Teacher Self-Assessment - Culture Based Foundations

Below are understandings about Hawaiian epistemology (the nature of knowledge and learning) gleaned from research on cultural perspective. Use this list to reflect on your current classroom practices. Please take your time to read and think about each idea, and then code your current level of application. You will be given this self-assessment to review later this semester, with the expectation that as you continue teaching and planning, you will consider how you might shift what you are doing to increase your effectiveness with Hawaiian students. A reflection sheet is included to complete after taking the survey below, and again when directed a few months from now. This self-assessment should take no longer than one hour.

CODING GUIDE

5       High priority for me; I integrate this regularly
4       Usually considered; I integrate this sometimes
3       Beginning to consider; I plan to integrate this
2       Interested in considering; I may integrate this
1       Not considered currently; I have never integrated this

• Hawaiian Ways of Learning in Your Classes:

___ Experienced-based: Activities incorporate hands-on, multi-sensory, and multiple intelligences content and contexts.

___ Authentic learning: Environments incorporate real life purpose and context; activities are relevant to students and projects address realistic problems; curriculum is usually thematic and integrated with other relevant learning.

___ Individual knowledge base: New information builds upon the learner's unique knowledge base, identity, and stage of receptivity.

___ Traditional process of a’o (education): Students replicate knowledge acquired first, and then solidify understanding by teaching others, usually in authentic environments.
Life skills: Learning focuses on skills important to survival and students’ social, personal and cultural well being within the context of community.

Personal relevance: Learning relates to many aspects of daily living, from health to personal and community issues critical to the quality of life and protection of place.

Your Program/Course Design and Process:

Community based: Program/course design begins with the belief that learning is grounded in the learner’s community and physical environment; learning connects to real-life purpose and context.

Culturally based: Program design emphasizes cultural identity and immerses learners in traditional practices; cultural practitioners support classroom learning.

Inclusive program development: Standard program components for planning, instruction and evaluation are integrated along with culturally specific features.

Your Curriculum Focus:

Hawaiian culture: Traditional cultural knowledge and teaching strategies are foundational, including reciprocal teaching and learning, proper protocol, Hawaiian values, identity, spirituality, aspirations, and language.

Authentic relevant content: Curriculum is embedded in real-life purpose and context; activities are relevant to students and curriculum is usually thematic and integrated with other relevant learning.

Your Instructional Strategies:

Authentic learning environment: Cultural learning styles and traditions are reflected in classroom structures and strategies (i.e.: cooperative learning, multiple intelligences, etc.)

Ke A'o Hawai‘i: Learning and teaching is in a traditional context and allows the appropriate practice of direct replication of content learned (student as teacher).
• **Appropriate Assessment:**

  ___ Performance based: Within an authentic (real world) environment, students share what has been learned to demonstrate development and change.

  ___ Ongoing assessment: Assessment is a continued and varied process that follows a coherent developmental sequence.

  ___ Student self-assessment: A self-assessment process is active and may incorporate debriefing, focused reflection, portfolios, journals, and more.

  ___ Clear Criteria: The assessment process utilizes checklists, written assignments, rubrics, goals, standards, and other supportive tools.

• **Physical Environment:**

  ___ Co-ownership: Space is safe, organized, accessible, and maintained by all who use it.

  ___ Beyond four walls: Learning experiences regularly extend outside the classroom.

  ___ Reflects Self and Place: Classroom includes displayed student work which reflect the learners (self) and where they live and attend school (place).

  ___ Collaboration is fostered: Furniture such as grouped desks and large tables provide cooperative learning space.

• **Emotional Environment:**

  ___ Co-Created Protocols: Everyone participates in creating classroom protocols (expected behaviors) that are based on values.

  ___ Welcoming Space: The classroom is hospitable for students, resource teachers, parents, and other visitors; needs are attended to by class members.

  ___ Emotions are acknowledged: A place is provided if someone needs space and time to balance and become ready to work.

  ___ Learning is supported: A “net of support” is created for each student by involving families and the community, and offering activities that promote creativity, wonder, a sense of purpose, and a strong, positive sense of self.
Name: ___________________         Date: ______

Reflection on Current Practices:  What do you currently do well?  What would you like to do more or differently?  How might you do this? What questions do you have?
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Goals:  List two or more goals from your ideas above; include how to measure growth.
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3. ___________________________________________________________________
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