

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> Examination of historical Impacts or U.S. and European imperialism on Indigenous educational communities across the globe. 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>
<p>EDCS 647C</p>	<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	Professor & Chair, Department of Curriculum Studies, COE, University of Hawai'i at Mānoa. <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.
<p>Dr. Elizabeth Gilliland</p>	<p>PhD, Second Language Studies</p>	<p>Instructor of SLS Courses and EDCS/SLS 644 Instructor</p>	<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.

<p>Dr. 'Alohilani Okamura</p>	<p>EdD, World Languages, MLL/EL teacher preparation</p>	<p>Instructor of EDCS/SLS 644</p>	<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.
<p>Dr. Monica Gonzalez Smith</p>	<p>PhD</p>	<p>Instructor of EDCS/SLS 644</p>	<p>Assistant Professor, Institute for Teacher Education -Elementary, COE, University of Hawai'i at Mānoa.</p>

			<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	Associate Specialist, Office of Student Academic Services, COE, University of Hawai'i at Mānoa. <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

<p>Dr. Keith Cross, Jr</p>	<p>PhD, Race, Inequality and Language in Education (PhD Minor: Linguistics)</p>	<p>Instructor of EDCS 630, EDCS 440</p>	<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.
<p>Dr. Julie Kaomea</p>	<p>PhD, Curriculum & Instruction</p>	<p>Instructor of EDCS 670, EDCS 671</p>	<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