



HAWAI'I TEACHER  
STANDARDS BOARD

**EDUCATOR PREPARATION UNIT AND PROGRAM  
REVIEW TEMPLATE**

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## UNIT CONTACT INFORMATION

1. Unit name and address:
2. Unit Administrator:
  - a. Name
  - b. Title
  - c. Email address
  - d. Telephone number
3. Individual responsible for review correspondence:
  - a. Name
  - b. Title
  - c. Email address
  - d. Telephone number

## UNIT HISTORY AND CONTEXTUAL INFORMATION

1. Write a brief (2-page maximum) description of the history and development of the Unit to provide sufficient information to help reviewers understand the context of the provider. Include the following:
  - a. Age, history, context, and distinguishing features.
  - b. Summary of demographics, including institutional and provider enrollment, diversity of students, completers and faculty.
  - c. Organizational structure.
  - d. Vision, mission, and goals of the provider.

The current market for completer employment and any other contexts that shape the program.

Insert an organizational chart of your institution/agency and, if applicable, college/school/department.

2. If housed in an institution of higher education, attach:
  - a. Institution's current accreditation letter that includes status and expiration date.
  - b. Institutional approval to plan the proposed licensure program(s), if applicable.

## UNIT REQUIREMENTS

### Candidate Content and Pedagogical Knowledge

Describe How the Unit Ensures Candidates Holistically Meet the Teacher Performance Standards:

1. The teacher understands how learners grow and develop, recognizing that patters 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.

2. 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. Include Standard 2(d): The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, community experiences, and cultural norms, including the integration of Hawaiian language, history and culture in order to promote and perpetuate traditional ways of knowing, learning and teaching.

3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

4. 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 the discipline accessible and meaningful for learners to assure mastery of the content.

5. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. 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.

7. 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.

8. 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.

9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. The teacher understands how the Hawaii Code of Ethics guides professional behavior.

10. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### Partnerships and Practice

1. Describe your P-12 school and community partnerships for candidate preparation. Include how you select, prepare, evaluate, support, and retain clinical educator, both provider- and school-based.

2. Describe how you work with your partners to design clinical experiences to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development.

3. Describe the clinical experience requirements for candidates. Include information on the diversity of the settings and ow technology is incorporated across the experiences.

### Candidate Assessment and Progression

1. Describe how you recruit and support high-quality candidates from a broad range of backgrounds and diverse populations to meet local needs for hard-to-staff schools and shortage fields.

2. Describe how you establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. Include your criteria, measures used, evidence of the reliability and validity of your measures.

3. Describe your criteria for program progression and how you monitor candidate advancement from admissions, advancing to student teaching, through completion and recommendation for licensure.

4. Describe how you document that the candidate has reached a high standard for content knowledge in the licensure field(s) and can teach effectively with positive impacts on P-12 student learning and development.

### Completer & Graduate Follow-Up

1. How do you demonstrate that employers are satisfied with your completers/graduates' preparation for their assigned responsibilities in working with P-12 students?

2. How do you demonstrate that program completers/graduates perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective?

### Quality Assurance / Assessment System

1. Describe the unit's quality assurance system that includes multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. The unit uses results of this evidence to improve program elements and processes.

2. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

## UNIT ASSESSMENTS

Describe the following assessments to be administered to candidates throughout the Unit.

<b>Name Of Assessment</b>	<b>When the Assessment is Administered</b>	<b>Description</b>
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		

Attach each assessment template and corresponding rubric at the end of your report.

## UNIT FACULTY

Provide information about faculty responsible for professional coursework, clinical supervision, or administration in this program.

<b>Faculty Member Name</b>	<b>Degree &amp; Area of Concentration</b>	<b>Role in Unit</b>	<b>Professional Experience Relevant to Program(s)</b>

## PROGRAM INFORMATION

<b>Name of Program</b>	<b>Level of Program</b>	<b>License Fields and Levels</b>
Ex., ABC University Master's in Secondary Education	Graduate	Science 6-12 Mathematics 6-12

## COURSEWORK/SEMINAR/EXPERIENCES

List the program of study that outlines the coursework/seminars and experiences required for candidates to complete your licensure program(s).

### Unit Wide Courses/Seminars/Experiences

Requirements, from Courses/Seminars/Experiences	Description of Delivery
The integration of Hawaiian language, history, and culture in order to promote and perpetuate traditional ways of knowing, learning, and teaching	
Student standards adopted by the Hawaii Department of Education	
Teaching of reading including working with students of reading difficulties	
Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams	
Working effectively with students who are limited English proficient	
Working with gifted and talented students	
Integrating technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning and the use of technology	
Integration of Model Code of Ethics into professional practice	

**Program Specific Courses/Seminars/Experiences: Create a table for each licensure field program**

(Add additional tables/rows as needed or attach program sheets here for each program.)

Program Name:

<b>Course/Seminar/Experience</b>	<b>Description</b>

**ASSESSMENT TEMPLATES AND RUBRICS**

Insert your five assessment templates and rubrics.