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

Table of Contents

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

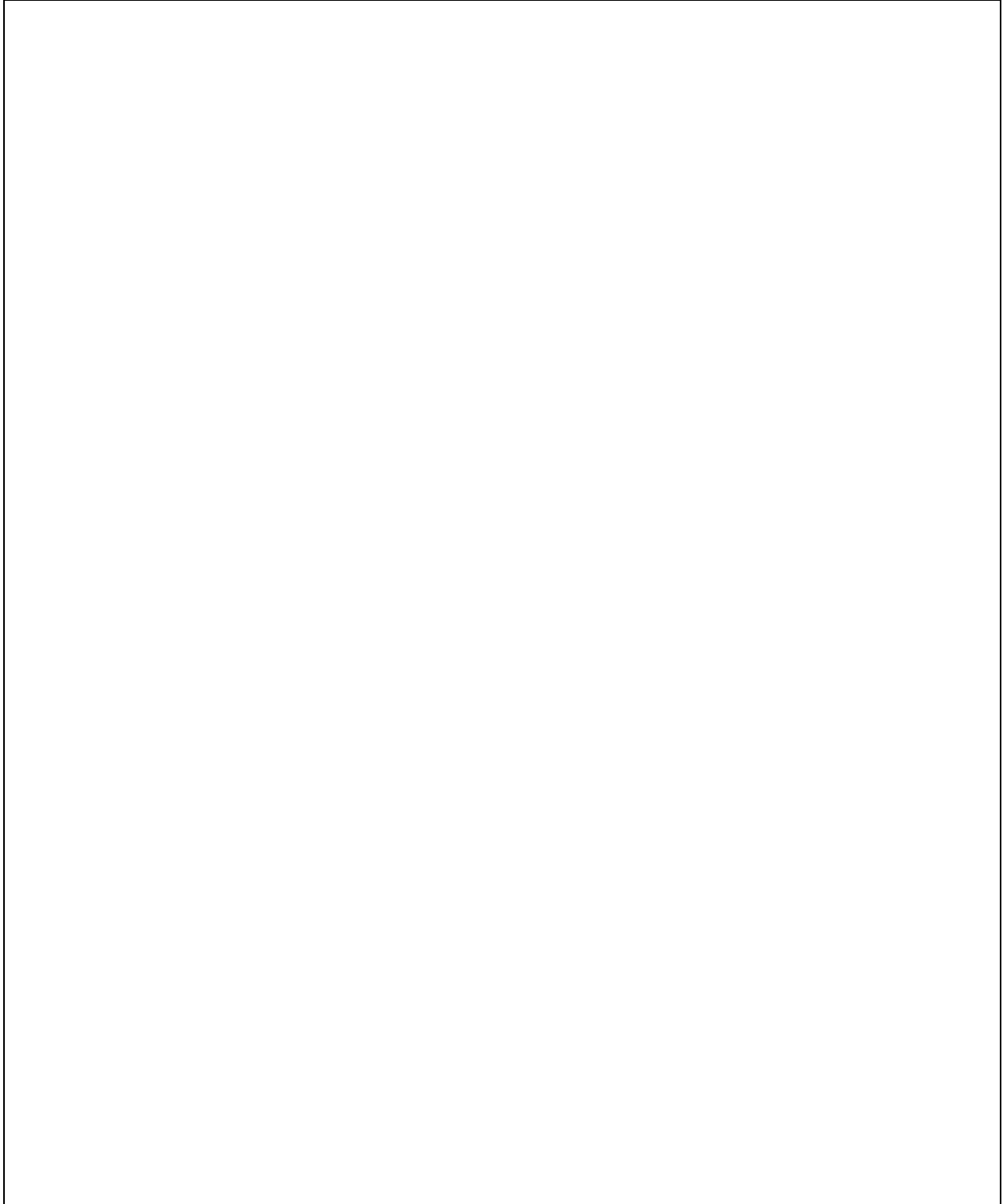Ex. Master's of Education   STEM   6-12, 6-8   7/1/2018

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	Broadening your ESL/EFL experience • Observations • Professional Service Project • (Optional) Alternative Experiences	**MEd TESOL Seminar in Applied Linguistics and SLA** **This component enhances subject area knowledge contributing to InTasc Standard 4.** 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. 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.
30 percent of course grade	Action Research Project Proposal	**Annotated/Revised Unit Plan** Since MEd TESOL meet their requirement for action research in ED 6XXX. 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." 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. In a follow up conference, student and instructor discuss tasks that may need further modification for ELs, if necessary. The rubric used to assess this standard appears below.
20 percent	**Recordkeeping, Personal Conferences, & Documentation (20 percent of course grade)** 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.	

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 Conten**t, 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 proficiency[1]				

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[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** *(InTASC Embedded Assessment #6 & 7)*

Description	This assignment is composed of two parts:
	
	 1. Design for Instruction
	 2. Assessment of Student Learning
	
	 The first part, Design for Instruction, consists of the following items to be included in the official unit plan template:
	
	 • **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.
	
	 The unit plan template is available here:
	
	 • [Link to Unit Plan Template](#)
	
	 Instructions for using the template are available in the Unit Plan Supplement:
	
	 • [Link to Unit Plan Supplement](#)
	
	 The second part, Assessment of Student Learning, is a narrative document addressing the following prompts:
	 • **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.
	
	 The following are details about each prompt:
	
	 1. **Instructional Decision-Making**
	     a. **Description of Learning**
	         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

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 <u>one</u> 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

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.

    e. **Description of the Overall Performance and Progress of Individuals**
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.

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.

3. **Reflection and Self-Evaluation**
    a. **Successes**
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.

    b. **Challenges**
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.

    c. **Reflections of Possibilities for Professional Development**
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.

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	0 - 29 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.	30 - 49 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.	50 - 69 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.	70 - 89 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.	90 - 100 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.
Assessment Plan	0 - 29 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.	30 - 49 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.	50 - 69 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.	70 - 89 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.	90 - 100 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.

Preparation Details	0 - 29	30 - 49	50 - 69	70 - 89	90 - 100
	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.	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.	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.	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.	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.
Learning Activities	0 - 29	30 - 49	50 - 69	70 - 89	90 - 100
	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.	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.	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.	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.	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.

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.	☐
1b	Have your mentor teacher observe you engage in instruction. It must be a full lesson.	☐
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.	☐
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.	☐

First Formal Observation by University Instructor		
	Item	**Checkmark**
2a	Schedule a formal observation by the university instructor.	☒
2b	Have the university instructor observe you engage in instruction. It must be a full lesson.	☐
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.	☐
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.	☐

Second Formal Observation by Mentor Teacher		

	Item	Checkmark
3a	Schedule a formal observation by your mentor teacher.	☐
3b	Have your mentor teacher observe you engage in instruction. It must be a full lesson.	☐
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.	☐
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.	☐

Second Formal Observation by University Instructor		
	Item	Checkmark
4a	Schedule a formal observation by the university instructor.	☐
4b	Have the university instructor observe you engage in instruction. It must be a full lesson.	☐
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.	☐
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.	☐

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	o Commits to ethical practices (maintains confidentiality, legal mandates) o Is highly motivated o Displays persistence and perseverance o Exhibits self-control and responsible risk taking o Is punctual and reliable o Presents a professional appearance and demeanor o Takes initiative o Be intentionally inviting o Uses sound, informed judgment o Demonstrates warmth and advocacy for others o Takes personal responsibility for elevating the teaching profession as an important and valuable part of our society
Communication	o Responds to written communication and request in a timely manner o Communicates academic and personal needs to improve their learning o Demonstrates a high level of academic competence in both written and oral communication o Engages in positive verbal and non-verbal communication
Collaboration	o Establishes rapport with others by communicating respectfully o Values teamwork and demonstrates a commitment to achieving team goals by being a flexible thinker o Assumes appropriate roles in the collaborative process (listener, contributor) o Demonstrates a respectful appreciation for diverse perspectives
Commitment to Professional Growth	o Is a self-directed learner o Responds positively to constructive feedback and suggestions o Uses suggestions to improve skills and understanding o Strives to achieve competence and integrity o Reflects on/evaluates strengths and areas for improvement o Values life-long learning
Active Engagement	o Displays interest and curiosity in the learning process o Engages in all activities with intent to learn

Commitment to Diversity	o Demonstrates cultural respect and understanding o Displays sensitivity to ethnically, linguistically, cognitively, physically, socially diverse groups and individuals o Advocates high and appropriate expectations for *all* students o 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 *What grade would you assign yourself based on the criteria above?*	Evidence *Provide narrative evidence below to justify the grade you assigned yourself.*
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
Hoʻihi – respect. The value of *hoʻihi* 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.	**Professional educators are respectful.** They employ a repertoire of best practices for diverse learners and foster a positive learning community.	**The Learner and Learning** Standard #1: Learner Development Standard #2: Learning Differences Standard #3: Learning Environments
Imi Naʻauao – to seek knowledge. The value of *ʻimi naʻauao* promotes the ideal of life-long learning; it urges us to know our students well.	**Professional educators are knowledgeable.** They are subject matter experts who focus on the needs of the individual learner.	**Content Knowledge** Standard #4: Content Knowledge Standard #5: Application of Content
Mālama – to care for *Mālama* is the benevolent value of stewardship; it calls on us to serve our students as care takers and as stewards of their learning. *Mālama* encourages us to exercise care in the conduct of our teaching through careful planning and assessment of student learning.	**Professional educators are caring.** They plan, teach, and assess student learning in a variety of ways.	**Instructional Practice** Standard #6: Assessment Standard #7: Planning for Instruction Standard #8: Instructional Strategies

Laulima – to work cooperatively. The value of *laulima* 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.	**Professional educators work collaboratively.** Professional Educators reflect upon their practice and engage in partnerships that support student learning.	**Professional Responsibility** Standard #9: Professional Learning and Ethical Practice Standard #10: Leadership and Collaboration

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	o Commits to ethical practices (maintains confidentiality, legal mandates) o Is highly motivated o Displays persistence and perseverance o Exhibits self-control and responsible risk taking o Is punctual and reliable o Presents a professional appearance and demeanor o Takes initiative o Be intentionally inviting o Uses sound, informed judgment o Demonstrates warmth and advocacy for others o Takes personal responsibility for elevating the teaching profession as an important and valuable part of our society
Communication	o Responds to written communication and request in a timely manner o Communicates academic and personal needs to improve their learning o Demonstrates a high level of academic competence in both written and oral communication o Engages in positive verbal and non-verbal communication
Collaboration	o Establishes rapport with others by communicating respectfully o Values teamwork and demonstrates a commitment to achieving team goals by being a flexible thinker o Assumes appropriate roles in the collaborative process (listener, contributor) o Demonstrates a respectful appreciation for diverse perspectives
Commitment to Professional Growth	o Is a self-directed learner o Responds positively to constructive feedback and suggestions o Uses suggestions to improve skills and understanding o Strives to achieve competence and integrity o Reflects on/evaluates strengths and areas for improvement o Values life-long learning
Active Engagement	o Displays interest and curiosity in the learning process o Engages in all activities with intent to learn

Commitment to Diversity	o Demonstrates cultural respect and understanding o Displays sensitivity to ethnically, linguistically, cognitively, physically, socially diverse groups and individuals o Advocates high and appropriate expectations for *all* students o Creates an inclusive community for all learners

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:
	• arrives on time to class • returns on time after breaks • stays for the entire class		
Engagement	3 Consistently:	2 Frequently:	1 Occasionally:
	• 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:
	• comes to class fully prepared with assignments and materials • hands in all assignments on time		

Collaboration	3	2	1
	Consistently:	Frequently:	Occasionally:
	• works well with others during group projects gives thoughtful feedback, and responds well to feedback		
Communication	3	2	0
	Consistently:	Frequently:	Occasionally:
	• responds to emails in a timely manner. • gives thoughtful written feedback, and responds well to feedback.		