

## **Teach For America, Alternative Route to Credential Program Follow-Up Accreditation Report to the Hawai'i Teachers Standards Board**

Upon granting of initial licensure, the Hawai'i Teachers Standards Board requested that Teach For America submit a report no later than December 31, 2012 providing evidence that the unit has done the following:

- Involved the professional community in the regular evaluation of the assessment system. Included in the report will be the names of the professional community members and minutes from the meetings.
- Limit the supervision of clinical practice to no more than 18 candidates for each full time faculty member per semester. Names of faculty and the teacher candidates they supervise should be included in the report.
- Evaluate candidate inclusion of Hawaiian studies content and its impact or effect on student learning. Evidence should include a rubric or other measurement validating this evidence.

Each area has been addressed separately in the text below, with attachments as necessary.

### **Involvement of the Professional Community**

We meet with each of our major partners once per school year to evaluate our Alternative Route to Credential assessment system and the overall effectiveness of our program. We have two primary university partners, which provide coursework to our candidates in content-area methods and Special Education: Chaminade University of Honolulu and the Department of Special Education at the University of Hawai'i at Mānoa. We have two primary providers of Hawaiian culture, history and pedagogy: Kamehameha Schools' Teaching with Aloha Program and the Department of Education's Kahua Program. Our meetings with Kamehameha Schools' Teaching with Aloha Program and the University of Hawai'i at Mānoa, Department of Special Education have taken place already. Our meetings with Kahua and Chaminade University are scheduled for January and February. We also will survey the satisfaction and request feedback on our program from all 45 of our partner principals in Winter/Spring 2013.

Agendas, attendees, and summary notes from meetings are below.

*Professional Community: Kamehameha Schools, Teaching with Aloha Program*

Names: Shekinah Ilae, Colleen Robinson, Makana Garma, Alyson Emrick

Meeting Date: Monday, November 26, 2012

Agenda Items: Teaching with Aloha Seminar 2 planning, Portfolio 1 review, Planning Portfolio review, Additional work day dates

Notes: We reviewed the planning portfolio key assessment as a group. We reviewed each component of the assignment that corps members are responsible for, which include: long term plan, unit plan, unit assessment, and lesson plans. We shared how we teach and support corps members to meet each of these outputs. The feedback was positive and members of the professional community said that the plans will help corps members ensure they have rigorous lesson in their classrooms. We decided that our highest impact next step is to align the second Teaching with Aloha portfolio to the planning portfolio key assessment. We plan to use a lesson from the planning portfolio during seminar 2 and use the adjustments to the planning portfolio as

one requirement for the Teaching with Aloha portfolio. This alignment not only will strengthen our partnership but will help reinforce planning skills for our teachers.

*Professional Community: University of Hawai'i at Mānoa, Department of Special Education*

Names: Patricia Edelen-Smith, Matthew Schmidt, Amelia Jenkins, Cecily Ornelles, Marly Wilson, Will Scott, Alyson Emrick

Meeting Date: Monday, November 26, 2012

Agenda Items: Registration of corps members, GRE testing, specific students requiring follow up and/or additional support, ARC overview and review of key assessments

Notes: Once we discussed potential spaces for alignment of our programs and assessments we listened to feedback from our professional community at UH. The vast majority of the feedback was positive. The one piece of constructive feedback was that the assessments for course work, Kahua, Teaching with Aloha, and Teach For America seems like too much in the first year. While each assessment has a distinct purpose we will explore options to better align or combine assessments in the future to help ensure corps members are focused on practicum based assignments that will benefit their classrooms and students.

*Professional Community: Chaminade University*

Names: Rachel Omick, Joe Peters, Will Scott, Alyson Emrick

Meeting Date: Tuesday, January 22, 2013 or Wednesday, January 23, 2013

Agenda Items: Review of the Fall term, discussion about Winter and Spring terms, feedback on Teach For America ARC program and assessments

*Professional Community: West Hawai'i Kahua*

Names: Beth Custer, Anika Fernandez, Will Scott, Alyson Emrick

Meeting Date: Tuesday, February 5, 2013 or Wednesday, February 6, 2013

Agenda Items: Review of first semester Kahua partnership, support needed moving forward, alignment of and feedback on assessment systems

*Professional Community: Partner Principals*

We survey all of our principals each year to ensure satisfaction with Teach For America support and Teach For America corps members employed at their schools. We ask for feedback on our program as a whole as well as specifically on teacher effectiveness. Our key assessments are practicum based, so principals are a key constituent of our larger professional community and can best ensure our candidates are fully serving our students and communities.

## **Clinical Practice Supervision Ratio**

During candidates' clinical practice they receive intensive support and evaluation by the Alternative Route to Credential program faculty. All teachers are supported by faculty members at a ratio of less than 10 teachers per faculty, with all teachers directly supported by at least two faculty members. Faculty assignments can be found in the attached document, "2012 CMRoster\_TLD support." Teach For America – Hawai'i's largest staff allotment goes to Teacher Leadership Development (TLD), or teacher support. TLD's eight full-time faculty members provide direct mentorship to corps members. These professional mentors include five Managers of Teacher Leadership Development, one Manager of Teaching and Learning, one Director of Teaching and Learning, and one Managing Director of Teacher Leadership Development. All are experienced teachers with an outstanding record of results in the classroom. Role descriptions and information about each of these faculty members can be found below.

Within the Teacher Leadership Development (TLD) team, roles are outlined as follows:

Managers, Teacher Leadership Development (5)

Full time Teach For America faculty. Responsible for one-on-one coaching and development of corps members using our Teaching as Leadership framework. Regularly meet with their cohort of teachers, who are grouped into school teams. Provide subject area support across cohorts. Conduct Clinical Observations and Evaluate Student Learning Assessment and Dispositions.

Manager, Teaching and Learning (1)

Full Time Teach For America staff. Responsible for offering targeted professional development to corps members using our Teaching as Leadership framework, as well as one-on-one support as necessary. Provide subject area support across cohorts through monthly, small-group, content-based professional learning communities. Evaluates Dispositions, Institute Portfolio, and Planning Portfolio.

Director, Teaching and Learning (1)

Full Time Teach For America staff. Responsible for offering targeted professional development to corps members using our Teaching as Leadership framework, as well as one-on-one support as necessary. Provide support across cohorts in small-group, complex-based professional learning communities every month. Evaluate Dispositions, Institute Portfolio, and Planning Portfolio.

Managing Director, Teacher Leadership Development (1)

Full Time Teach For America staff. Responsible for overall program quality. Provides one-on-one support as necessary.

The Teacher Leadership Development Team in Hawai'i consists of:

Will Scott, Managing Director of Teacher Leadership Development. He grew up in Canada and attended Dartmouth College. He was a 1992 Los Angeles corps member and taught middle school social studies for three years at his placement school. He continued teaching for another four years at James Lick Middle School in San Francisco, his last year as the Humanities Department Chair. He did graduate work at the University of California at Berkeley thereafter, receiving his PhD in 2007. While in graduate school, he taught at San Quentin State Prison, worked with Oakland public school teachers, and ran a program for San Francisco high school students modeled on the Coro Fellowship. From 2007-2011, he was an Assistant Professor at the University of Delaware, where he coordinated a 200+ student teaching credential program in social studies education.

Lia Rozmiarek, Director of Teaching and Learning. She creates and manages the regional strategy, scope and sequence for our 2nd year learning communities, focusing on leadership and culturally responsive teaching. She works closely with regional teacher leadership development team members as well as Teach For America's national teaching and learning team to push corps members towards academic gains. Lia grew up on Oahu, joined the corps in 1999 in Los Angeles, and worked for 13 years at her placement school on the Compton/Watts border of south-central LA. During most of this time she taught HS English (from 9th grade to AP; drama, composition, and literature; ELL, honors, and intervention). She also served as the school's Librarian and Media Teacher and managed the school's accreditation efforts, which included doing school-site visits as a WASC accreditor, throughout California. She was the founder of a school culture day, designed to address tensions in the school around issues of race, sexuality, and personal identity. She directed three musical productions and obtained grants to support

work with the following institutions: the Japanese American National Museum; Museum of Tolerance; Korean Cultural Center of Los Angeles; the Museum of Latin American Art; Watts Towers Arts Center; Metro Art Tour. She has an M.Ed. degree from Loyola Marymount.

Alyson Emrick, Manager of Teaching and Learning. Alyson Emrick manages first-year learning communities and requirements for our alternative route to certification. Aly manages alumni leaders to enhance content-learning and leverages resources from our national Teacher Leadership Development Team. Aly was a 2006 Greater Philadelphia Camden corps member and taught sixth grade and third grade. Prior to joining Teach For America, she spent 16 years attending international schools in Australia, Japan, Indonesia and the Philippines and studied abroad in both Spain and Argentina. She received a Masters of Science in Urban Education at the University of Pennsylvania and a BA from the University of Richmond. Aly joined Teach For America Hawai'i in 2008 and later, in 2010 she transitioned to her current role as Manager of Teaching and Learning.

Katy DeBruin is a Manager of Teacher Leadership Development on the island of Oahu. Katy is a 2010 Phoenix alum and taught 5<sup>th</sup>-8<sup>th</sup> grade special education. She was the special education team leader and took on a district leadership role as a state monitoring cadre member in her second year. She was responsible for establishing new systems and protocols for special education paperwork and services district-wide and enforced such systems at her school site. In addition, Katy coached basketball and flag football during her two years at her middle school. Katy graduated from the University of Arizona with a BA in Secondary Education and Political Science and recently obtained a Master's Degree from Arizona State University in Special Education.

Anika Fernandez is a Manager, Teacher Leadership Development on the island of Hawai'i. Anika was a 2003 New Mexico corps member, where she taught Special Education at Thoreau Middle School. Anika stayed at her placement school for 2 additional years where she served as the Department Chair for Services for Exceptional Students and worked to increase inclusive practices and curriculum alignment for all middle school students. In 2007, Anika joined Teach For America staff as a program director in Phoenix and in 2010 she joined our Hawai'i team. Anika was born and raised in Northern California, and attended school at Mount Saint Mary's College in Los Angeles where she obtained her degree in Sociology with a minor in Child Development. She has a M.Ed. degree in Special Education.

Eri Higashi is a Manager of Teacher Leadership Development on the island of Hawai'i. Eri was a 2008 St. Louis corps member and taught 6<sup>th</sup> grade social studies. She was also 6<sup>th</sup> grade team leader in her second year. Staying on for a third year, she taught 6<sup>th</sup> - 8<sup>th</sup> grade ESOL and mentored the new teachers on the 6<sup>th</sup> grade team. She also worked as a Corps Member Advisor in Chicago in 2010 and as the Social Studies Learning Team Leader in St. Louis during the 2010-2011 school year. Eri holds a bachelor's degree in History/Social Studies and a social studies/ESOL teaching certificate from Western Washington University and a master's degree in Secondary Education from University of Missouri - St. Louis.

Sarah Park is a Teacher Leadership Development Manager on the island of O'ahu. Sarah was a 2008 Hawai'i corp member and taught 7<sup>th</sup> and 8<sup>th</sup> grade Pre-Algebra and Algebra at Wheeler Middle School. Sarah also worked as a Corp Member Advisor at the Atlanta Summer Institute in 2010. Sarah grew up in La Canada, a small town by the Rose Bowl in California. She graduated from Occidental College with a BA in Sociology and History. Sarah also holds a master's degree in secondary education from Chaminade University.

Daria Silvestro is a Manager, Teacher Leadership Development. She was a 2007 Hawaii Corps Member and taught 9<sup>th</sup> and 10<sup>th</sup> grade English for the last four years at Campbell High School in Ewa Beach. Within her school, she held the leadership position of 9<sup>th</sup> Grade Facilitator, School and Community Council Chair, and Advisor for the Class of 2012. Within Teach For America, Daria worked as a Professional Learning Community Facilitator and Corps Member Advisor at the Atlanta Summer Institute in 2010. Daria also had the pleasure to work as the ELA Lab Classroom Teacher at the 2011 Delta Institute. Before coming to Hawaii, Daria completed a BA in English with a secondary education certification. She credits her commitment to closing the achievement gap to her student teaching experience in an inner city school in New Jersey.

Additionally, six part-time faculty play a crucial role in mentoring our corps members. Each Instructional Mentor has demonstrated excellence in content-area knowledge and has led students in DOE schools to significant gains in academic achievement. TFA recruited from the alumni 6 hard working and committed alumni to work closely with Teach For America Hawai'i staff to implement the Alternative Route to Credential program and ensure that the first-year corps members successfully put their students on a path of expanded educational opportunities. Instructional mentors are integral in providing content area support for all teachers and ensuring that they are offering a rigorous, standards-aligned curriculum. They also provide support to corps members in the building of an effective culture of achievement in their classrooms, including relationship building with students and families. TFA recruited and selected teachers with elementary and Special Education expertise in addition to those with experience in all secondary content areas.

The following 6 instructional mentors were selected:

#### *O'ahu*

Mark Adato graduated with a degree in Business Economics and Mechanical Engineering from UCLA in June 2007. Prior to joining Teach For America Hawai'i Mark worked at Deloitte, an international management consulting firm, and worked for two years valuing and integrating multimillion dollar companies and deals across the country. In 2009, he joined Teach For America and came to Hawai'i to teach high school science at James Campbell High School in Ewa Beach, O'ahu. During his 2<sup>nd</sup> year teaching he led a school-wide initiative to implement a standardized 9<sup>th</sup> grade Physical Science curriculum that was adopted in June 2010. The next year, he did the same with 10<sup>th</sup> grade, designing half of all Physical Science curricula and testing for the 2700 student high school. He is also the team-lead for all Physical Science teachers and is the chair of the school-wide science fair. Beyond his science expertise, he also began a free SAT tutoring program, is an assistant coach for the swim and water polo teams, advisor for the Gaming Club, and was formerly the Class of 2013 Faculty Advisor. Mark brings to education and mentoring a passion for goal-oriented teaching and an unwavering work ethic.

Philip Fujimoto graduated magna cum laude from Georgetown university with a B.A. in government and a B.S. in biology. He then went on to receive a rating of "high qualified" by the Department of Education in Louisiana for passing the Practitioner Teacher Program through the New Teacher Project. As a Teach For America corps member he was selected as the only recipient out of more than 100 corps members in the South Louisiana region to be a candidate for the Sue Lehmann Excellence in Teaching Award. This award is given annually to a teacher who possesses exemplary teaching skills and effects extraordinary student achievement in his or her classroom. He was also selected as Broadmoor High School's teacher of the year out of more than 60 faculty for his efforts in establishing the first AP biology program, leading professional development on science inquiry, working with the Beta club, student government and JV

cheerleading team. After his corps experience he joined Teach For America staff in Washington D.C as a Manager of Teacher Leadership Development. He led over 70 teachers in more than 30 different schools across DC and Prince George's in Teach For America's program to close the achievement gap. He organized the first ever Science & Math Summit in the DC region to give professional development to more than 90 math and science teachers before their winter break and created plans based on data to prioritize and focus efforts in leading corps members toward their ambitious visions for their students.

Lissette Roman graduated top of her class with a bachelor's degree in human services from Metropolitan College of N.Y. She then earned her M.A. in Education from Touro University, graduating with a 4.0 grade point average. She joined Teach For America and taught in both Waianae and Las Vegas. She taught first and second grades as well as served as the second grade chair. After four years with Las Vegas Public Schools she joined Achievement First Charter Network as a Leader Fellow and Department Head. She not only reached the ambitious goal of all students achieving 90% success on grade level standards but also designed and presented ongoing workshops for teachers. She lives in Mililani and trains teachers in reading interventions.

Mary Shire graduated magna cum laude from Chapman University with a B.A in Screenwriting and then from Chaminade University with a M.Ed in secondary English. As a Teach For America corps member she taught 7<sup>th</sup> and 8<sup>th</sup> grade Language Arts and study skills at 'Aiea Intermediate. She is now in her 5<sup>th</sup> year of teaching at 'Aiea Intermediate. She teaches Hawai'i Language Arts standards to ELL students and also serves as the coordinator of the English Language Learning department. She has been selected to participate in the Na Kumu Alaka'i Teacher Leader Academy this year.

#### *Hawai'i Island*

After graduating from Kamehameha Schools, Kristen Ortiz graduated magna cum laude from Colby College with a B.A. in psychology. She then went on to earn her M.Ed in Special Education from University of Hawai'i at Mānoa. As a Teach For America corps member Kristen taught 4<sup>th</sup> and 5<sup>th</sup> grade special education at Kealakehe Elementary. She is in her third year of teaching and helping to mentor new teachers at her school. This past summer she also worked as a teacher at College Preparatory Academy in Ramallah Palestine. She taught high school math and designed and initiated college awareness seminars.

Kristen Wong graduated with a B.A. in religion from Dartmouth College and then went on to earn her M.Ed in Special Education from the University of Hawai'i at Mānoa. As a Teach For America corps member she taught Special Education at Ilima Intermediate. She went on to serve as Special Education Department Chair. After completing Teacher Leadership Academy, she moved to Hawai'i Island where she worked as the student services coordinate at Mountain View Elementary. She developed and presented professional development on eCSSS, CSSS, RTI, and data analysis of student services. She now works at Keaau High School as the student support specialist. She works with teachers to improve teacher effectiveness using research-based strategies in addition to Charlotte Danielson's Framework for Teaching, supports professional learning communities in developing pacing guides, using clear learning targets deconstructed from HCPS and Common Core standards, and designing common formative assessments. She is also a member of the Teach, Implement, Perfect and Sustain Team charged with rolling out and implementing Race to the Top initiatives such as On-Site School Reviews with School Synergy.

## **Evaluate Inclusion of Hawaiian Studies Content and Its Effect on Student Learning**

All candidates complete a hands-on course in Hawaiian culture, language, and history offered through the Department of Education's Kahua Program or Kamehameha Schools' Teaching with Aloha Program. Each of these programs help corps members to integrate culture-based education into their classrooms and to measure the impact on student learning when they implement program lessons at the classroom level. The first portfolio assignment and rubric are attached. As an example of the how we evaluate candidate inclusion of Hawaiian Studies content and its impact on student learning, each portfolio includes student reflections on the effectiveness of a Hawaiian studies lesson. These reflections allow us to evaluate the extent of student learning of Hawaiian studies content delivered by the teacher.