations of integration, and assessing

	effectiveness of technology use for students with special needs.
PASS Praxis 5354 with 151 or higher	

Summer or Fall	Course Description
(3cr) ED 336: Student Teaching Portfolio	This course guides students through the process of providing documented evidence of teaching proficiencies aligned with initial preparation standards from Hawai'i Teachers Standards Board, the Council for Exceptional Children, and the Interstate Teacher Assessment and Support Consortium (InTASC). The portfolio will be assessed as part of recommendation for licensure in SPED K-12 in the state of Hawai'i.
(1cr) ED 393S: Field Practicum II (Student Teaching)	Practicum II is the supervised practicum where knowledge of content and strategies for best teaching practices will be integrated and polished. Through extensive mentoring and performance evaluations completed by program faculty, teacher candidates will be well prepared to meet the high standards for licensure and practice. Practicum II will provide formal supervision for the teacher candidate as they intern in a classroom. Formal observations will be completed by an Education faculty member.

New Business Item 21-51

Introduced April 29, 2022

Approved April 29, 2022

TITLE: Consideration of Provisional Approval of the University of Hawaii at Manoa's College of Education Added Field Licensure TESOL Program

The Hawaii Teacher Standards Board accepts HTSB Review Team recommendation to grant provisional state approval to the University of Hawaii at Manoa's College of Education in Curriculum Studies Multilingual Multicultural Professional Practice (MMPP) Graduate Certificate to be a TESOL added field to an existing Hawaii license.

The state approved teacher education (SATE) review team recommends provisional approval for the license fields of TESOL K-6, 6-12 and K-12 added field program.

Program Strengths

- The coursework is appropriate and valuable to teachers who are adding the field of TESOL (K-6, 6-12 and K-12).
- The assessments submitted by the program have the potential to provide strong evidence for meeting all pertinent standards. Each assessment is supported by a well-written rubric.
- All faculty listed are suitable for this field of study.

Any Weakness or Recommendation for Improvement

- None

The program may recommend completers for added field licensure for the following license fields:

- TESOL K-6, 6-12 and K-12

The program may also recommend previous program completers if they meet the same criteria required by the current program approved for licensure.

This program shall be included in the provider's 2028 accreditation review.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee

**HAWAII TEACHER STANDARDS BOARD REVIEW TEAM REPORT
OF THE UNIVERSITY OF HAWAII AT MANOA'S COLLEGE OF
EDUCATION PROPOSAL
FOR AN ADDED FIELD PREPARATION PROGRAM IN
MULTILINGUAL MULTICULTURAL PROFESSIONAL
PRACTICE (MMPP) GRADUATE CERTIFICATE IN TESOL
TO ADD THE FIELDS OF TESOL K-6, 6-12, and K-12**

SATE REVIEW TEAM RECOMMENDATIONS

The State Approved Teacher Education (SATE) Review Team recommends provisional approval for the Multilingual Multicultural Professional Practice (MMPP) Graduate Certificate to be a TESOL licensure add-a-field program K-6, 6-12, and K-12.

RATIONALE

Program of Study: The coursework is appropriate and valuable to teachers who are adding the field of TESOL K-6, 6-12, and K-12.

Standards & Assessments: The assessments submitted by the program have the potential to provide strong evidence for meeting all pertinent standards. Each assessment is supported by a well-written rubric.

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

REVIEW TEAM MEMBERS

- Carolyn Gyuran, Education Consultant
- Sungti Hsu, Education Consultant
- Felicia Villalobos, HTSB Interim Executive Director

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PROVIDER INFORMATION

Name of Provider: Nathan Murata
Provider Contact: nmurata@hawaii.edu

PROGRAM CONTACT

College of Education
1776 University Avenue, 128 Everly
Hall University of Hawaii at Manoa
Honolulu, HI 96822

PROGRAM INFORMATION

Program Director: Amelia Jenkins

Name of program: Multilingual Multicultural Professional Practice (MMPP)
Graduate Certificate

License Field(s) and Level(s) to be offered: TESOL K-6, 6-12, K-12 as an added

Field Projected Implementation Date: Fall 2022

PROGRAM JUSTIFICATION:

The MMPP will serve the growing demand for professionals who interact with multilingual populations. Specifically, it would benefit educators, who are administrators, general education teachers, counselors, English Learner (EL) specialists, bilingual or dual language teachers, language immersion teachers, and world language teachers to have the specific knowledge and skills required to work effectively with multilingual populations.

DESCRIPTION OF COURSEWORK AND CLINICAL EXPERIENCES

Course/Seminar/Experience	Description
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<p>SLS 680U Topics in Second Language Studies: Use-Introduction to Multilingualism Multiculturalism (3 credits) [TESOL Standards 1, 2 and 5]</p>	<p><i>Variable topics in special areas of second language studies: (E) second language learning; (N) second language analysis; (P) second language pedagogy; (R) second language research methodology; (U) second language use.</i></p> <p>This course will be taken during the first semester because it will address essential knowledge about language, the sociocultural context, and professionalism, as well as Hawaiian Language, culture, and historical aspects that shape our current multilingual and multicultural context (framed in accordance with multilingual and multicultural perspectives).</p>
	<p>This course will be the introduction for the remaining courses in the MMPP. This course will use the shared linguistic and cultural context of Hawai‘i and address the certificate objectives of identifying problems and needs across disciplines, professions, and orientations, and developing solutions and programs building.</p> <p>SLS 680U Syllabus (link) and Course Schedule/Assignments (link)</p>
<p>DCS/SLS 644 Multilingual/ EL Pedagogy (3 credits) [TESOL Standards 1, 2, 3 and 5]</p>	<p><i>Examines practices, theories, research, and perspectives on multilingual/ EL teaching approaches. Topics include culturally and linguistically responsive approaches, collaboration, lesson planning, and adapting materials to promote the growth and development of multilingual/ EL learners.</i></p> <p>This cross-listed course will be required for students interested in coursework for K-12 TESOL Licensure/Add-a-Field because it will provide graduates with essential knowledge about language, the sociocultural context for language learning in schools, and effective ways to plan and implement instruction for multilingual and multicultural learners.</p> <p>EDCS/SLS 644 Syllabus (link), Case Study: Inquiry and Lesson Development Rubric (link), Course Schedule (link)</p>

<p>EDCS 647C Classroom & School Literacy Assessment: Multilingual (3 credits) [TESOL Standards 2, 3 & 4]</p>	<p><i>Advanced use of formative and summative assessments to monitor/lead classroom and school literacy programs. Focuses on diversity, leadership, state/national initiatives, and practical applications in schools or other educational contexts.</i></p> <p>This course is focused on assessment in multilingual contexts. It will provide students with knowledge about the important role of assessment and evaluation in multilingual and multicultural contexts. Participants will learn</p>
	<p>practical skills on how to effectively assess and evaluate students who are multilingual and be able to critique institutional assessment and evaluation procedures.</p> <p>EDCS 647C Syllabus (link), MLL Case Study: Observation and Assessment Rubric (link)</p>
<p>Students will pick one of the following elective courses that includes language learners in sociocultural Context (3 credits) [TESOL Standard 2]</p>	<p><i>EDCS 645 Multicultural Literacy Interdisciplinary examination of research and issues in the teaching and learning of literacy in diverse multicultural settings.</i></p> <p><i>or</i></p>
	<p><i>EDCS 630 Cultural Diversity in Education Examines issues, theories, perspectives and practices in multicultural education and promotes awareness, encourages knowledgeable reflection and develops skills necessary for multicultural practitioners.</i></p>
	<p><i>or</i></p>
	<p><i>EDCS 440 Curriculum Implications for Multicultural Education Examination of trends, issues, school practices, and programs in multicultural education and its related area of study—bilingual-bicultural education.</i></p>
	<p><i>or</i></p>

	<p><i>EDCS 670 Indigenous and Post-colonial perspectives in Education</i></p> <p>Examination of historical Impacts of U.S. and European imperialism on Indigenous educational communities across the globe.</p> <p>Introduction to contemporary Indigenous efforts towards cultural reclamation and educational sovereignty.</p>
	<p><i>or</i></p>

EDCS 671 Contemporary Native Hawaiian Education

Explores the landscapes, purposes, successes and challenges of contemporary Native Hawaiian education. Emphasizes educational kīpuka, resurgence, liberation and educational sovereignty. Topics include Hawaiian immersion education, Hawaiian-focused charter schools, ‘āina and community education, and virtual learning.

SLS 618 Language Learning & Technologies A wide range of emerging technologies for language learning and research will be explored. Online/face to-face discussions and hands-on experiential learning are integrated with learners’ goals, best practices, and theoretical foundations.

or

SLS 630 Second Language Program Development Designing, implementing, and evaluating language programs; systems-based approach to program and curriculum development.

or

SLS 660 Sociolinguistics and Second Languages Theoretical and applied aspects of language, culture, and society, and research methods in sociolinguistics, as they relate to second and foreign language issues.

or

LAW 548 Immigration Law

A brief overview of historical development of immigration law; analysis of exclusion and deportation grounds and remedies, as well as the study of the legal immigration system of both immigrant and nonimmigrant visa applications and petitions. The course also

	<p>covers the current law on asylum and refugee applications and US citizenship and naturalization requirements.</p> <p>or</p> <p><i>LWPA 587 Comparative Law</i> Introduction to the civil law tradition, particularly as exemplified by the legal systems of East and Southeast Asia. After a brief review of comparative law study and the historical development of the civil law, the course will examine the structure and role of the courts, judicial process, the legal profession and constitutional law and administrative law in Western Europe & in Asian civil law countries.</p> <p>or</p> <p><i>LAW 590R Workshop and Clinics: Child Welfare Clinic</i> Focuses on the issues pertaining to at-risk children and their families. Intended to be multidisciplinary in scope, applying the analytical lenses of the disciplines of law, social work, nursing, and education. Clinical in approach, with students working to make a positive impact on the lives of youth through on-site experiences at selected community programs.</p>
<p>EDCS 696 Graduate Certificate Capstone (3 credits) [TESOL Standards 2, 3 and 5]</p>	<p><i>Independent study and/or seminar for students working on a capstone for a graduate certificate.</i></p> <p>This course will be taken by all of the students in the MMPP. In particular, this course will serve as the capstone class for the graduate certificate during the final semester. Hawaiian language and culture will be foundational as well as a focus on multiple languages. This course will provide an opportunity for classroom teachers to experience, plan and apply solutions to multilingual multicultural issues within their professional contexts.</p>
	<p>EDCS 696 Syllabus (link)</p>

As an Add-A-Field licensure, the MMPP TESOL courses are geared towards K-12 in-service teachers who will be working in their own classrooms. Teachers will have the opportunity to practice applying the knowledge and skills taught in the MMPP with K-12 MLL/EL students in the specific assignments below. If a teacher is not working with an MLL/EL student, arrangements will be made to provide opportunities to practice applying the knowledge and skills. Further accommodations are made below in the assignments.

Course	Opportunity to Practice Knowledge and Skills with K-12 MLL/EL Students
<p>EDCS 644</p>	<p>MLL Case Study Inquiry and Lesson Development Project (five step project)</p> <p><i>EDCS/SLS 644 will be delivered in the summer to provide in-service teachers more opportunities to participate in the course. Teachers participating in this course will conduct the following observations and create lesson plans relevant to their K-12 teaching context. Many teachers still have access to K-12 students during the summer school to do the The MLL Case Study Inquiry and Lesson Development Project.</i></p> <p><i>If teachers do not have access to K-12 MLL/EL students to conduct their observations, we have videos of K-12 MLL students in educational context or can pair them with an opportunity for practice.</i></p> <p>This project is an opportunity for teachers to work with MLL/EL students from a language/culture relevant to their professional context (or intended future context).</p> <p>The following five steps are designed to give teachers an understanding of, and experiences with MLL/EL learners in K-12 settings, and apply strategies that best support MLL/EL's learning.</p> <p>Please see the 644 syllabus for a detailed description of the following five steps.</p> <p><i>Step 1: Setting and language/cultural background of students in their K-12 MLL/EL teaching context</i></p>

	<p><i>Step 2: Observation(s) of K-12 MLL/EL relevant to teacher's context Step 3: Lesson planning and materials development for K-12 MLL/EL relevant to teacher's context Step 4: Microteaching from unit in step 3 Step 5: Reflection on microteaching</i></p> <p><i>Although the microteaching will be delivered to peers, the materials and lesson will target K-12 MLL/ELs relevant to the teacher's context. Microteaching will provide the teacher an opportunity to receive targeted and specific feedback regarding the MLL/EL strategies implemented. It will also provide peers opportunities to identify use of MLL/EL strategies throughout the various lessons. Instructors will be able to assess the teacher's application of appropriate materials and pedagogy by evaluating the lesson plans and observing the microteaching. The intent is for the teachers to use the unit during the school year; however, this will take place after the course is completed so the participating teachers' application of knowledge and skills will be observed and assessed through the lesson plans and microteaching with peers in the role of K-12 MLL/EL students.</i></p>
EDCS 647C	<p>MLL Case Study: Assessment and Observation</p> <p>The major course project involves application of the readings and resources in the form of a case study. Students will choose a focal P-12 MLL/EL student they work with and engage in data collection through observation and assessment and iterative analysis and implementation based on your findings.</p> <p><i>If students do not have access to a MLL/EL student to complete this project, the instructor will help pair the teachers with teachers who have a high concentration of K-12 MLL/EL students.</i></p>

ASSESSMENTS, SUPPORTING COURSEWORK, AND ASSESSMENT DESCRIPTION

1. List when assessments are administered and describe each assessment. Attach template and grading rubric for each assessment.

An overview of how the core assessments for the MMPP Add-A-Field Graduate Certificate are linked to the TESOL Standards can be found on the following matrix ([link](#)).

In addition, each course syllabi presents Student Learning Objectives (SLOs) for this program and capstone course with the corresponding Teachers of English to Speakers

of Other Languages (TESOL) teacher education standards, the University of Hawai‘i’s graduate programs Institutional Learning Objectives (ILOs), and student performance assessments. In order to address inter-rater reliability of assessments, core faculty in the MMPP program will calibrate core assignments’ rubrics based on its criteria and determine the distinction between the target levels. As a graduate course, faculty and students will also work together to co-construct and describe the performance indicators and behaviors for each benchmark level.

Finally, participants will take the TESOL Praxis as a final measure of their knowledge and skills.

Name of Assessment	Courses supporting completion of assessments	Description
	The Capstone Project assignment is directly covered in the two core courses, SLS 680U (first semester) and EDCS 696 (last semester) below. The content required for completion of this project is integrated across all program course work.	
Capstone Project [TESOL Standards 1, 2, 3 and 5]	SLS 680U Topics in Second Language Studies: Use-Introduction to Multilingualism Multiculturalism	Students will write a Final Paper that reflects on their identity, the concepts, theories, policies and practices of multilingual language use (spoken and written) and address cultural and linguistic needs in their professional contexts. The paper will conclude with a summary of how these ideas will influence their capstone project.
		Assignment Guide & Assessment Rubric
	EDCS 696 Graduate Certificate Capstone	Students will complete their Capstone Project to exemplify their multilingual multicultural awareness and understanding in their professional practices, and in collaboration with professionals from

		<p>other disciplines to promote social justice, equity, and community sustainability. Students will:</p> <ol style="list-style-type: none"> 1. Envision their role as individuals and as leaders who embody and advocate for multilingual multicultural practice in their professional domain. 2. Work independently or in a group to share their capstone 3. Design and/or implement a capstone such as a project, curriculum, presentation, portfolio and/or field experience that displays their culminating understanding of course content and assignments. <p>Assignment and Assessment Rubric</p>
<p>Case Study, Inquiry and Lesson Development Project</p> <p>[TESOL Standards 1, 2, 3 and 5]</p>	<p>EDCS/SLS 644 Multilingual/ EL Pedagogy</p>	<p>Students will conduct a case study, create a lesson plan, teach, receive feedback, and reflect on their work. The case study will develop students' awareness of the sociocultural learning context for MLLs and knowledge about language. The information gathered in the case study will be applied to the lesson plan and teaching to demonstrate use of culturally and linguistically responsive teaching.</p> <p>Finally students will receive feedback, self-assess, and reflect on their planning and teaching.</p>

		Assignment and Assessment Rubric
[TESOL Standards 2, 3 and 4]	EDCS 647C Classroom & School Literacy Assessment: Multilingual	<p>This project involves application of the readings and resources in the form of a case study. Teachers will choose a focal MLL student to work with throughout the semester and engage in data collection through observation, assessment, iterative analysis and implementation based on your findings. If teachers do not have access to a MLL/EL student to complete this project, the instructor will help pair the student with a K-12 MLL/EL student.</p> <p>Assignment and Assessment Rubric</p>

PROGRAM FACULTY

Faculty Member Name	Highest Degree & Area of Concentration	Role in Program	Professional Experience Relevant to Program
Dr. Patricia Halagao	PhD, Curriculum & Instruction	Program Coordinator, Program Development, Instructor of EDCS 630, EDCS 440 EDCS 696	<p>Professor & Chair, Department of Curriculum Studies, COE, University of Hawai'i at Mānoa.</p> <ul style="list-style-type: none"> Scholarship focuses on multicultural education, specifically Filipinos in K-12 education. Received Board of Regents Medal for

			<p>Excellence in Teaching (2012).</p> <ul style="list-style-type: none"> • Served on the Hawai'i State Board of Education (2013-2016), championing equity and cultural & linguistic policies on multilingualism and the Seal of Biliteracy. • Sheltered English elementary teacher in Oakland, CA
Dr. Brook Chapman de Sousa	PhD, MLL/EL teacher preparation	Co-Coordinator Program Development, Instructor of EDCS/ SLS 644	<p>Associate Professor, Institute for Teacher Education-Elementary, COE, University of Hawai'i at Mānoa.</p> <ul style="list-style-type: none"> • Developed K-6 TESOL/ Elementary Education Dual Licensure Undergraduate program. • Seven years teaching undergraduate and graduate-level courses on multilingual learners/ English learners.
Dr. Graham Crookes	PhD, Second Language Studies	Program Development, Instructor of SLS Courses and SLS 680U	<p>Professor, Second Language Studies Department, CALL, University of Hawai'i at Mānoa</p> <ul style="list-style-type: none"> • Specialties include the methodology of

			<p>second language teaching and teacher development</p> <ul style="list-style-type: none"> • Teaches graduate, undergraduate courses, and workshops for teachers especially on teaching methodology, action research, and critical pedagogy, in a variety of settings around the world, including Colombia, Denmark, Korea, Kyrgyzstan, Singapore, and Vietnam. • Research interests are critical language pedagogy and language teachers developing philosophies of teaching.
Dr. Elizabeth Gilliland	PhD, Second Language Studies	Instructor of SLS Courses and EDCS/SLS 644 Instructor	<p>Associate Professor, Second Language Studies Department, CALL, University of Hawai'i at Mānoa</p> <ul style="list-style-type: none"> • Specializes in multilingual adolescents' academic language and writing development. • Research analyzes the ways that

			<p>teachers' oral response to high school students' writing is reflected in the students' understandings of academic language and subsequent written texts.</p> <ul style="list-style-type: none"> • Examines state and federal education policy on curriculum and teacher preparation around secondary school second language writing.
Dr. Dina Yoshimi	PhD, East Asian Languages & Literatures	Program Development, Instructor of SLS 680U	<p>Associate Professor, ie Department of East Asian Languages & Literatures (EALL), CALL, University of Hawai'i, Mānoa and Director of the Hawai'i Language Roadmap Initiative</p> <ul style="list-style-type: none"> • Research interests include the pragmatics of everyday language use and language use in the state's multilingual workforce. • Directs a series of national teacher training workshops for teachers on language use and workforce development.

Dr. 'Alohilani Okamura	EdD, World Languages, MLL/EL teacher preparation	Instructor of EDCS/SLS 644	<p>Instructor, Institute for Teacher Education-Secondary, COE, University of Hawai'i, Mānoa</p> <ul style="list-style-type: none"> • Taught both in public and charter schools in the Hawai'i Department of Education for 25 years supporting Hawaiian language and culture initiatives. • Advocate for culture-based education • Research agenda focuses on the advancement of the Native Hawaiian language and culture and its role in promoting student achievement for all students in Hawai'i. • Committed to assisting teachers with discovering cultural practices and knowledge that will strengthen their connections to the land and people of Hawai'i.
Dr. Monica Gonzalez Smith	PhD	Instructor of EDCS/SLS 644	Assistant Professor, Institute for Teacher Education -Elementary, COE, University of Hawai'i at Mānoa.

			<ul style="list-style-type: none"> • Taught in Title one public schools to majority Spanish-speaking primary and secondary student populations. • Research focuses on video reflection for second language teacher education, the sheltered instruction observation protocol (SIOP), culturally responsive instruction (lesson planning and lesson enactment), and intercultural communicative competency.
Dr. Pōhai Shultz	PhD, Curriculum Studies Language Assessments	Instructor of EDCS 647C	<p>Associate Specialist, Office of Student Academic Services, COE, University of Hawai'i at Mānoa.</p> <ul style="list-style-type: none"> • Principal Investigator of the Hawai'i State Department of Education's assessments for Hawaiian language immersion schools for state and federal accountability (KĀ'EO), the only native language assessments used

			<p>for this purpose in the US.</p> <ul style="list-style-type: none"> • Established grant project, Pu'uhonua: Hale for Native Hawaiian Student Support • Outstanding New Advisor Award, NACAD, Global Community for Academic Advising
Dr. Brooke Taira	PhD, Curriculum & Instruction, Literacy Studies	Instructor of EDCS 645, EDCS 647C	<p>Assistant Professor, Department of Curriculum Studies, COE, University of Hawai'i at Mānoa.</p> <ul style="list-style-type: none"> • Secondary English teacher • Research focuses on literacy and migration, specifically the experiences and literacy practices of newcomer and refugee students in secondary English classrooms. • Work explores the potential of asset-based and culturally responsive teaching approaches to create inclusive and engaging literacy classrooms. • Former Institutional Analyst, Office of Hawaiian Education, HIDOE

Dr. Keith Cross, Jr	PhD, Race, Inequality and Language in Education (PhD Minor: Linguistics)	Instructor of EDCS 630, EDCS 440	<p>Assistant Professor, Department of Curriculum Studies, COE, University of Hawai'i at Mānoa.</p> <ul style="list-style-type: none"> • Veteran Hip-Hop artist, singer-songwriter, educator and scholar. • Taught Hip-Hop lyricism (i.e., rap) to youth and the elderly, as a tool for enhancing mental and social well-being. • Research investigates cognitive function, language learning, and cultural and environmental sustainability in relation to oral traditions. • Secondary math teacher.
Dr. Julie Kaomea	PhD, Curriculum & Instruction	Instructor of EDCS 670, EDCS 671	<p>Professor, Department of Curriculum Studies, COE, University of Hawai'i at Mānoa.</p> <ul style="list-style-type: none"> • Research specializes in curriculum and instruction with an emphasis on educational issues concerning Native Hawaiians and other underrepresented Indigenous groups and finding ways to help Native Hawaiian

			<p>and other Indigenous students achieve academically.</p> <ul style="list-style-type: none"> • Published scholar and editorial board member of prestigious educational journals • Conducts professional development seminars for Kamehameha Schools
Justin D. Levinson	JD	Instructor of Law courses, LWPA 587	<p>Professor of Law Director, Culture and Jury Project Deputy Director, Institute of Asian-Pacific Business Law William S. Richardson School of Law, University of Hawai'i at Mānoa.</p> <ul style="list-style-type: none"> • Leader in the field of implicit bias and the law and an expert in psychological decision-making in the legal system. • Founded the Culture and Jury Project, an interdisciplinary and international research collaboration devoted to facilitating the study of human decision-making in the law. • Currently collaborating with scholars in China, Japan, and Korea, as

			<p>well as domestically in the United States.</p> <ul style="list-style-type: none"> • Lectured, taught courses, and trained audiences globally, including in Eastern and Western Europe, East and Southeast Asia, Australia, and the Middle East.
Liam Skilling	JD, PhD	Instructor of LAW 590R	<p>Director of the Evening Part Time Program and Academic Success Associate Faculty Specialist, William S. Richardson School of Law, University of Hawai'i at Mānoa.</p> <ul style="list-style-type: none"> • Scholarship includes education law and policy, civic education, child welfare law, and law school pedagogy and curriculum reform • Spearheads the Law School's civic education efforts in the community and founded the Richardson Law & Justice Summer Program, a summer immersion program for public high school students interested in law, justice, and legally-related careers • Taught K-12 education in New

			York, California, and Hawai'i
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SUPPORTING INFORMATION

- MMPP Add-A-Field Core Assessments and TESOL Standards Matrix ([link](#))
Core Course Syllabi
- SLS 680U Syllabus ([link](#)) and Course Schedule/Assignments ([link](#)) EDCS 696 Syllabus ([link](#))
- EDCS/SLS 644 ([link](#)) EDCS 647C ([link](#))
- University of Hawai'i College of Education Multilingual Multicultural (MMPP) Graduate Certificate Website ([link](#))
- Letters of Support ([link](#))
- HiDOE Memo Regarding TESOL Qualification Requirements ([link](#))
- MMPP InTasc Alignment ([link](#))
- Organization of MMPP Courses ([link](#))

REVIEW TEAM RECOMMENDATION TO HTSB

The state approved teacher education (SATE) review team recommends provisional approval for the license fields of TESOL K-6, 6-12, and K-12 added field program.

Program Strengths

- The coursework is appropriate and valuable to teachers who are adding the field of TESOL (K-6, 6-12 and K-12).
- The assessments submitted by the program have the potential to provide strong evidence for meeting all pertinent standards. Each assessment is supported by a well-written rubric.
- All faculty listed are suitable for this field of study.

Any Weakness or Recommendation for Improvement

- None

Follow-up Questions from the Review Team

- Questions asked and answered during Review Process
 - Clarification and link between the SLO below and TESOL standards
 - Clarification on course rubrics

New Business Item 21-52

Introduced April 29, 2022

Approved April 29, 2022

**TITLE: Consideration of Hawaii Pacific University's Request to Add
Secondary (6-12) TESOL Content Field to their Existing Licensure Program**

The Hawaii Teacher Standards Board approves the Hawaii Pacific University request to add TESOL 6-12 licensure to their existing approved Master of Education in Secondary Education program.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee

HAWAII TEACHER STANDARDS BOARD
EDUCATOR PREPARATION ADDED OR NEW FIELD(S)
PROGRAM REVIEW TEMPLATE

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CONTACT AND CONTEXT INFORMATION

1. Unit name and address

Name	
Address	

2. Unit administrator

Name	
Title	
Email address	
Telephone number	

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

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.

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

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

Name Of Assessment	When the Assessment is Administered	Description
Assessment of content knowledge		
Assessment of candidate ability to plan instruction		
Assessment of student teaching		
Assessment of candidate effect on student learning		
Assessment on candidate dispositions		

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

Additional Information Helpful to the Review Team



Master of Education

Secondary Education with Concentration in TESOL

Fall Semester (16 weeks)
ED 6000 The Professional Educator
ED 6100 Educational Psychology
ED 6300 Introduction to Teaching
ED 6700 The Exceptional Learner

Spring Semester (16 weeks)
AL 6961 Practicum in TESOL I For other concentrations: ED 64XX Secondary Content Curriculum & Instruction (English, Math, Science, Social Studies, or World Languages)
ED 6480 Integrated Curriculum: Literacy and Content
ED 6521 Secondary Clinical Practice I
ED 6522 Secondary Clinical Practice II

Summer Semester	
Term A (8 weeks)	Term B (8 weeks)
ED 6430 English Language Learner	ED 6310 Culturally Responsive Education in Hawaii
ED 6200 Introduction to Educational Research	ED 6660 Diversity and Social Change

Program Highlights

- Hawaii State Approved Teacher Education Program (SATEP)
- Teaching License authorized through Hawaii Teacher Standards Board
- Programs are completed in 12 months – Fall, Spring, Summer Semesters
- 12 credits per semester – 36 credits total
- Content Knowledge Requirement: 30 credit hours in concentration area or Praxis Content Exams required prior to student teaching
- Full-Time student teaching (450 hours) during Spring Semester (Clinical Practice)

AL 6961 Core Course Components

In a traditional course, you and your classmates attend classes, read assignments, and take exams on the same schedule. AL 6961 is not a traditional course; it is a *practicum* course focused on professional development of individual pre- and in-service professionals. It is designed to help every student develop the attitudes, skills, and knowledge needed to succeed as a student teacher and to prepare for “MA/MEd required” positions after graduation, particularly in language teaching.

	MA TESOL Details omitted as NA for MEd	Proposed for MEd TESOL Candidates
50% of course grade	<p>Broadening your ESL/EFL experience</p> <ul style="list-style-type: none"> • Observations • Professional Service Project • (Optional) Alternative Experiences 	<p>MEd TESOL Seminar in Applied Linguistics and SLA</p> <p>This component enhances subject area knowledge contributing to InTasc Standard 4.</p> <p>You will study, discuss, and reflect on your teaching practice in response to an introductory AL & SLA text and supplemental readings provided by the course instructor in weekly seminars with the AL 6961 instructor and MEd peers in World Languages.</p> <p>Assessment of content knowledge is measured with mini papers (245-300 words) or mini conferences (2-3 min) simulating responses to job interview questions on language acquisition, learning, and teaching. The rubric appears on the next page.</p>
30 percent of course grade	Action Research Project Proposal	<p>Annotated/Revised Unit Plan</p> <p>Since MEd TESOL meet their requirement for action research in ED 6XXX.</p> <p>In AL 6961, they demonstrate mastery of InTasc Standard #5: Innovative Applications of Content: “The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.”</p> <p>They do this by revising and/or annotating three lessons from their ED 6522 unit plan to show how and where they demonstrate each of the highlighted phrases above.</p> <p>In a follow up conference, student and instructor discuss tasks that may need further modification for ELs, if necessary.</p> <p>The rubric used to assess this standard appears below.</p>
20 percent	<p>Recordkeeping, Personal Conferences, & Documentation (20 percent of course grade)</p> <p>Recordkeeping is an important course requirement because it is the mechanism by which your professional activities are translated into credit. Attendance is assumed, not rewarded. Once you are familiar with the rhythm of the course, record keeping will take only a few minutes each week.</p>	

Rubric for MEd TESOL Seminar

This rubric is worded for written assignments but can be adapted for oral discussions as well. Your score is adjusted to reflect the weighted value of the particular course component.

- synthesis of course readings and discussions as well as your personal experience
- awareness that language learning and teaching are complex, multi-faceted processes
- clear, thoughtful writing with specific examples to support your ideas
- transparent organization with clearly stated thesis, well-organized paragraphs, and helpful phrases and sentences of transition.

- 10 You have addressed the issue in the question and answered it in a clear, well-organized, thoughtful manner. It shows that you understand the vocabulary of our course and the complexity of the issues that we have been reading and talking about in class. Furthermore, you can discuss how you might apply these principles in language teaching situations. In its current form, this paper would be a good artifact for the MATESL portfolio showing evidence of your learning and thinking. It would also be a good (partial) response to a comprehensive examination (CE) question.
- 9 You have addressed the issue in the question. Your response is generally clear, thoughtful, and well written. It shows that you are thinking about the issues that we have been reading and talking about and, for the most part, understand them. There may be some inconsistencies, confusion in words or ideas, inadequacies in content or expression, or perhaps even an error in fact, but these do not distract significantly from the overall strength of this response. With minimal surface revision, this paper would be a good artifact for the MATESL portfolio or (partial) response to a CE question showing evidence of your learning and thinking.
- 8.5 Your response is generally clear and understandable. Overall, you seem to understand the principles of the course, but there is a clear weakness in content, clarity, or accuracy of your information. For example, you may have stated a clear general principle but failed to provide examples. With some editing, this paper could be a good artifact for the MATESL portfolio or a (partial) response to a CE question showing evidence of your learning and thinking.
- 8 This response is borderline but minimally acceptable in content and expression. Perhaps you did not fully address the question. Perhaps you are confused about the issue. Perhaps your response is incomplete, vague, or difficult to read. You should not be very satisfied with this paper. While it is okay, this paper would require considerable revision in order to be a good artifact for the MATESL portfolio or acceptable for a CE response.
- 7 This response is unacceptable in content or organization, **OR** a reader must struggle to understand what you are saying. It is not suitable for a portfolio and probably would not pass a CE reading.
- 0-6 This response is incomplete, confusing, late, or error-filled.
- 10 These words may be very nice, but they are not yours.

Rubric for Assessing InTasc Standard 5

With respect to the components of **InTasc Standard 5 Innovative Applications of Content**, the student's revision and/or adaptation of their unit plan demonstrates that they the degree to which they meet program expectations. The 4-point scale can be thought of as a 4-point, graduate student rating where a B (3.0) represents minimal, but passing performance for graduate student in good standing.

	Submitted but does not meet... 1	Approaches... 2	Meets... 3	Exceeds... 4
Connecting concepts				
Use different perspectives				
Engage learners in critical/engaging learning				
Engage learners in collaborative problem solving				
Related to local & global issues				
Realistic for ELs at various levels of proficiency¹				

¹ For conference with AL professor only. This criteria does not affect MEd outcomes or student grade in the course.

AL 6961 Syllabus Supplement

Thank you for this opportunity to examine and clarify how AL 6961 will address both content knowledge and InTask Std. 5 for the MEd TESOL. This table summarizes key factors related to the MA TESOL and MEd programs and the role of AL 6961 plays in both.

Factor	MA TESOL	MEdSecondary TESOL
Background experience & education	Varies widely but ranges from BA degree (in anything) with no teaching experience to experienced EFL teacher with no prior coursework in TESOL	Likely to vary widely
Content area knowledge base	Eight 3-cr 6000-level courses in applied linguistics and language teaching pedagogy. See here .	Two 3-cr courses: ED 6430 and AL 6961. ED 6430 focuses on awareness of ELs, their needs, and inclusive practices for working with them in 6-12 classes. AL 6961 fulfills a need for SLA content knowledge and EL pedagogy.
Supervised student teaching (ST) experience	AL 7099—a modest, 40-hour supervised ST experience. Often, however, MA TESOL candidates complete this experience on the job where they are already successfully employed and, of course, earning many more hours of experience.	Rigorous ED 6521+ED 6522 experience, taken concurrently with AL 6961, far surpasses MA TESOL expectations.
Role of AL 6961 in program.	Informally called pre-practicum. Goal is to (a) broaden candidate awareness of the ESOL field—locally & globally—in various learning environments, not necessarily 6-12 and (b) deepen candidate’s experience working with ELs as individuals and/or in classes.	Provide essential content area background knowledge on first & second language acquisition (SLA), applied linguistics, EL pedagogy, and research in all three.
How AL 6961 meets student needs	Students & instructor co-create individual plans to meet the needs described above with four primary but flexible components.	AL 6961 instructor plans a weekly seminar for MEd WL and MEd TESOL majors to address the content area needs described above.

In sum, while it may seem ironic to claim that AL 6961 can fulfill the vastly different needs of MA TESOL and MEd TESOL students, the ability to do so lies in the flexible course design of AL 6961 and the expertise of the AL faculty in tailoring an individualized course for the enrolled pre- and/or in-service language teachers. As a result, the particular components of the course are differentiated for AL and MEd students.



Master of Education

Secondary Education with Concentration in TESOL

Assessments and Rubrics

Assessment Name	Interdisciplinary Unit Plan <i>(InTASC Embedded Assessment #6 & 7)</i>
Description	<p>This assignment is composed of two parts:</p> <ol style="list-style-type: none">1. Design for Instruction2. Assessment of Student Learning <p>The first part, Design for Instruction, consists of the following items to be included in the official unit plan template:</p> <ul style="list-style-type: none">• Learning Outcomes. Learning outcomes that define what students are expected to know and be able to do at the end of the unit.• Assessment Plan. Assessment plan that monitors student progress toward achievement of each of the learning outcomes.• Design for Instruction. A description of the unit of instruction and how it relates to the learning context and outcomes, as well as detailed lesson plans for four or five lessons within the unit. <p>The unit plan template is available here:</p> <ul style="list-style-type: none">• Link to Unit Plan Template <p>Instructions for using the template are available in the Unit Plan Supplement:</p> <ul style="list-style-type: none">• Link to Unit Plan Supplement <p>The second part, Assessment of Student Learning, is a narrative document addressing the following prompts:</p> <ul style="list-style-type: none">• Instructional Decision Making. A description of students' learning or responses that led to a revision of the unit plan.• Analysis of Student Learning. Analysis of assessment data, including pre/post assessments and formative assessments, to determine students' progress related to the unit learning outcomes.• Reflection and Self-Evaluation. Reflection and self-evaluation of the teacher candidate's performance with regard to student learning result and decisions made during instruction. <p>The following are details about each prompt:</p> <ol style="list-style-type: none">1. Instructional Decision-Making<ol style="list-style-type: none">a. Description of Learning<p><i>Directions: Describe a time during your unit when a student's learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence of the student's</i></p>

learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).

b. Description of Instructional Modifications for Student #1

Directions: Describe the modifications that you made in response to this student and explain why you thought this would improve student progress toward the learning outcome. Describe how these modifications were congruent with learning outcomes and were informed by your analysis of student learning/performance, best practice, or contextual factors.

2. Analysis of Student Learning

a. Description of the Overall Performance and Progress of the Whole Class

Directions: Provide a narrative to report qualitative (descriptive) information about the general performance of the whole class and its progress toward achieving learning outcomes. Provide a meaningful interpretation and draw appropriate conclusions from the graphic representation that you have presented below. Your qualitative analysis should include a description of your impact on student learning in terms of number of students who achieved and made progress toward each learning outcome

b. Graphic Representation of the Overall Performance and Progress of the Whole Class

Directions: To report quantitative (numerical) data about the progress of the whole class toward the learning outcomes, create a table that shows pre- and post-assessment data on every student for every learning outcome. Then, create a graphic summary (chart or graph) that shows the extent to which your students made progress (from pre- to post-) toward achieving the criteria that you identified for each learning outcome in the Assessment Plan section.

c. Description of the Overall Performance and Progress of a Subgroup

Directions: Select a group characteristic (e.g., gender, performance level, socio-economic status, language proficiency) to analyze in terms of one learning outcome. Provide a rationale for your selection of this characteristic to form subgroups (e.g., girls vs. boys; high- vs. middle- vs. low-performers).

Provide a narrative to report qualitative (descriptive) information about the general performance of these subgroups and their progress toward achieving learning outcomes. Provide a meaningful interpretation and draw appropriate conclusions from the graphic representation that you have presented below. Your qualitative analysis should include a description of your impact on student learning in terms of number of students in each subgroup who achieved and made progress toward this learning outcome.

d. Graphic Representation of the Overall Performance and Progress of a Subgroup

Directions: To report quantitative (numerical) data about the progress of the subgroup toward the achievement of a single learning outcome, create a table that shows pre- and post-assessment data on every student in each subgroup for this

	<p><i>learning outcome. Then, create a graphic summary (chart or graph) that compares pre- and post-assessment results for the subgroups on this learning outcome to summarize what this data shows about student learning.</i></p> <p>e. Description of the Overall Performance and Progress of Individuals</p> <p><i>Select two students who demonstrated different levels of performance. Provide a rationale for why it is important to understand the learning of these particular students. Use pre-, formative, and post- assessment data with examples of the students' work to draw conclusions about the extent to which these two students attained the learning outcomes.</i></p> <p><i>Provide a narrative to report qualitative (descriptive) information about the general performance of these subgroups and their progress toward achieving learning outcomes. Graphic representations are not necessary for this subsection.</i></p> <p>3. Reflection and Self-Evaluation</p> <p>a. Successes</p> <p><i>Directions: Select the learning outcome where your students were most successful. Provide two or more possible reasons for this success. Consider your outcomes, instruction, and assessment along with student characteristics and other contextual factors under your control.</i></p> <p>b. Challenges</p> <p><i>Directions: Select the learning outcome where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your outcomes, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students' performance.</i></p> <p>c. Reflections of Possibilities for Professional Development</p> <p><i>Directions: Describe at least two professional learning outcomes (i.e. InTASC Standards) that emerged from your insights and experiences with this assignment. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.</i></p>
Evaluation	Rubrics used to evaluate the two parts of this assignment can be found below.

Design for Instruction (Unit Plan) Rubric

	Well Below Expectations	Below Expectations	Approaching Expectations	Meets Expectations	Exceed Expectations
Unit Outcomes	<p>0 - 29</p> <p>The response provides no evidence of the teacher candidate's ability to articulate unit outcomes, including enduring understanding(s), essential question(s), general learner outcome(s), common core standards, and learner outcomes.</p>	<p>30 - 49</p> <p>The response provides minimal or ineffective evidence of the teacher candidate's ability to articulate unit outcomes, including enduring understanding(s), essential question(s), general learner outcome(s), common core standards, and learner outcomes.</p>	<p>50 - 69</p> <p>The response provides limited, partial and/or vague evidence of the teacher candidate's ability to articulate unit outcomes, including enduring understanding(s), essential question(s), general learner outcome(s), common core standards, and learner outcomes.</p>	<p>70 - 89</p> <p>The response provides appropriate and effective evidence of the teacher candidate's ability to articulate unit outcomes, including enduring understanding(s), essential question(s), general learner outcome(s), common core standards, and learner outcomes.</p>	<p>90 - 100</p> <p>The response provides consistent, highly effective, and insightful evidence of the teacher candidate's ability to articulate unit outcomes, including enduring understanding(s), essential question(s), general learner outcome(s), common core standards, and learner outcomes.</p>
Assessment Plan	<p>0 - 29</p> <p>The response provides no evidence of the teacher candidate's ability to articulate an assessment plan, including learning outcomes, assessment tasks, point of implementation, assessment criteria, and individual adaptations.</p>	<p>30 - 49</p> <p>The response provides minimal or ineffective evidence of the teacher candidate's ability to articulate an assessment plan, including learning outcomes, assessment tasks, point of implementation, assessment criteria, and individual adaptations.</p>	<p>50 - 69</p> <p>The response provides limited, partial and/or vague evidence of the teacher candidate's ability to articulate an assessment plan, including learning outcomes, assessment tasks, point of implementation, assessment criteria, and individual adaptations.</p>	<p>70 - 89</p> <p>The response provides appropriate and effective evidence of the teacher candidate's ability to articulate an assessment plan, including learning outcomes, assessment tasks, point of implementation, assessment criteria, and individual adaptations.</p>	<p>90 - 100</p> <p>The response provides consistent, highly effective, and insightful evidence of the teacher candidate's ability to articulate an assessment plan, including learning outcomes, assessment tasks, point of implementation, assessment criteria, and individual adaptations.</p>

Preparation Details	<p>0 - 29</p> <p>The response provides no evidence of the teacher candidate's understanding of preparation details, including a timeline, materials and technology, resources, and a universal design for learning.</p>	<p>30 - 49</p> <p>The response provides minimal or ineffective evidence of the teacher candidate's understanding of preparation details, including a timeline, materials and technology, resources, and a universal design for learning.</p>	<p>50 - 69</p> <p>The response provides limited, partial and/or vague evidence of the teacher candidate's understanding of preparation details, including a timeline, materials and technology, resources, and a universal design for learning.</p>	<p>70 - 89</p> <p>The response provides appropriate and effective evidence of the teacher candidate's understanding of preparation details, including a timeline, materials and technology, resources, and a universal design for learning.</p>	<p>90 - 100</p> <p>The response provides consistent, highly effective, and insightful evidence of the teacher candidate's understanding of preparation details, including a timeline, materials and technology, resources, and a universal design for learning.</p>
Learning Activities	<p>0 - 29</p> <p>The response provides no evidence of the teacher candidate's ability to articulate a plan for learning activities, including opening activities, learning activities, and closing activities.</p>	<p>30 - 49</p> <p>The response provides minimal or ineffective evidence of the teacher candidate's ability to articulate a plan for learning activities, including opening activities, learning activities, and closing activities.</p>	<p>50 - 69</p> <p>The response provides minimal or ineffective evidence of the teacher candidate's ability to articulate a plan for learning activities, including opening activities, learning activities, and closing activities.</p>	<p>70 - 89</p> <p>The response provides appropriate and effective evidence of the teacher candidate's ability to articulate a plan for learning activities, including opening activities, learning activities, and closing activities.</p>	<p>90 - 100</p> <p>The response provides consistent, highly effective, and insightful evidence of the teacher candidate's ability to articulate a plan for learning activities, including opening activities, learning activities, and closing activities.</p>

Analysis of Student Learning Rubric

	Well Below Expectations	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Instructional Decision Making	The teacher candidate provides no description of a time during the unit when two students' learning or response caused a modification of the original design for instruction, no description of these modifications, and no explanation for why they would improve the students' progress toward the learning outcome, no suggestions for improvement.	The teacher candidate provides a very limited description of a time during the unit when two students' learning or response caused a modification of the original design for instruction, a very limited description of these modifications, and a very limited explanation for why they would improve the students' progress toward the learning outcome.	The teacher candidate provides a partial description of a time during the unit when two students' learning or response caused a modification of the original design for instruction, a partial description of these modifications, and a partial explanation for why they would improve the students' progress toward the learning outcome.	The teacher candidate provides a complete description of a time during the unit when two students' learning or response caused a modification of the original design for instruction, a complete description of these modifications, and a complete explanation for why they would improve the students' progress toward the learning outcome.	The teacher candidate provides an in-depth description of a time during the unit when two students' learning or response caused a modification of the original design for instruction, an in-depth description of these modifications, and an in-depth explanation for why they would improve the students' progress toward the learning outcome.
Analysis of Student Learning	The teacher candidate provides no analysis of student learning, including a description and graphic representation of the overall performance and progress of the whole class, a subgroup, and individuals.	The teacher candidate provides a very limited analysis of student learning, including a description and graphic representation of the overall performance and progress of the whole class, a subgroup, and individuals.	The teacher candidate provides a partial analysis of student learning, including a description and graphic representation of the overall performance and progress of the whole class, a subgroup, and individuals.	The teacher candidate provides a complete analysis of student learning, including a description and graphic representation of the overall performance and progress of the whole class, a subgroup, and individuals.	The teacher candidate provides an in-depth analysis of student learning, including a description and graphic representation of the overall performance and progress of the whole class, a subgroup, and individuals.
Reflection and Self-Evaluation	The teacher candidate provides no description of when the students were most and least successful, no explanation of reasons for these successes and challenges, and no discussion of learning outcomes and possibilities for professional development.	The teacher candidate provides a very limited description of when the students were most and least successful, very limited explanation of reasons for these successes and challenges, and a very limited discussion of learning outcomes and possibilities for professional development.	The teacher candidate provides a partial description of when the students were most and least successful, a partial explanation of reasons for these successes and challenges, and a partial discussion of learning outcomes and possibilities for professional development.	The teacher candidate provides a complete description of when the students were most and least successful, a complete explanation of reasons for these successes and challenges, and a complete discussion of learning outcomes and possibilities for professional development.	The teacher candidate provides an in-depth description of when the students were most and least successful, an in-depth explanation of reasons for these successes and challenges, and an in-depth discussion of learning outcomes and possibilities for professional development.

Assessment Name	Clinical Observations and Evaluations (InTASC Standard Embedded Assessment # 8)		
Description	Observations will be evaluated using the Charlotte Danielson Framework		
	This is a multi-part assignment that will be considered complete only when all of the following are completed satisfactorily:		
	First Formal Observation by Mentor Teacher		
	Item		Checkmark
	1a	Schedule a formal observation by your mentor teacher.	<input type="checkbox"/>
	1b	Have your mentor teacher observe you engage in instruction. It must be a full lesson.	<input type="checkbox"/>
	1c	Your mentor teacher will evaluate your instruction using the Charlotte Danielson Rubric. Make sure that the form is completely filled out. In particular, the cover page must be completely filled out. No credit will be given to this item until a completed form is uploaded to Blackboard.	<input type="checkbox"/>
	1d	Write a reflection based on the formal observation. Upload your reflection to Blackboard by the end of the day on Saturday of the week that you were observed.	<input type="checkbox"/>
	First Formal Observation by University Instructor		
	Item		Checkmark
	2a	Schedule a formal observation by the university instructor.	<input checked="" type="checkbox"/>
	2b	Have the university instructor observe you engage in instruction. It must be a full lesson.	<input type="checkbox"/>
	2c	The university instructor will evaluate your instruction using the Charlotte Danielson Rubric. Make sure that the form is completely filled out. In particular, the cover page must be completely filled out. No credit will be given to this item until a completed form is uploaded to Blackboard.	<input type="checkbox"/>
	2d	Write a reflection based on the formal observation. Upload your reflection to Blackboard by the end of the day on Saturday of the week that you were observed.	<input type="checkbox"/>
Second Formal Observation by Mentor Teacher			

	Item		Checkmark
	3a	Schedule a formal observation by your mentor teacher.	<input type="checkbox"/>
	3b	Have your mentor teacher observe you engage in instruction. It must be a full lesson.	<input type="checkbox"/>
	3c	Your mentor teacher will evaluate your instruction using the Charlotte Danielson Rubric. Make sure that the form is completely filled out. In particular, the cover page must be completely filled out. No credit will be given to this item until a completed form is uploaded to Blackboard.	<input type="checkbox"/>
	3d	Write a reflection based on the formal observation. Upload your reflection to Blackboard by the end of the day on Saturday of the week that you were observed.	<input type="checkbox"/>
	Second Formal Observation by University Instructor		
	Item		Checkmark
	4a	Schedule a formal observation by the university instructor.	<input type="checkbox"/>
	4b	Have the university instructor observe you engage in instruction. It must be a full lesson.	<input type="checkbox"/>
	4c	The university instructor will evaluate your instruction using the Charlotte Danielson Rubric. Make sure that the form is completely filled out. In particular, the cover page must be completely filled out. No credit will be given to this item until a completed form is uploaded to Blackboard.	<input type="checkbox"/>
	4d	Write a reflection based on the formal observation. Upload your reflection to Blackboard by the end of the day on Saturday of the week that you were observed.	<input type="checkbox"/>
Evaluation	This assignment will be evaluated on the basis of the checkmarks in the table above. The full score (200 points) will be rewarded on completion of all the checkmarks.		

Assessment Name	Professional Dispositions Evaluation
Description	HPU's School of Education is highly committed to developing a community of learners through the cultivation of professional dispositions. These dispositions, identified as Professional Dispositions, encompass attitudes, values, and beliefs, which are exhibited through both verbal and non-verbal behaviors. As educators, it is through interaction with students, families, colleagues and communities that these positive behaviors support student learning and development as well as the professional's own growth. As future educators, it is important that our students uphold and model these Professional Dispositions. The dispositions are listed below.
Evaluation	Reflective self-evaluation based on the prompts below.

Professional Dispositions Checklist	
Personal Qualities	<ul style="list-style-type: none"> ○ Commits to ethical practices (maintains confidentiality, legal mandates) ○ Is highly motivated ○ Displays persistence and perseverance ○ Exhibits self-control and responsible risk taking ○ Is punctual and reliable ○ Presents a professional appearance and demeanor ○ Takes initiative ○ Be intentionally inviting ○ Uses sound, informed judgment ○ Demonstrates warmth and advocacy for others ○ Takes personal responsibility for elevating the teaching profession as an important and valuable part of our society
Communication	<ul style="list-style-type: none"> ○ Responds to written communication and request in a timely manner ○ Communicates academic and personal needs to improve their learning ○ Demonstrates a high level of academic competence in both written and oral communication ○ Engages in positive verbal and non-verbal communication
Collaboration	<ul style="list-style-type: none"> ○ Establishes rapport with others by communicating respectfully ○ Values teamwork and demonstrates a commitment to achieving team goals by being a flexible thinker ○ Assumes appropriate roles in the collaborative process (listener, contributor) ○ Demonstrates a respectful appreciation for diverse perspectives
Commitment to Professional Growth	<ul style="list-style-type: none"> ○ Is a self-directed learner ○ Responds positively to constructive feedback and suggestions ○ Uses suggestions to improve skills and understanding ○ Strives to achieve competence and integrity ○ Reflects on/evaluates strengths and areas for improvement ○ Values life-long learning
Active Engagement	<ul style="list-style-type: none"> ○ Displays interest and curiosity in the learning process ○ Engages in all activities with intent to learn

Commitment to Diversity	<ul style="list-style-type: none"> ○ Demonstrates cultural respect and understanding ○ Displays sensitivity to ethnically, linguistically, cognitively, physically, socially diverse groups and individuals ○ Advocates high and appropriate expectations for <i>all</i> students ○ Creates an inclusive community for all learners
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Reflective Self-Evaluation Worksheet (Sample)

Instruction:

Use the checklist above to reflect on your growth as a professional teacher in the following areas:

1. Personal Qualities
2. Communication
3. Collaboration
4. Commitment to Professional Growth
5. Active Engagement
6. Commitment to Diversity

For each of the above areas, assign a letter grade based on the following criteria:

"A" Criteria	"B" Criteria	"C" Criteria	"D" Criteria
I can give specific examples of how I have achieved or demonstrated growth in this area.	I can give specific examples of how I have made intentional effort to improve in this area, even though the results were uneven.	I can give general examples of how I have put in effort to improve in this area.	I cannot give any examples of how I have tried to improve in this area.

Area of Professional Dispositions		Grade <i>What grade would you assign yourself based on the criteria above?</i>	Evidence <i>Provide narrative evidence below to justify the grade you assigned yourself.</i>
1	Personal Qualities		
2	Communication		
3	Collaboration		
4	Commitment to Professional Growth		
5	Active Engagement		
6	Commitment to Diversity		

HPU Master of Education in Secondary Education

Standards and Assessments

Relevant HPU Standards, Learning Outcomes, and Assessments of Candidate Learning

InTASC Standards	Assessment of Candidate Learning
The Learner and Learning	
Standard #1: Learner Development The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Learner Development Reflections (ED 6100 Educational Psychology)
Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Culture-Based Sail Plan (ED 6310 Culturally Responsive Education in Hawaii)
Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation.	Classroom Community Plan (ED 6521 Secondary Clinical Practice I)
Content	
Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.	Content Knowledge Requirement PRAXIS content knowledge exam or 30 credits in content area
Standard #5: Innovative Applications of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.	Curriculum Course GPA ED 6420 (English), ED 6440 (Math), ED 6450 (Science), ED 6460 (Social Studies), ED 6470

	(World Languages), or AL 6961 (TESOL); and ED 6480 Integrated Curriculum
Instructional Practice	
Standard #6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	Interdisciplinary/Intradisciplinary Unit Plan: Multiple Assessments (ED 6522 Secondary Clinical Practice II)
Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Interdisciplinary/Intradisciplinary Unit Plan: Instruction (ED 6522 Secondary Clinical Practice II)
Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Clinical Practice Evaluation (ED 6522 Secondary Clinical Practice II)
Professional Responsibility	
Standard #9: Reflection and Continuous Growth The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.	Educational Research Project (ED 6200 Introduction to Educational Research)
Standard #10: Collaboration The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.	Collaboration Portfolio (ED 6522 Secondary Clinical Practice II)

HPU School of Education Guiding Values and Principles

The core values and principles HPU's School of Education are embedded in its vision and mission statements and provide the foundation for the school's knowledge base and standards. For a full list of the HPU School of Education Guiding Values, Principles, and Knowledge Base, refer to the School of Education Handbook.

Values	Guiding Principles	Standards
<p><i>Ho'ihi – respect.</i></p> <p>The value of <i>ho'ihi</i> teaches us to honor the dignity of others and to conduct ourselves with integrity. As professional educators, we honor the dignity and diversity of our students by fostering a positive learning environment and providing them with a variety of learning activities tailored to their unique needs.</p>	<p>Professional educators are respectful.</p> <p>They employ a repertoire of best practices for diverse learners and foster a positive learning community.</p>	<p>The Learner and Learning</p> <p>Standard #1: Learner Development</p> <p>Standard #2: Learning Differences</p> <p>Standard #3: Learning Environments</p>
<p><i>Imi Na'auao – to seek knowledge.</i></p> <p>The value of <i>'imi na'auao</i> promotes the ideal of life-long learning; it urges us to know our students well.</p>	<p>Professional educators are knowledgeable.</p> <p>They are subject matter experts who focus on the needs of the individual learner.</p>	<p>Content Knowledge</p> <p>Standard #4: Content Knowledge</p> <p>Standard #5: Application of Content</p>
<p><i>Mālama – to care for</i></p> <p><i>Mālama</i> is the benevolent value of stewardship; it calls on us to serve our students as care takers and as stewards of their learning.</p> <p><i>Mālama</i> encourages us to exercise care in the conduct of our teaching through careful planning and assessment of student learning.</p>	<p>Professional educators are caring.</p> <p>They plan, teach, and assess student learning in a variety of ways.</p>	<p>Instructional Practice</p> <p>Standard #6: Assessment</p> <p>Standard #7: Planning for Instruction</p> <p>Standard #8: Instructional Strategies</p>

<p><i>Laulima</i> – to work cooperatively.</p> <p>The value of <i>laulima</i> encourages collaboration and cooperation. As educators, we achieve harmony when we adopt a reflective stance in our teaching, and we foster good relationships with others in support of student learning.</p>	<p>Professional educators work collaboratively.</p> <p>Professional Educators reflect upon their practice and engage in partnerships that support student learning.</p>	<p>Professional Responsibility</p> <p>Standard #9: Professional Learning and Ethical Practice</p> <p>Standard #10: Leadership and Collaboration</p>
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Professional Disposition: Expectations

HPU's School of Education is highly committed to developing a community of learners through the cultivation of professional dispositions. These dispositions, identified as Professional Dispositions, encompass attitudes, values, and beliefs, which are exhibited through both verbal and non-verbal behaviors. As educators, it is through interaction with students, families, colleagues and communities that these positive behaviors support student learning and development as well as the professional's own growth. As future educators, it is important that our students uphold and model these Professional Dispositions.

Personal Qualities	<ul style="list-style-type: none">○ Commits to ethical practices (maintains confidentiality, legal mandates)○ Is highly motivated○ Displays persistence and perseverance○ Exhibits self-control and responsible risk taking○ Is punctual and reliable○ Presents a professional appearance and demeanor○ Takes initiative○ Be intentionally inviting○ Uses sound, informed judgment○ Demonstrates warmth and advocacy for others○ Takes personal responsibility for elevating the teaching profession as an important and valuable part of our society
Communication	<ul style="list-style-type: none">○ Responds to written communication and request in a timely manner○ Communicates academic and personal needs to improve their learning○ Demonstrates a high level of academic competence in both written and oral communication○ Engages in positive verbal and non-verbal communication
Collaboration	<ul style="list-style-type: none">○ Establishes rapport with others by communicating respectfully○ Values teamwork and demonstrates a commitment to achieving team goals by being a flexible thinker○ Assumes appropriate roles in the collaborative process (listener, contributor)○ Demonstrates a respectful appreciation for diverse perspectives
Commitment to Professional Growth	<ul style="list-style-type: none">○ Is a self-directed learner○ Responds positively to constructive feedback and suggestions○ Uses suggestions to improve skills and understanding○ Strives to achieve competence and integrity○ Reflects on/evaluates strengths and areas for improvement○ Values life-long learning
Active Engagement	<ul style="list-style-type: none">○ Displays interest and curiosity in the learning process○ Engages in all activities with intent to learn

Commitment to Diversity	<ul style="list-style-type: none"> ○ Demonstrates cultural respect and understanding ○ Displays sensitivity to ethnically, linguistically, cognitively, physically, socially diverse groups and individuals ○ Advocates high and appropriate expectations for <i>all</i> students ○ Creates an inclusive community for all learners
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Professional Disposition Rubric: Academic

Candidates are expected to conduct themselves as professionals at all times: attending all seminars, meeting all field requirements, arriving on time, interacting with respect for the perspectives of others, communicating in an open and reflective manner, and collaborating responsibly. We are all responsible for our own learning and for building a safe and nurturing community of learners. We need to be role models now to cultivate appropriate attitudes and behaviors we will expect from our students later.

Accordingly, engaging in personal emails, instant messaging, games and web surfing are not appropriate activities during class time. Please turn off your interrupting devices.

***NOTE:** Excessive violation of HPU's School of Education's expectations for professionalism will result in a Plan for Continuous Improvement to guide and support observable changes in the candidate's behavior.

	Excellent	Acceptable	Approaching
Punctuality	3 Consistently:	2 Frequently:	1 Occasionally:
	<ul style="list-style-type: none"> • arrives on time to class • returns on time after breaks • stays for the entire class 		
Engagement	3 Consistently:	2 Frequently:	1 Occasionally:
	<ul style="list-style-type: none"> • engages in all class activities and discussions • listens attentively and respectfully to all speakers • communicates clearly and thoughtfully 		
Preparedness	3 Consistently:	2 Frequently Prepared:	1 Occasionally Prepared:
	<ul style="list-style-type: none"> • comes to class fully prepared with assignments and materials • hands in all assignments on time 		

Collaboration	3	2	1
	Consistently:	Frequently:	Occasionally:
	<ul style="list-style-type: none"> works well with others during group projects gives thoughtful feedback, and responds well to feedback 		
Communication	3	2	0
	Consistently:	Frequently:	Occasionally:
	<ul style="list-style-type: none"> responds to emails in a timely manner. gives thoughtful written feedback, and responds well to feedback. 		

New Business Item 21-53

Introduced April 29, 2022

Approved April 29, 2022

TITLE: Consideration of Provisional Approval of the University of Hawaii at Manoa's College of Education Bachelor of Education in Special Education Mild/Moderate 6-12 and Severe Disabilities/Autism PK-3, K-6, 6-12, K-12

The Hawaii Teacher Standards Board accepts HTSB Review Team recommendation to grant provisional state approval to the University of Hawaii at Manoa's College of Education Bachelor of Education in the following fields and grade levels:

- Special Education Mild/Moderate 6-12
and
- Severe Disabilities/Autism PK-3, K-6, 6-12, K-12

The State Approved Teacher Education (SATE) Review Team recommends approval of the University of Hawaii at Manoa's College of Education Bachelor of Education in Special Education Mild/Moderate 6-12 and Severe Disabilities/Autism PK-3, K-6, 6-12, K-12

Program Strengths

It is evident that:

- HTSB Performance Standards (InTASC) and Content (CEC) standards are addressed.
- HTSB Licensure Requirements are addressed.
- comprehensive training needed for teacher effectiveness is provided
- COE is investing resources in the programs.
- COE is responding quickly to the needs of its school partner.
- candidates will be assessed throughout the program to ensure their meeting the requirements.
- this unique undergraduate program, which produces SPED teachers, will help address Hawaii's teacher shortage.
- the programs are comprised of a comprehensive list of courses in SPED.
- the courses are taught by qualified instructors.

Any Weakness or Recommendation for Improvement

- It is recommended that the program explore ways in which the HDOE Sheltered Instruction requirement may be included in any future programs.
- The programs are recommended to stay up to date on HDOE requirements so that future educators are not subject to additional professional development immediately after graduation.

The program may recommend completers for initial licensure for the following license fields:

- Special Education Mild/Moderate 6-12
and
- Severe Disabilities/Autism PK-3, K-6, 6-12, K-12

This program shall be included in the provider's 2028 accreditation review.

Submitted by: Branden Kawazoe
Referred to: Teacher Education Committee

**HAWAII TEACHER STANDARDS BOARD REVIEW TEAM REPORT OF
THE UNIVERSITY OF HAWAII AT MANOA’S COLLEGE OF EDUCATION
PROPOSAL
FOR A BACHELOR OF EDUCATION IN SPECIAL EDUCATION IN
TWO TRACKS: MILD-MODERATE 6-12 AND SEVERE
DISABILITIES/AUTISM PK-3, K-6, 6-12, AND K12.**

SATE REVIEW TEAM RECOMMENDATIONS

The State Approved Teacher Education (SATE) Review Team recommends provisional approval for a Bachelor of Education in Special Education (BEd SPED). The BEd SPED will offer two tracks: (1) mild/moderate 6-12, and (2) severe disabilities/autism PK-3, K-6, 6-12, K-12

RATIONALE

Program of Study: The coursework is appropriate and valuable to teachers who are seeking a Bachelor’s of Education in Special Education (BEd SPED). The BEd SPED will offer two tracks: (1) mild/moderate 6-12, and (2) severe disabilities/autism PK-3, K-6, 6-12, K-12

Standards & Assessments: The assessments submitted by the program have the potential to provide strong evidence for meeting all pertinent standards. Each assessment is supported by a well-written rubric.

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

REVIEW TEAM MEMBERS

- Sungti Hsu, Education Consultant
- Joan Lewis, Education Consultant
- Maria Guardino, NBCT and Education Consultant
- Felicia Villalobos, HTSB Interim Executive Director

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PROVIDER INFORMATION

Name of Provider: Nathan Murata
Provider Contact: nmurata@hawaii.edu

PROGRAM CONTACT

College of Education
1776 University Avenue, 128 Everly Hall
University of Hawaii at Manoa
Honolulu, HI 96822

PROGRAM INFORMATION

Program Director: Amelia Jenkins

Name of program: Bachelors of Education in Special Education

License Field(s) and Level(s) to be offered:

- SPED Mild/Moderate 6-12
- SPED Severe Disabilities/Autism PK-3, K-6, 6-12, K-12

Field Projected Implementation Date: Fall 2022

PROGRAM JUSTIFICATION:

The need for licensed special education teachers in Hawaii is significant and persistent. In November 2019, the Hawaii DOE reported that there were more than 2200 special education teacher positions in the state, and about 500 were filled with unlicensed special education teachers. Given the serious and persistent teacher shortage in Hawaii as well as the prior Felix Consent Decree, the Hawaii DOE has contracted with the UHM Department of Special Education to prepare special education teachers for the state. The contract has been ongoing since 1998 with the current contract of \$1.5M per year to fund student stipends and faculty positions to provide the necessary teacher training. The new BEd in Special Education is now included in this contract and students will be eligible for DOE stipends to cover their tuition costs in return for a three year payback teaching special education in Hawaii once they are licensed.

The BEd in Special Education will fill the current gap in undergraduate special education teacher education licensure options at the University of Hawaii, College of Education by giving prospective students statewide the choice of teacher licensure programs across the range of disabilities (mild/moderate and severe/autism) and grade levels (PreK-3, K-6, and 6-12) at the undergraduate level. Currently, licensure in these areas is only at the Post-Baccalaureate or MEd levels. The current undergraduate special education licensure programs are all dual general education and special education programs for mild/moderate disabilities at the PreK-3 and K-6 levels. Expanding special education licensure options at the bachelor's degree level is especially important on the neighbor islands and rural areas of Oahu where prospective students have less access to higher education and are thus less likely to already hold a bachelor's degree (as required for obtaining special education licensure through a Post-Baccalaureate program).

DESCRIPTION OF COURSEWORK AND CLINICAL EXPERIENCES

BEd in SPED Program Requirements (Years 3 and 4 of BEd Degree Program)

Licensure Tracks Prerequisite:

- SPED 304 Foundations of Inclusive Education (3 cr)

CORE Courses (24 credits):

- SPED 425 Partnerships with Families and Professionals (3 cr)
- SPED 480 Instructional and Assistive Technology (3 cr)
- SPED 485 Classroom Organization and Management (3 cr)
- ITE 320 Instructional and Assessment Methods for Multilingual Learners (3 cr)
- SPED 306 Special Education Law and Policy (3 cr)
- SPED 310 Introduction to Special Education Assessment (3 cr)
- SPED 311 Introduction to Specialized Instruction (3 cr)
- SPED 489 Intensive Behavioral Interventions (3 cr)

FIELD Courses (21 credits)

- SPED 400 Field Training in Special Education (3 semesters @ 3 cr each)
- SPED 390 Student Teaching in Special Education (10 cr)
- SPED 391 Seminar in Student Teaching in Special Education (2 cr)

Secondary Special Education – Mild/Moderate Disabilities Track (18 credits):

- SPED 421(e) Strategies for Reading Difficulties – Mild/Moderate Disabilities (3 cr)
- SPED 422 Literacy (Writing) for Secondary Students – Mild/Moderate Disabilities (3 cr)
- SPED 461(e) Assessment, Planning, and Instruction for Students with Mild/Moderate Disabilities (3 cr)
- SPED 463 Inclusive Practices Across the Curriculum - Mild/Moderate Disabilities (3 cr)
- SPED 455 Secondary Transition – Mild/Moderate Disabilities (3 cr)
- SPED 487 Characteristics/Strategies for Teaching At-Risk Students (3 cr)

Severe Disabilities/Autism Track (18 credits)

- SPED 332 Children with Communication Needs (3 cr)
- SPED 412 Individuals with Severe Disabilities/Autism (3 cr)
- SPED 453 Physical and Medical Needs – Severe Disabilities/Autism (3 cr)
- SPED 454 Serving Non-School-Age Individuals with Severe Disabilities/Autism (3 cr)
- SPED 460 Introduction to Assessment and Instruction – Severe Disabilities/Autism (3 cr)
- SPED 462 Assessment and Instruction – Severe Disabilities/Autism (3 cr)

Program Credits

- **CORE** **24**
- **Track** **18**
- **Field** **21**

Total *63

***Total major credits = 6 ; includes SPED 304 pre-requisite**

ASSESSMENTS, SUPPORTING COURSEWORK, AND ASSESSMENT DESCRIPTION

Hawaii Teacher Performance Standard (HTPS) and Council for Exceptional Children (CEC) Standards Aligned to Course Products CORE Products for all BEd in SPED

Hawaii Teacher Performance Standards (HTPS)	CEC Standards	Courses and Assignments Aligned	Rubrics
Standard 1: Learner Development	Standard 2 Understanding & addressing each individual's development & learning needs	<i>SPED 400c¹</i> Formal Lesson Plans and Observations	Assessment A
Standard 2: Learning Differences		<i>SPED 390² - Final Student Teaching Evaluation</i>	Assessment B
		<i>SPED 304 Foundations of Inclusive Schooling</i>	Disability Tool Kit Assignment
Standard 3: Learning Environment	Standard 6: Supporting social, emotional, and behavioral growth	<i>SPED 390²</i> Unit of Instruction - Effect on Student Learning	Assessment C
		<i>SPED 390² - Final Student Teaching Evaluation</i>	Assessment B
Standard 4: Content Knowledge	Standard 3 Demonstrating subject matter content and specialized curricular knowledge	<i>SPED 400c¹</i> Formal Lesson Plans and Observations	Assessment A
Standard 5: Application of Content		<i>SPED 390²</i> Unit of Instruction - Effect on Student Learning	Assessment C

		<i>SPED 390² - Final Student Teaching Evaluation</i>	Assessment B
Standard 6: Assessment	Standard 4: Using assessment to understand the learning and the learning environment for data-based decision making	SPED 390 ² Unit of Instruction - Effect on Student Learning	Assessment C
		<i>SPED 390² - Final Student Teaching Evaluation</i>	Assessment B
Standard 7: Planning for Instruction	Standard 5: Supporting learning using effective instruction	SPED 400c ¹ Formal Lesson Plans and Observations	Assessment A
Standard 8: Instructional Strategies		SPED 390 ² Unit of Instruction - Effect on Student Learning	Assessment C
		<i>SPED 390² - Final Student Teaching Evaluation</i>	Assessment B
Standard 9: Professional Learning and Ethical Practice	Standard 1: Engaging in professional learning and practice within ethical guidelines	SPED 400 a, b, c, ¹ and SPED 390 ² Dispositions	Assessment D
		SPED 306 <i>Special Education Law and Policy</i>	Law Resource Project
Standard 10: Leadership and Collaboration	Standard 7: Collaborating with team members	SPED 400 a, b, c, ¹ and SPED 390 ² Dispositions	Assessment D
		<i>SPED 390² - Final Student Teaching Evaluation</i>	Assessment B
		SPED 306 <i>Special</i>	Law Resource Project

		<i>Education Law and Policy</i>	
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¹ SPED 400 Field Training in Special Education

² SPED 390 Student Teaching in Special Education

Assessment Products Specific to BEd Tracks
Secondary Special Education-Mild/Moderate Disabilities Track

Hawaii Teacher Performance Standards (HTPS)	CEC Standards	Courses and Assignments Aligned	Rubrics
Standard 1: Learner Development		SPED 463 <i>Inclusive Practices Across the Curriculum - Mild/Moderate Disabilities</i>	Research-based Practice Paper
Standard 4: Content Knowledge	Standard 3: Demonstrating subject matter content and specialized curricular knowledge	SPED 421 (e) <i>Strategies for Reading Difficulties – Mild/Moderate Disabilities</i> SPED 463 <i>Inclusive Practices Across the Curriculum - Mild/Moderate Disabilities</i>	Reading Intervention Project Research-based Practice Paper
Standard 5: Application of Content		SPED 463 <i>Inclusive Practices Across the Curriculum - Mild/Moderate</i>	Research-based Practice Paper

		<i>Disabilities</i>	
Standard 8: Instructional Strategies	Standard 5: Supporting learning using effective instruction	<p>SPED 421 (e) <i>Strategies for Reading Difficulties – Mild/Moderate Disabilities</i></p> <p>SPED 463 <i>Inclusive Practices Across the Curriculum - Mild/Moderate Disabilities</i></p>	<p>Reading Intervention Project</p> <p>Research-based Practice Paper</p>

Severe Disabilities/Autism Track

Hawaii Teacher Performance Standards (HTPS)	CEC Standards	Courses and Assignments Aligned	Rubrics
Standard 2: Learning Differences.	CEC Standard 2: Understanding and addressing each individual's development and learning needs	SPED 332 <i>Children with Communication Needs</i>	Communication Intervention Plan
Standard 6: Assessment	Standard 4: Using assessment to understand the learning and the learning environment for data-based decision making	SPED 460 <i>Introduction to Assessment and Instruction – Severe Disabilities/ Autism</i>	Case Study/Instructional Project

Standard 7: Planning for Instruction	Standard 5: Supporting learning using effective instruction	SPED 460 <i>Introduction to Assessment and Instruction – Severe Disabilities/ Autism</i>	Case Study/Instructional Project
Standard 7: Planning for Instruction	Standard 5: Supporting learning using effective instruction	SPED 332 <i>Children with Communication Needs</i>	Communication Intervention Plan
HTSB specific requirements The integration of Hawaiian language, history and culture in order to promote and perpetuate traditional ways of knowing, learning and teaching;		SPED 332 <i>Children with Communication Needs</i>	Communication Intervention Plan

PROGRAM FACULTY

Faculty Member Name	Highest Degree & Area of Concentration	Role in Program	Professional Experience Relevant to Program
Mild/Moderate Disabilities Track			
Black, Rhonda	EdD, Vocational Special Education	Instructor, Field Supervisor	Taught special education 9 years; Teaching special education in higher education since 1996.
Brennan, Kimberly	PhD, Special Education	Instructor, Field Supervisor	Taught special education 8 years; Teaching special education in higher education since 2010.
Cook, Sara	PhD, Mild/Moderate Disabilities	Instructor, Field Supervisor	Special education teacher & consultant 8 years; Teaching special education in higher education since 2014.
Dazzeo, Robin	MET, Special Education	Instructor, Field Supervisor	Taught special education 6 years; Teaching special education in higher education since 2020.
Knox, Rockey	EdD, Special Education	Instructor, Field Supervisor	Taught special education 4 years; Teaching special education in higher education 2010-2015, 2018-present.
Meng, Paul	PhD, Special Education	Instructor, Field Supervisor	Behavior interventionist and special education teacher 6 years; Teaching special education in higher education since 2019.
Nozari, Maryam	PhD, Special Education	Instructor, Field Supervisor	Child psychologist and psychometrist 2 years; preschool teacher 3 years; Teaching special education in higher education since 2020.

Ornelles, Cecily	PhD, Special Education	Instructor, Field Supervisor	Taught special education 3 years & general education/preschool education 3 years; Teaching special education in higher education since 1997.
Ortogero, Shawna	PhD, Exceptionalities	Field Coordinator, Instructor, Field Supervisor	Special education teacher and administrator 16 years; Teaching special education in higher education since 2007.
Oshita, Linda	PhD, Education	Instructor, Field Supervisor	Taught special education 4 years; Teaching/advising/coordinating special education in higher education since 2002.
Rao, Kavita	PhD, Special Education & Technology	Instructor, Field Supervisor	Educational technology specialist 13 years; Teaching special education in higher education since 2009.
Reed, Rachelle	PhD, Education	Instructor, Field Supervisor	Elementary education, special education, and reading teacher 4 years; Teaching special education in higher education since 2001.
Rogers-Rodrigues, Heather	MEd, Mild/Moderate Special Needs	Instructor, Field Supervisor	Taught special education 17 years; Teaching special education in higher education since
Wilkins, Kevin	MS, Educational Administration	Instructor, Field Supervisor	Special education teacher and administrator 18 years; Teaching special education in higher education since 2018.
Severe/Profound Disabilities Track			

Awana, Chantelle	MEd, Special Education	Instructor, Field Supervisor	Taught special education 8 years; Teaching special education in higher education since 2015.
Chandler, Laura	MEd, Severe Disabilities	Instructor, Field Supervisor	Taught special education 8 years; Teaching special education in higher education since 2018.
Conradi, Lyndsey	PhD, Special Education Severe	Instructor, Field Supervisor	Taught special education 6 years; Teaching special education in higher education since 2020.
Heine, Rumi	PhD, Special Education	Instructor, Field Supervisor	Taught special education 8 years; Teaching special education in higher education since 2016.
Huntington, Rachelle	PhD, Special Education & Applied Behavior Analysis	Instructor, Field Supervisor	Taught special education 1 year; Behavior analyst 3 years; Teaching special education in higher education since 2015.
Ninci, Jennifer	PhD, Educational Psychology, Special Education	Instructor, Field Supervisor	Substitute and student teacher in special education 2 years; Behavior analyst 3 years; Teaching special education in higher education since 2016.
Taylor, Gregory	PhD, Special Education	Instructor, Field Supervisor	Taught special education 7 years; Family teacher 3 years; Teaching special education in higher education since 2012.
Wells, Jenny	PhD, Exceptionalities	Instructor, Field Supervisor	Special education teacher and administrator 16 years; Teaching special education in higher education since 2005.

SUPPORTING INFORMATION

- **HTPS and CEC aligned with Rubrics** [\(link\)](#)
- **HTSB Hawaii Specific Requirements** [\(link\)](#)

REVIEW TEAM RECOMMENDATION TO HTSB

The State Approved Teacher Education (SATE) Review Team recommends provisional approval for a Bachelor of Education in Special Education (BEd SPED). The BEd SPED will offer two tracks: (1) mild/moderate 6-12, and (2) severe disabilities/autism PK-3, K-6, 6-12, K-12

Program Strengths

It is evident that:

- HTSB Performance Standards (InTASC) and Content (CEC) standards are addressed.
- HTSB Licensure Requirements are addressed.
- comprehensive training needed for teacher effectiveness is provided
- COE is investing resources in the programs.
- COE is responding quickly to the needs of its school partner.
- candidates will be assessed throughout the program to ensure their meeting the requirements.
- this unique undergraduate program, which produces SPED teachers, will help address Hawaii's teacher shortage.
- the programs are comprised of a comprehensive list of courses in SPED.
- the courses are taught by qualified instructors.

Any Weakness or Recommendation for Improvement

- It is recommended that the program explore ways in which the HIDOE Sheltered Instruction requirement may be included in any future programs.
- The programs are recommended to stay up to date on HIDOE requirements so that future educators are not subject to additional professional development immediately after graduation.

Questions Asked and Answered During the Review Process:

The programs provided clarification on the following questions/request:

- link between the SLO and TESOL standards
- on course rubrics
- assurance that future programs include 6 credits of English Language Learner content (Sheltered Instruction) that satisfy the DOE mandate
- all assessment rubrics to include the standards being assessed
- all assessment rubrics follow a standard format for ease of student use
- update all course materials including syllabi before submission

New Business Item 21-54

Introduced April 29, 2022

Approved April 29, 2022

**TITLE: Clinical Experience Exception for the University of Hawaii at Manoa
American Samoa Teacher Candidates**

The Hawaii Teacher Standards Board approves the following clinical experience exception for UH Manoa American Samoa teacher candidates:

UH Manoa American Samoa teacher candidates shall complete supervised clinical experience in student teaching, internship, or residency in an American Samoa school at the appropriate grade level(s) and the in the subjects or school roles (e.g., school counselor, school librarian) for which they are seeking a license.

All other clinical experience requirements outlined in NBI 12-27 revised shall be adhered to.

Background:

For over four decades the University of Hawaii has worked in collaboration with the American Samoa (AS) Department of Education (ASDOE) to provide education, professional development and/or teacher preparation programs for AS elementary teachers. In 1981 the Territorial Teacher Training Assistance Project (TTTAP) was created to upgrade the skills and abilities of in-service teachers in AS, provided through federal funds until 1995, and then through ASODE funding since then. Since 1997 the cohort model for the BEd in Elementary teacher preparation program adopted at Manoa has been delivered to teacher candidates in AS. The UHM/American Samoa cohort program follows the same sequence of courses as the elementary cohort program in Hawaii. Specializations in special education or early childhood education are also offered. These specializations offered at the UH Manoa campus are provided at the request of ASDOE to meet the needs of their teachers in these areas. The American Samoa cohort program embraces the conceptual framework of the College of Education at the University of Hawaii in preparing teachers who are knowledgeable, effective, and caring. At present, the Chair of the Elementary program at UHM COE has oversight of the AS program teacher preparation programs, in collaboration with the Chair of the Department of Special Education. Course and field syllabi are approved by the UHM chairs, as well as the faculty who teach the courses. The programs follow the Manoa requirements with the exception of student teaching in a Hawaii school. AS candidates are predominantly teachers of hire and complete student teaching in their own classrooms, under the supervision of UHM faculty.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee

New Business Item 21-55

Introduced April 29, 2022

Approved April 29, 2022

TITLE: Adoption of Computer Science Standards for Licensure and Hawaii Educator Preparation Program Verification of Content Knowledge of Teacher Candidates

The Hawaii Teacher Standards Board (HTSB) adopts the following 2020 Computer Science Teachers Association (CSTA) Standards for Computer Science Teachers.

These Computer Science Standards were designed for both novice and experienced Computer Science teachers. These standards are intended to provide guidance regarding the effective and equitable delivery of Computer Science instruction for K-12 students.

2020 Computer Science Teachers Association (CSTA) Standards for Computer Science Teachers attached.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee

These Standards are aspirational and dependent on sustained professional development (PD) and learning. We intend to provide a level of specificity that both offers sufficient guidance to novice CS teachers while allowing experienced CS teachers space for professional growth. This is critical because CS teachers enter the field from many different areas of specialization, and their preparation varies significantly. Each indicator is not an expectation of current knowledge, but instead a roadmap to help teachers from multiple entry points identify strengths and areas of need. We hope teachers use this information to seek out targeted professional development opportunities to increase their mastery.

Audience

These Standards are designed for both novice and experienced teachers who primarily teach computer science. While we anticipate that many in the CS education community will find value in these Standards, we designed them for a few specific audiences:

- **Schools of education** will use these Standards to develop new or refine existing *pre-service* programs.
- **PD providers** will use these Standards to develop new or refine existing *in-service* professional learning programs.
- **State, district, and site leaders** will use these Standards to develop pathways for certification and support their CS teachers in setting and meeting professional learning goals.
- **K-12 CS teachers** will use these Standards to reflect on their own strengths and areas of growth, set professional goals, and identify targeted PD opportunities to meet these goals.

Development

The *CSTA Standards for CS Teachers* are written and maintained by teacher members of the Computer Science Teachers Association (CSTA), a nonprofit organization dedicated to empowering, engaging, and advocating for K-12 CS teachers worldwide. These Standards were first created and published by the International Society for Technology in Education (ISTE) in 2003 as the *Standards for CS Educators*, last updated in 2011, and rewritten in 2019 in partnership with ISTE, for release in 2020.



These Standards are licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License (CC BY-NC-SA 4.0).



Suggested citation: Computer Science Teachers Association (2020). *CSTA Standards for Computer Science Teachers*. Retrieved from <https://csteachers.org/teacherstandards>.



2020 CSTA Standards for Computer Science Teachers

The field of computer science (CS) education has rapidly accelerated over the past two decades. Throughout this movement, we have learned a great deal about effective K-12 CS instruction. By publishing this new version of *Standards for CS Teachers*, we aim to complement the universal outcomes for student learning delineated in the *K-12 CS Framework* and *CSTA K-12 CS Standards*. The *Standards for CS Teachers* establish robust benchmarks for the teachers who prepare their students to meet these learning outcomes.

Purpose

These Standards are designed to provide clear guidance around effective and equitable CS instruction in support of rigorous CS education for all K-12 students. The purpose is to:

- explain what CS teachers should know and be able to do in the classroom,
- provide aspirational goals to guide teachers' professional learning and to continuously develop their teaching practice from novice to master CS teacher, and
- establish benchmarks for professional development (PD) providers as they craft CS PD experiences.



Vision

Effective CS teachers must have thorough content knowledge and skills in computer science and understand the student learning progression.* They must also continuously refine their pedagogical content knowledge (PCK) and skills to support all students in meeting learning outcomes.

* These Standards do not attempt to define all content knowledge and skills that CS teachers should have. Rather, they reference the *K-12 CS Framework* and *CSTA K-12 CS Standards*, which provide curricular guidance on CS learning objectives and outline the foundation for a complete CS curriculum and its implementation at the K-12 level.

CSTA Standards for Computer Science Teachers



Standard 1. CS Knowledge & Skills

Effective CS teachers demonstrate and continuously develop thorough knowledge of CS content. They demonstrate proficiency with the CS concepts of the grade bands they teach, and they integrate these concepts with CS practices, including computational thinking. They also understand the progression of content before and after the grade bands they teach.

1a. Apply CS practices

Apply CS and computational thinking practices in flexible and appropriate ways. Practices include: Fostering an Inclusive Computing Culture, Collaborating Around Computing, Communicating About Computing, Recognizing and Defining Computational Problems, Developing and Using Abstractions, Creating Computational Artifacts, and Testing and Refining Computational Artifacts.

1b. Apply knowledge of computing systems

Apply knowledge of how hardware and software function to input, process, store, and output information within computing systems by analyzing interactions, designing projects, and troubleshooting problems.

1c. Model networks and the Internet

Model how computing devices connect via networks and the Internet to facilitate communication, and explain tradeoffs between usability and security.

1d. Use and analyze data

Collect, store, transform, and analyze digital data to better understand the world and make more accurate predictions.

1e. Develop programs and interpret algorithms

Design, implement, debug, and review programs in an iterative process using appropriate CS tools and technologies. Interpret algorithms, and explain tradeoffs associated with different algorithms.

1f. Analyze impacts of computing

Analyze how people influence computing through their behaviors, cultural norms, and social interactions, as well as how computing impacts society in both positive and negative ways.



Standard 2. Equity and Inclusion

Effective CS teachers proactively advocate for equity and inclusion in the CS classroom. They work towards an intentional, equity-focused vision to improve access, engagement, and achievement for all of their students in CS.

2a. Examine issues of equity in CS

Examine how structural barriers and social and psychological factors contribute to inequitable access, engagement, and achievement in CS among marginalized groups. Reflect on how issues of equity manifest in their own CS teaching context.

2b. Minimize threats to inclusion

Develop purposeful strategies to proactively challenge unconscious bias and minimize stereotype threat in CS.

2c. Represent diverse perspectives

Incorporate diverse perspectives and experiences of individuals from marginalized groups in curricular materials and instruction.

2d. Use data for decision-making to improve equity

Create and implement a plan to improve access, engagement, and full participation in CS using classroom data to inform decision-making.

2e. Use accessible instructional materials

Evaluate tools and curricula and leverage resources to improve accessibility for all students.



Standard 3. Professional Growth and Identity

Effective CS teachers continuously develop their knowledge, practice, and professional identity to keep pace with the rapidly evolving discipline. They participate in the larger CS education community and collaborate with others to develop the skills that enable all students to succeed in their classes.

3a. Pursue targeted professional development

Develop and implement a plan for targeted professional development to continuously deepen their CS content and pedagogical knowledge and skills.

3b. Model continuous learning

Model willingness to learn from others and to continuously develop new skills. Demonstrate comfort in problem solving and perseverance when encountering new or challenging content.

3c. Examine and counteract personal bias

Examine how their personal perspective, privilege, and power impact student success and classroom culture, and continuously work to counteract biases.

3d. Commit to the mission of CS for all students

Develop a personal teaching philosophy reflecting that all students can and should learn CS.

3e. Leverage community resources

Identify and connect resources in the local community and broader CS ecosystem to support student learning in CS.

3f. Participate in CS professional learning communities

Participate in CS professional learning communities (PLCs) to collaborate with peers, celebrate successes, share lessons learned, and address challenges.



Standard 4. Instructional Design

Effective CS teachers design learning experiences that engage students in problem solving and creative expression through CS, using pedagogical content knowledge (PCK). They plan to meet the varied learning, cultural, linguistic, and motivational needs of individual students in order to build student self-efficacy and capacity in CS.

4a. Analyze CS curricula

Analyze CS curricula for implementation in their classrooms in terms of CS standards alignment, accuracy, completeness of content, cultural relevance, and accessibility.

4b. Develop standards-aligned learning experiences

Design and adapt learning experiences that align to comprehensive K-12 computer science standards.

4c. Design inclusive learning experiences

Use Universal Design for Learning (UDL), Culturally Relevant Pedagogy (CRP), and other techniques to support all students in successfully accessing and engaging with content.

4d. Build connections between CS and other disciplines

Design learning experiences that make connections to other disciplines and real-world contexts.

4e. Plan projects that have personal meaning to students

Plan opportunities for students to create and share open-ended and personally meaningful projects.

4f. Plan instruction to foster student understanding

Plan activities that use evidence-based, CS-specific teaching strategies to develop students' conceptual understanding and proactively address student misconceptions in CS.

4g. Inform instruction through assessment

Develop multiple forms and modalities of assessment to provide feedback and support. Use resulting data for instructional decision-making and differentiation.



Standard 5. Classroom Practice

Effective CS teachers are responsive classroom practitioners who implement evidence-based pedagogy to facilitate meaningful experiences and produce empowered learners of CS.

5a. Use inquiry to facilitate student learning

Use inquiry-based learning to enhance student understanding of CS content.

5b. Cultivate a positive classroom climate

Cultivate a positive classroom climate that values and amplifies varied perspectives, abilities, approaches, and solutions.

5c. Promote student self-efficacy

Promote student self-efficacy by facilitating student creativity, choice in product and process, and self-directed learning.

5d. Support student collaboration

Provide structured opportunities for students to collaborate in CS. Develop students' ability to provide, receive, and respond to constructive feedback in the design, implementation, and review of computational artifacts.

5e. Encourage student communication

Create and scaffold meaningful opportunities for students to discuss, read, and write about CS concepts and how they integrate CS practices.

5f. Guide students' use of feedback

Use formative assessments to provide timely, specific, and actionable feedback to students and to adjust instruction. Develop students' ability to interpret and use feedback from computers, teachers, peers, and community.

New Business Item 21-24Rev

Introduced March 4, 2022

Approved March 4, 2022

Revised April 29, 2022

Approved April 29, 2022

TITLE: Social Security Number Requirement for all Applications

Effective April 1, 2022, and in accordance with state and federal laws, HTSB will require each applicant to disclose their Social Security Number and submit a readable copy of their Social Security card prior to the issuance or renewal of a license, permit, or certificate.

Each applicant, license, permit, or certificate holder must provide HTSB with a valid Social Security number, or their application will be deemed incomplete and will not be processed further.

Applicants will be informed that in addition to verification of identity, HTSB will use an applicant's social security number to check the clearinghouse maintained by the National Association of State Directors of Teacher Education and Certification (NASDTEC) for license revocation, cancellation, suspension, denial, and reinstatement in other states/jurisdictions. HTSB will also be required to release the social security number to the NASDTEC clearinghouse in the event of license revocation, cancellation, suspension, denial, and reinstatement.

This item does not apply to in-state teacher candidates from an HTSB approved Educator Preparation Program, previously employed and current Hawaii Department of Education and Hawaii State Public Charter School teachers who have already provided the required information.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee