

New Business Item 12-17

Introduced 1/25/13

Approved 1/25/13

**TITLE: Teach for America (TFA) Report Regarding the Status of the
Recommendations of its State Approved Teacher Education
(SATE) Unit and Program Review**

The Hawaii Teacher Standards Board accepts the attached reports from Teach for America as required in NBI 11-32, approved on November 18, 2011:

Submit a report to the HTSB 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.

Submitted by: Terry Lynn Holck

Referred to: Teacher Education Committee

Teach For America provides multiple faculty supervisors for each candidate. The Manager of Teacher Leadership Development (MTLD) and the Instructional Mentor (IM) both provide 1:1 and classroom support.

First Name	Last Name	School	Manager of Teacher Le	Instructional Mentor	Manager of Teaching and	Managing Director o
Kevin	Argueta	Kahakai EL	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
Alexis	Ballinger	Konawaena Elementary	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
Abimisola	Bamidele	Pahala EL	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
Roberto C	Castro	Kealakehe High	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
Barry	Cogswell	Kau High and Pahala EL	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
Juan	Espinal	Konawaena EL	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
Alyssa	Gallego	Konawaena Middle	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
William	Georges	Konawaena Middle	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
Guthrie	Graves	Holualoa EL	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
Krish	Maharaj	Konawaena Middle	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
Neiloufah	Mogharabi	Konawaena EL	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
Antoinette	Myers	Naalehu EL	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
Diana	Navarrete	Holualoa EL	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
Gabrielle	Quintana	Kau High and Pahala EL	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
Kyle	Rehn	Kau High and Pahala EL	Anika Fernandez	Kristen Ortiz	Alyson Emrick	Will Scott
Kelly	Battin	Ewa Beach EL	Daria Silvestro	Lissette Roman	Alyson Emrick	Will Scott
Thomas	Boccafogli	Ewa Beach EL	Daria Silvestro	Lissette Roman	Alyson Emrick	Will Scott
Denise	Della	Kamaile Academy	Daria Silvestro	Lissette Roman	Alyson Emrick	Will Scott
Madeline	DeShazo	Wahiawa Middle	Daria Silvestro	Mary Shire	Alyson Emrick	Will Scott
Adam	Dooley	Nanakuli High and Inter	Daria Silvestro	Mary Shire	Alyson Emrick	Will Scott
Adam	Dreyfuss	Waianae High	Daria Silvestro	Mary Shire	Alyson Emrick	Will Scott
Danielle	Heider	McKinley High	Daria Silvestro	Mary Shire	Alyson Emrick	Will Scott
Sarita	Kapadia	Ewa Beach EL	Daria Silvestro	Lissette Roman	Alyson Emrick	Will Scott
Alan	Lee	McKinley High	Daria Silvestro	Mark Adato	Alyson Emrick	Will Scott
Waihan	Leung	Waianae High	Daria Silvestro	Mary Shire	Alyson Emrick	Will Scott
Chamroeun	Lim	Campbell High	Daria Silvestro	Mark Adato	Alyson Emrick	Will Scott
Andrew	Marinelli	Campbell High	Daria Silvestro	Mary Shire	Alyson Emrick	Will Scott
Ralph	McElvenny	Leilehua HS	Daria Silvestro	Mark Adato	Alyson Emrick	Will Scott
Jaqueline	O'Donnell	Kamaile Academy	Daria Silvestro	Mark Adato	Alyson Emrick	Will Scott
Vanessa	Shalkey	McKinley High	Daria Silvestro	Mary Shire	Alyson Emrick	Will Scott
Christian	Simoy	'Aiea High	Daria Silvestro	Mark Adato	Alyson Emrick	Will Scott
Kristin	Witcher	Leilehua HS	Daria Silvestro	Mark Adato	Alyson Emrick	Will Scott
John	Aquino	Kealakehe Inter	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott
Crystal	Bui	Kohala Middle School	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott
Erin	Deskin	Kahakai EL	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott
Monet	Diaz-Huth	Kohala Middle School	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott
Ian	Ferguson	Waimea EL	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott
Michaela	Gibboni	Waimea EL	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott
Kyle	Hartman	Waikoloa EL and Inter	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott
Darya	Ives	Waikoloa EL and Inter	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott
Heather	Paulson	Waikoloa EL and Inter	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott
Rochelle	Ramirez	Waikoloa EL and Inter	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott

Jacob	Robinson	Kealakehe Inter	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott
Darby	Sanders	Kahakai El	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott
Elizabeth	Schiller	Waimea El	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott
Molly	Williams	Kealakehe High	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott
Mathieu	Williams	Kealakehe Inter	Eri Higashi	Kristen Ortiz	Alyson Emrick	Will Scott
Lindsey	Bailey	Makakilo El	Katy DeBruin	Lissette Roman	Alyson Emrick	Will Scott
Anne	Calef	Hale Kula	Katy DeBruin	Lissette Roman	Alyson Emrick	Will Scott
Nicholas	Clements	Ewa Makai	Katy DeBruin	JR Fujimoto	Alyson Emrick	Will Scott
Brent	Copple	Hale Kula	Katy DeBruin	Lissette Roman	Alyson Emrick	Will Scott
Marko	Cristal	Ewa Makai	Katy DeBruin	Mark Adato	Alyson Emrick	Will Scott
Kamryn	Dobbins	Kailua Inter	Katy DeBruin	Mary Shire	Alyson Emrick	Will Scott
Gizelle	Gajelonia	Nanakuli El	Katy DeBruin	Lissette Roman	Alyson Emrick	Will Scott
Mykenna	Ikehara	Palolo Elementary	Katy DeBruin	Lissette Roman	Alyson Emrick	Will Scott
Kayla	Jensen	Waianae Inter	Katy DeBruin	Mary Shire	Alyson Emrick	Will Scott
Melanie	Loo	Leihoku El	Katy DeBruin	Lissette Roman	Alyson Emrick	Will Scott
Evan	Lum	Ewa Makai	Katy DeBruin	Mary Shire	Alyson Emrick	Will Scott
Sarah	Marin	Makaha El	Katy DeBruin	Lissette Roman	Alyson Emrick	Will Scott
Amelia	Messinger	Nanakuli El	Katy DeBruin	Lissette Roman	Alyson Emrick	Will Scott
Natalie	Moreland	Pauoa El	Katy DeBruin	Lissette Roman	Alyson Emrick	Will Scott
Lee	Noto	Hale Kula	Katy DeBruin	Lissette Roman	Alyson Emrick	Will Scott
Gunnye	Pak	Kahaluu El	Katy DeBruin	Lissette Roman	Alyson Emrick	Will Scott
Dohyoun (Esther)	Park	Hale Kula	Katy DeBruin	Lissette Roman	Alyson Emrick	Will Scott
Isaiah	Peacott- Ricardos	Kipapa El	Katy DeBruin	Lissette Roman	Alyson Emrick	Will Scott
Christoper	Peck	Ewa Makai	Katy DeBruin	Mary Shire	Alyson Emrick	Will Scott
Nicole	Shirk	Kailua Inter	Katy DeBruin	Mary Shire	Alyson Emrick	Will Scott
Jasmine	Addison	Wheeler Middle	Sarah Park	JR Fujimoto	Alyson Emrick	Will Scott
Raimi	Ade-Salu	Wheeler Middle	Sarah Park	JR Fujimoto	Alyson Emrick	Will Scott
Kaily	Burton	'Aiea Inter	Sarah Park	JR Fujimoto	Alyson Emrick	Will Scott
Caroline	Coates	Nanakuli High and Inter	Sarah Park	JR Fujimoto	Alyson Emrick	Will Scott
Galen	Cook	Wheeler Middle	Sarah Park	JR Fujimoto	Alyson Emrick	Will Scott
Tricia	Dong	Waianae Inter	Sarah Park	JR Fujimoto	Alyson Emrick	Will Scott
Mason	Fitch	'Aiea Intermediate	Sarah Park	Mark Adato	Alyson Emrick	Will Scott
Gregory	Gates	Wheeler Middle	Sarah Park	JR Fujimoto	Alyson Emrick	Will Scott
Jennifer	Hebein	Waianae High	Sarah Park	JR Fujimoto	Alyson Emrick	Will Scott
Brandon	Ing	'Aiea Inter	Sarah Park	JR Fujimoto	Alyson Emrick	Will Scott
Matthew	Krey	Nanakuli El	Sarah Park	Lissette Roman	Alyson Emrick	Will Scott
Zuri	Milanzi	Nanakuli High and Inter	Sarah Park	JR Fujimoto	Alyson Emrick	Will Scott
Ariana	Peters	Nanakuli El	Sarah Park	Lissette Roman	Alyson Emrick	Will Scott
Melody Rose	Sagarrio	Aliamanu Middle	Sarah Park	JR Fujimoto	Alyson Emrick	Will Scott
Luis	Sanchez	Waianae Inter	Sarah Park	JR Fujimoto	Alyson Emrick	Will Scott
Cherisse	Sen	Farrington High	Sarah Park	JR Fujimoto	Alyson Emrick	Will Scott
Juan	Serrano	Wheeler Middle	Sarah Park	Mark Adato	Alyson Emrick	Will Scott
Lauriane	Stewart	Waianae Inter	Sarah Park	Mark Adato	Alyson Emrick	Will Scott
Leslie	Toy	'Aiea Inter	Sarah Park	Mark Adato	Alyson Emrick	Will Scott
Lexington	Wochner	Wheeler Middle	Sarah Park	JR Fujimoto	Alyson Emrick	Will Scott

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 to 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 5th-8th 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 6th grade social studies. She was also 6th grade team leader in her second year. Staying on for a third year, she taught 6th - 8th grade ESOL and mentored the new teachers on the 6th 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 7th and 8th 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 9th and 10th grade English for the last four years at Campbell High School in Ewa Beach. Within her school, she held the leadership position of 9th 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 2nd year teaching he led a school-wide initiative to implement a standardized 9th grade Physical Science curriculum that was adopted in June 2010. The next year, he did the same with 10th 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 7th and 8th grade Language Arts and study skills at 'Aiea Intermediate. She is now in her 5th 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 4th and 5th 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.



Kahua 1A - An Introduction to Culture-Based Instruction

Course Information

&

**Learning Results Portfolio
Information & Handouts**



What is a portfolio?

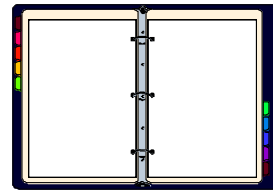
- ✦ Provides opportunities to explore, extend, showcase, and reflect on learning.
- ✦ Promotes collegial sharing, coaching, mentoring, and collaboration.
- ✦ Brings about integration of theory & practice.
- ✦ Gives participants a forum to explore ideas in a supportive environment.
 - ✦ Illustrates progress and leads to a strong sense of personal accomplishment.
 - ✦ Is owned and authored by the participants.
 - ✦ Shifts the ownership of learning onto the participants.
 - ✦ Extends over time so that changes in teaching and learning are evident.
 - ✦ The application of the participant's professional learning with students.
 - ✦ The results of the participant's application efforts with students.
 - ✦ The usefulness & effectiveness of the strategy, process, program, approach, technique or material to improve student learning for the future.



What does a portfolio contain?

- ✦ Lesson Plan Activity sheets
- ✦ Journals
- ✦ Captions/Reflections
- ✦ Student Exhibits
- ✦ Additional Course Activity Sheets (handouts attached)

Refer to Portfolio Checklist.



Important reminders!!!

- ✦ Assignments sequenced in the order of the portfolio checklist
- ✦ Typed or computer generated
- ✦ Appropriate sentence/paragraph construction and grammar;
Minimal convention errors
- ✦ Coherent and logical; Addresses each question, prompt or part of the assignment
- ✦ Meets the proficient or exemplary elements of the PDSC portfolio assessment rubric



Writing a Reflection

Reflection is thinking and wondering either individually or with colleagues of moments that touch us, of decisions made, and of the realization when something needs to change. The following guide may help participants refine their process of reflection.

1. What happened?

Begin by simply writing down what happened without jumping to analysis or judgment. Create a brief narrative of the portfolio documents and of the training activity. Only then can you move to the second step.

2. Why did it happen?

Attempting to understand why an event happened the way it did is the beginning of reflection. One searches the context within which the event occurred for explanations. One needs to consider underlying structures within the school that may be part of the event and examine deeply held values. One may find more questions than answers. Answer the questions in a way that makes sense to you. Reflection often stops here, but one needs to look more deeply. The search for meaning is step three.

3. What might it mean?

Reflection is a way to find meaning. It is only through reflection that we recognize we had choices, that we could have done something differently. Recognizing that there is no one answer is an important step. Explore possible meanings rather than determine the meaning. Understanding by itself does not create changes in classroom practice. The last step involves holding our practices to the light of those new understandings.

4. What are the implications of my practice?

Consider how your practice might change given any new understandings that have emerged from the earlier steps. What new insights have occurred? This is an entry into rethinking, changing practice and what we do with our students.

What is a Caption?

A caption is a statement attached to each document that:

- Describes what the document is
- Why it is evidence
- What it is evident of

Captions transform documents into evidence. This evidence helps participants test if their efforts are consistent with their beliefs and intentions, and trace how their understanding and beliefs may have changed over time. It also provides the opportunity to describe the context of a teaching event - why this activity was appropriate in these circumstances at this time.

Captions need not be long or elaborate but must be explicitly defined.

What are Student Exhibits?

Provides evidence of growth and change and information on student progress related to the new practices and techniques being learned.

Unless specifically noted, DO NOT submit the student work assigned. SUBMIT the students' response to the lesson.



Kahua 1A - An Introduction to Culture-Based Instruction PDSC Portfolio Assessment Rubric

ELEMENTS	1 – No Credit	2 – Revision Needed	3 – Proficient	4 - Exemplary
Portfolio Requirements	Portfolio requirements are not complete and are limited in scope	Portfolio requirements are complete. Selected artifacts relate to goals, however, they do not clearly identify the growth and/or learning from the experience	Portfolio requirements have been completed. Steps included in the actions are logical and reasonable for goal achievement and demonstrate attention to local or national standards of practice	Portfolio requirements have been completed utilizing the process of: <ol style="list-style-type: none"> 1. What happened? 2. Why did it happen? 3. What might it mean? 4. What are the implications for my practice? The portfolio becomes an episode of learning
Quality	The portfolio has limited evidence that a change in teaching behaviors has occurred as a result of the PD activity The portfolio is an irrelevant collection of evidence that tells the reader nothing as to the impact of the PD activity	The portfolio reflects the development of effective teaching practice but may or may not cause change in the teacher's behavior	The portfolio captures the wisdom of practice that impacts student learning and the larger school/community environment	The portfolio clearly captures and portrays the growth, integration, and learning of the teacher to be able to cause student learning through the acquisition of: <ul style="list-style-type: none"> ▪ Knowledge ▪ Skills ▪ Disposition To increase the effectiveness of the teacher
Student/Learning Results	No evidence provided to show the impact of the professional development activity on student learning	Limited artifacts to indicate growth and the identification of learning standards	Changes in teaching practices and examination of student work offer greater insights into student learning	There is a clear focus on interpreting student results and making connections to teacher actions, instructional strategies, curriculum materials, etc.
Reflections <small>Awareness: Becoming aware of their feelings and thoughts, of their teaching decisions, of the impact on student learning. Focus: Reviewing several teaching transactions in the classroom and finding meaning. Making sense through writing: Thinking is connected to writing. While the occurrences may be described in detail, the writing should also promote the meaning of that occurrence (looking below the surface, discerning patterns, finding significance for improvement in future decisions and actions.) Change in teacher behavior: Reflection leads to an insightful change in behavior</small>	No reflections or analysis to show the impact of the professional development activity on teacher growth and student learning	Reflections reveal insights about student learning and teacher learning but may not always make clear connections between actions and results	Reflections reveal examination of multiple variables for outcomes Structured reflections reveal insights regarding student and teacher learning that are used to inform future practice	Reflections provide the participant an opportunity to summarize the documents in the portfolio and trace how the documents and the training activity have captured and portrayed growth, integration, and learning
Captions	No captions to show evidence of student and teacher learning	Contains captions but it does not explain how this documentation is evidence of learning (Sponsor does not have to make inferences about what this document in the portfolio is evidence of)	Captions provide opportunity to describe the context of teaching and provide evidence of the impact of the professional development activity to increasing student achievement.	Statements for each document in the portfolio describe what the document is, why it is evidence, and what is it evidence of Captions transform documents into evidence and assist teacher in articulating their thoughts regarding improvements in standards-based instruction
Professional Objectives or Goals as Stated in the Professional Development Activity Application	Goal and objectives are stated but it is not clear how the professional development impacted student learning	Professional development goals and objectives are stated but evidence of accomplishing the goals and objectives are weak.	Professional development goals and objectives are aligned to the professional development activities that will impact the professional growth of the teacher and impact student learning	Professional goals and objectives are based on a school-wide professional development plan that meets the professional development needs of all teachers (beginning and tenured) and develops teacher capacity to lead school initiatives



Kahua 1A - An Introduction to Culture-Based Instruction

Portfolio Checklist

q	Exhibit: Day 1 Document (ie handout, worksheet, powerpoint, article, notes, etc.)	6
q	Caption: Day 1 Document	7
q	Reflections on Day 1	8
q	Exhibit: Day 2 (ie handout, worksheet, powerpoint, article, notes, etc.)	9
q	Caption: Day 2 Document	10
q	Reflections on Day 2	11
q	Exhibit: Day 3 (ie handout, worksheet, powerpoint, article, notes, etc.)	12
q	Caption: Day 3 Document	13
q	Reflections on Day 3	14
q	Lesson Plan 1 (Relationships)	15
q	Caption & Reflection on Lesson Plan 1	16
q	(Exhibit) Lesson Plan 1 – Student Reflections	17
q	Caption & Reflection on Lesson 1 Student Reflections	18
q	Parent/Community Involvement Plan	19
q	Caption & Reflection – Parent/Community Involvement Plan	21
q	(Exhibit) Student Reflections on Parent/Community Involvement Activity	22
q	Caption & Reflection on Student Reflections on Parent/Community Involvement Activity	23
q	Lesson Plan 2 (Learning Styles)	24
q	Caption & Reflection on Lesson Plan 2	25
q	(Exhibit) Lesson Plan 2 – Student Reflections	26
q	Caption & Reflection on Lesson 2 Student Reflections	27
q	Culminating Reflection	28



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Insert

Exhibit: Day 1 Document

(handout, worksheet, powerpoint, article, etc.)



Kahua 1A - An Introduction to Culture-Based Instruction Caption for Day 1 Document

Captions transform documents into evidence. This evidence helps participants test if their efforts are consistent with their beliefs and intentions, and trace how their understanding and beliefs may have changed over time. It also provides the opportunity to describe the context of a teaching event - why this activity was appropriate in these circumstances at this time.

Captions need not be long or elaborate but must be explicitly defined.

Caption: Briefly describe your Day 1 Document. Explain why it is evidence and what it is evident of.



Kahua 1A - An Introduction to Culture-Based Instruction

Insert

Reflections on Day 1



Kahua 1A - An Introduction to Culture-Based Instruction

Insert

Exhibit: Day 2 Document

(handout, worksheet, powerpoint, article, etc.)



Kahua 1A - An Introduction to Culture-Based Instruction Caption for Day 2 Document

Captions transform documents into evidence. This evidence helps participants test if their efforts are consistent with their beliefs and intentions, and trace how their understanding and beliefs may have changed over time. It also provides the opportunity to describe the context of a teaching event - why this activity was appropriate in these circumstances at this time.

Captions need not be long or elaborate but must be explicitly defined.

Caption: Briefly describe your Day 2 Document. Explain why it is evidence and what it is evident of.



Kahua 1A - An Introduction to Culture-Based Instruction

Insert

Reflections on Day 2



Kahua 1A - An Introduction to Culture-Based Instruction

Insert

Exhibit: Day 3 Document

(handout, worksheet, powerpoint, article, etc.)



Kahua 1A - An Introduction to Culture-Based Instruction Caption for Day 3 Document

Captions transform documents into evidence. This evidence helps participants test if their efforts are consistent with their beliefs and intentions, and trace how their understanding and beliefs may have changed over time. It also provides the opportunity to describe the context of a teaching event - why this activity was appropriate in these circumstances at this time.

Captions need not be long or elaborate but must be explicitly defined.

Caption: Briefly describe your Day 3 Document. Explain why it is evidence and what it is evident of.



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Insert

Reflections on Day 3



An Introduction to Culture and Place-Based Instruction

Insert

Lesson Plan 1 - Relationships

(highlight the specific culture/place based instructional strategies incorporated within the lesson plan)



An Introduction to Culture and Place-Based Instruction Teacher Caption and Reflection on Lesson Plan 1

Caption:

1. Briefly describe the context for developing this lesson plan.
2. Describe your lesson plan.
3. Explain why this exhibit is evidence of what was learned in the course.

Reflection: Reflect on the development of your lesson plan.

1. What insights have you gained from developing your lesson plan?
2. How can these insights inform your practices as a teacher?
3. What implications do these insights hold for you?



An Introduction to Culture and Place-Based Instruction

Lesson Plan 1 - Student Reflections

Attach a minimum of 5 Student Reflections

- * Students reflect on your lesson in their own handwriting.
- * Possible questions to ask students:
 - What did you like about the lesson?
 - Which activity did you like and why?
 - How did the activity help you learn?
 - How could this lesson be improved to help you learn better?



An Introduction to Culture and Place-Based Instruction

Teacher Caption and Reflection on Lesson 1 Student Reflections

Caption:

1. Briefly describe the context for the student reflections.
2. Describe your student reflections.
3. Explain why this exhibit is evidence of what was learned in the course.

Reflection: Reflect on your student reflections.

1. What insights have you gained from the student reflections?
2. How can these insights inform your practices as a teacher?
3. What implications do these insights hold for you?



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Parent/Community Involvement Activity

What is the Activity?	Why should the audience do the activity?	How will you convey the message?
Where will the activity take place?	Activity Timeline & Procedures	What action or response do you want? (level of involvement)
How will students be involved?	How will you measure and document results of the activity?	Evaluation of activity.



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Examples of Parent/Community Involvement Activities

Involvement in School Governance

- School Advisory Board functioning with parental representation
- SCBM
- PTA

Volunteer Support

- Volunteer Listeners
- Classroom mother, father
- Parent volunteer in school building

Teacher and School Communication

- Welcome visit by staff to students' home
- School newsletter
- Class newsletter
- Good News Note, Success Cards
- Letter from teacher to parents
- Call from teacher to parents

School Activities

- School Fairs
- Fun Nights
- School Dinners
- Coffee Hours
- Back to School Night
- Parenting Skills Classes
- Parent Workshops
- Adult Literacy Program
- School-wide Parent Involvement Programs
- Recreation Programs for Parents
- Classes for Parents
- Help at Home Projects

Involvement in Curriculum

- Curriculum demonstration



An Introduction to Culture and Place-Based Instruction
Parent/Community Involvement Plan - Student Reflections

Attach a minimum of 5 Student Reflections

- * Students reflect on your Parent/Community Involvement Activity own handwriting.
- * Possible questions to ask students:
 - o What did you like about the activity?
 - o How could this activity be improved?



An Introduction to Culture and Place-Based Instruction



An Introduction to Culture and Place-Based Instruction

Insert

Lesson Plan #2 – Learning Styles
(highlight the specific culture/place based
instructional strategies incorporated within the lesson plan)



An Introduction to Culture and Place-Based Instruction

Teacher Caption and Reflection on Lesson Plan 2

Caption:

1. Briefly describe the context for the lesson plan.

2. Explain why this exhibit is evidence of what was learned in the course.

Reflection: Reflect on your lesson plan.

1. What insights have you gained from developing your lesson plan?

2. How can these insights inform your practices as a teacher?

3. What implications do these insights hold for you?



An Introduction to Culture and Place-Based Instruction

Lesson Plan 2 - Student Reflections

Attach a minimum of 5 Student Reflections

- * Students reflect on your lesson in their own handwriting.
- * Possible questions to ask students:
 - What did you like about the lesson?
 - Which activity did you like and why?
 - How did the activity help you learn?
 - How could this lesson be improved to help you learn better?



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Teacher Caption and Reflection on Lesson 2 Student Reflections

Caption:

1. Briefly describe the context for the student reflections.
2. Describe your student reflections.
3. Explain why this exhibit is evidence of what was learned in the course.

Reflection: Reflect on your student reflections.

1. What insights have you gained from the student reflections?
2. How can these insights inform your practices as a teacher?
3. What implications do these insights hold for you?



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Culminating Reflection

Reflect on your experience taking this course.

- ✿ How have you applied/used what you learned?
- ✿ What aspects of this course have been the most helpful to you? Why?
- ✿ What did you gain from participating in cooperative learning activities/discussion and study groups with your peers?
- ✿ How is this course relevant to your district's/complex's SID?