

MA ILCE Assessment Data

As described in the Assessment Plan, assessment of student progress towards meeting learning outcomes is an ongoing, collaborative process conducted throughout each of the MA ILCE courses. Program development and implementation is dependent on the collection and analysis of the results of such inquiry. Examples of data for three of the assessments are provided below to illustrate the extent that assessments are informing and supporting program implementation and development.

1) **Loiloī Puka A‘oākumu** (Student Teacher Overall Rating of Professional Skills)

As a summative assessment of the teacher preparation courses and clinical practice administered at the end of Phase 1 (third semester), the Loiloī Puka A‘oākumu scores represent the cumulative work of each student, as determined by multiple formative assessments. The eleven program and state mandated teacher cultural and professional proficiencies (depicted as I-XI below) are rated on a four point scale by program faculty and mentor teachers.

Data for two cohorts (2011-12 and 2012-2013) is reported in Table 1. All students in the program earned scores in the 3-4 range, which is the target for passing this phase of their program and qualifies the students for state teacher licensure through the Hawai‘i Teacher Standards Board. The majority of the students were at level 3, which is considered as the target level for students completing their pre-service preparation program. Nine students were rated at level 4 for standard XI: *Perpetuates Hawaiian Language, Culture and Values* indicating demonstration of exemplar practice, which is in line with the primary mission of the program. On the other hand, when only one or two students in these two cohorts were rated at level 4 in a number of standards, i.e., III: *Promoting a Safe and Caring Learning Environment*; VIII: *Use Assessment Strategies*; IX: *Demonstrates Professionalism*; and X: *Fosters Parent & School Community Relationships*, reflection and dialogue among faculty focuses on course instruction and activities that will promote the further cultivation of the specific knowledge and skill sets.

Table 1. Overall Rating of Professional Skills: Teacher Preparation Program Completers (N=10)

KWO / HTSB standards												
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	Score
<i>Student Teachers 2011-12</i>												
2012-01	3	3	3	3	3	3	4	3	3	3	4	pass
2012-02	4	4	3	4	4	4	4	3	4	3	4	pass
2012-03	3	3	3	3	4	4	3	3	3	3	4	pass
2012-04	3	3	3	4	3	3	3	3	3	3	4	pass
2012-05	3	3	4	3	3	3	3	3	3	3	4	pass
2012-06	4	4	3	4	4	4	4	3	3	4	4	pass
<i>Student Teachers 2012-13</i>												
2013-01	3	3	3	3	3	3	3	3	3	4	4	pass
2013-02	4	4	3	3	4	4	4	4	3	3	4	pass
2013-03	3	3	3	3	3	3	3	3	3	3	3	pass
2013-04	3	3	3	4	3	4	3	3	3	4	4	pass

3=Skill delivered appropriately

4=Skill mastered with a high degree of competence

2) **Analoī Pāhana** (Action Research Presentation Rubric)

The extensive use of rubrics as formative assessments of student progress is illustrated in the mid-semester presentations of the students' action research projects that occur in semesters 4-7, in KEd 662, 630, 660 and 693 courses. Students are provided with descriptors of the targeted criteria for presentation content, use of multi-media technology and delivery. The instructor rates the presentation using a task-specific rubric and provides extensive written feedback. Additionally, oral and narrative feedback is provided by classmates, and in KEd 662 and 660, by the instructors and students of partnering universities who are also involved in sharing and critiquing of each other's work. These opportunities for presentation of work in progress and the extensive feedback provided by a variety of peers and instructors provide critical support for developing an indigenous lens that deepens their action research projects, while developing a community focused on inquiry of indigenous educational issues.

- KEd 660 (Fall 2012): Within this course, students are formulating their research questions, beginning their literature review and drafting their research proposals.

Overall ratings for the six student presentations ranged from 93-96 points (out of

- a possible score of 100), with a median score of 93.5. While all criteria were met by all students, feedback was useful in the specific domains in each of the projects where the content was in need of either further clarification or elaboration.
- KEd 630 (Spring 2013): Within this course, students are developing their research methodology and tools for data collection. Overall ratings for the six student presentations were very high, ranging from 94-100 points (out of a possible score of 100), with a median score of 99. Feedback provided was focused on strengthening the use of the Hawaiian language as a medium of academic writing, stressing appropriate lexical and grammatical considerations to increase the overall clarity of the presentations.

3) Ana Mana‘o Moho (Student Exit Survey)

During the final semester in the MA ILCE program, all students in the second cohort (2008-2010) and third cohort (2010-2012) were requested to complete an exit survey form rating their experiences and perspectives of program objectives and student learning outcomes, the quality of instructors, and the overall program.

The results as summarized in Table 2 show that students are satisfied with the MA ILCE program and feel that it is meeting its stated objectives. Students responded positively that the program does provide appropriate opportunities to develop the knowledge and skills as described in the learning outcomes. The majority (62%) of the students “strongly agreed” that they were satisfied with the instructors and that the program is meeting its objectives. The remaining 38% “agreed” with those statements.

Table 2. Responses to MA ILCE Student Exit Survey, 2010 & 2012 (N=13)

The M.A. ILCE program in Indigenous Language and Culture Education	Strongly Agree	Agree	Disagree	Strongly Disagree
Obj A: expanded/is expanding my ability to conduct applied research	46% (6)	54% (7)	0	0
Obj B: expanded/is expanding my use of research to directly benefit Hawai'i's school children, i.e., my own students and school community	62% (8)	38% (5)	0	0
Obj C: expanded/is expanding my ability to access and interpret research done for the benefit of Hawai'i's school children	54% (7)	46% (6)	0	0
Obj D: created/is creating national and international links allowing me to better understand indigenous cultural and educational issues	54% (7)	46% (6)	0	0
Outcome 1: provided/is providing me with the knowledge and skills to apply pedagogy appropriate to maui ola/indigenous language medium and culture-based education	54% (7)	46% (6)	0	0
Outcome 2: provided/is providing me with the knowledge and skills to articulate the rationale for culture-based/indigenous pedagogy and dispositions with P-12 classrooms	46% (6)	54% (7)	0	0
Outcome 3: provided/is providing me with the knowledge and skills to communicate effectively in both academic and indigenous community environments	54% (7)	46% (6)	0	0
Outcome 4: provided/is providing me with the knowledge and skills to access, analyze, and reflect on indigenous knowledge, practices, literature and research findings	46% (6)	54% (7)	0	0
Outcome 5: provided/is providing me with the knowledge and skills to design and conduct culturally appropriate, rigorous and ethical research that is responsive to issues inherent in indigenous language medium and culture-based education	46% (6)	54% (7)	0	0
Outcome 6: provided/is providing me with the knowledge and skills to analyze global trends and perspectives that affect the implementation of indigenous language and culture education	54% (7)	46% (6)	0	0
Overall, I am satisfied with the quality of the instructors in the program.	62% (8)	38% (5)	0	0
Overall, I am satisfied with what I gained/am gaining from the program.	62% (8)	38% (5)	0	0

The MA ILCE faculty are currently working on revising and developing a number of assessments in order to generate data that will further identify student learning needs and document progress and challenges, while affirming and strengthening practices of maui ola Hawai'i (Hawaiian culture-based) educator preparation:

- 1) Revising the Student Teacher Progress Reports to reflect changes in program goals and new state teacher standards.

2) Developing a new assessment that will foster the ongoing growth of Hawaiian language skills and cultural proficiencies that are determined as essential to the beginning Hawaiian immersion/medium teacher.

3) Developing a new survey that will elicit the experiences and perspectives of program stakeholders (program graduates, mentor teachers, and teachers) to affirm program strengths and identify areas in need of further development.