Conceptual Framework of the School of Education at BYU Hawaii

- **Content Knowledge**
  - Demonstrates Knowledge Of Content
  - Creates and Maintains a Safe and Positive Learning Environment
  - Fosters Parent and School Community Relationships

- **Pedagogical Skills**
  - Design and Provides Meaningful Learning Experiences
  - Uses Active Student Learning Strategies
  - Uses Assessment Strategies
  - Adapts to Learner Diversity

- **Professional Dispositions**
  - Focuses on the Learner
  - Focuses on the Learner
  - Focuses on the Learner
  - Focuses on the Learner

- **Head**
  - Demonstrates Professionalism
  - Fosters Effective Communication in the Learning Environment

- **Hands**
  - Fosters Parent and School Community Relationships

- **Heart**
  - Fosters Parent and School Community Relationships
Conceptual Framework

School of Education

Brigham Young University - Hawaii

Introduction

Located in Laie, a small town on the scenic North Shore of the island of Oahu, Brigham Young University Hawaii is a four year liberal arts institution with an enrollment of 2400 students representing a broad spectrum of cultural backgrounds. Part of a four-campus university system sponsored by The Church of Jesus Christ of Latter-day Saints (LDS Church), the University has one of the highest percentages of international undergraduate students of any university in the country, with roughly 48% coming from 70 countries outside the United States. Education is one of the larger majors on campus, with 150 graduates during the two calendar years from 2003 through 2005.

The School of Education at Brigham Young University Hawaii seeks to enroll both U.S. and international students who have the desire in their hearts to serve their fellowman as teachers in the schools of their choice. Candidates are sought, recruited, taught, trained, supervised, enriched, edified and given assistance with placement, such that they are highly sought after and very successful in obtaining positions in the schools of their choice. The program’s framework and procedures of the School of Education are founded in the principles and practices of LDS theology as well as the knowledge bases and best practices in contemporary education theory.

To understand the concepts underpinning the framework and procedures of the programs in the School of Education at Brigham Young University Hawaii, we will first review the University's relationship to The Church of Jesus Christ of Latter-day Saints, the circumstances of the University's founding and the role of the Polynesian Cultural Center, resulting in The Vision Statement and Mission Statement of the University. We will follow this review with a description of the programs operating in the School of Education, and then proceed on to a proposal of the philosophies upon which these programs are based and the impact they are designed to have on the graduate’s ability to teach effectively.

Brigham Young University Hawaii, The Church of Jesus Christ of Latterday Saints and the Polynesian Cultural Center

The relationship, briefly reviewed here, between the Brigham Young University Hawaii (BYUH) and The Church of Jesus Christ of Latterday Saints (LDS) is significantly intertwined and is addressed extensively in the University's December 2005 Capacity and Preparatory Review prepared for the Western Association of Schools and Colleges (WASC). The Church of Jesus Christ of Latter-day Saints is a Christian religion where Jesus Christ assumes the preeminent position as our advocate with God and the ultimate exemplar upon which lives can be patterned. The church is led by a president who is sustained by the membership as a prophet, seer and revelator in his role to speak to and for the church, with the expectation that each individual member can and should seek to receive their own inspiration and divine guidance in their daily activities as they exercise their freedom of choice. The church has a long history in Hawaii and
initially obtained the lands at Laie in 1865 to provide a place where Hawaiian saints could learn to live gospel principles. While many financial projects were undertaken over the years with varying degrees of success, the church has always viewed Laie as a place for learning and for the rebuilding of the Hawaiian people. The first non-Utah LDS temple was built and dedicated here in Laie in 1919. In 1974 the university was brought under the umbrella of the Brigham Young University in Provo, Utah, and renamed Brigham Young University Hawaii.

In 1921, while attending a flag-raising ceremony at the church elementary school in Laie, David O. McKay, ex-public school educator, Church leader, and later Church President, envisioned an institution of higher learning in this community. In 1954, the formal announcement was made of a church college to be established in Hawaii. Then, in 1955, at the groundbreaking for the new facilities of the Church College of Hawaii, President McKay proclaimed that "from this school ... will go men and women whose influence will be felt for good ... internationally." Throughout the school's history, President McKay's words have served as a constant, conscious impetus and focusing call on the outcome of the educational programs of the university. Indeed, one of the University's strengths is the extent to which faculty, staff, administrators, and students share this sense of mission.

Because of the university’s open and active promotion of the doctrines and support for the leadership of the LDS Church, and its resolve to provide an educational experience of high quality, Brigham Young University Hawaii consciously seeks to combine spiritual and secular learning, believing that both are inextricably interconnected. Encapsulated in the mission statement of the University is the commitment to building faith, intellect, leadership, and intercultural sensitivity. The mission statement charges the University to prepare "men and women with the intercultural and leadership skills necessary to promote ... international brotherhood [and] address world problems." The implementation of this mission in the university includes an Honor Code that involves, besides the obvious academic areas (cheating, plagiarism, etc.), a commitment to live the standards "of Christian living as taught by The Church of Jesus Christ of Latter-day Saints both on and off campus." Stated another way in a promotional brochure jointly published with the Polynesian Cultural Center, "[t]he university focuses its efforts on educating the minds, hearts, and character of our students, sharpening their intellect, integrity and desire to serve."

From its inception, BYU Hawaii has had as its target population students from countries of the Pacific Rim and Asia. A very meager initiative to help raise funds to assist students (called the Hukilau) evolved over the years into the Polynesian Cultural Center (PCC), located adjacent to the BYU Hawaii campus. Established in 1963, the PCC has two major goals: to help students support themselves as they attend the University and to promote and perpetuate the cultures of Polynesia. Employing almost one third of the fulltime students at BYU Hawaii for up to 19 hours each week, the PCC has now grown to be Hawaii's number one paid visitor attraction. The partnership between BYU Hawaii and the PCC epitomizes students' international preparation. Students work in various capacities, including performing the music and dances of Polynesian cultures or serving as tour guides, customer-service representatives, restaurant hosts, or in a variety of other capacities. Thus, they interact in many languages with students and visitors from around the world.

The relationship between the university and the PCC has been referred to by its leaders as the "aloha experiment". This relationship helps support the university's efforts in realizing the
fulfillment of its own mission as stated in its vision and mission statements.

BYUH Vision Statement:

Brigham Young University Hawaii, founded by prophets and operated by The Church of Jesus Christ of Latter-day Saints, exists to assist individuals in their quest for perfection and eternal life and in their efforts to influence the establishment of peace internationally.

BYUH Mission Statement:

BYU Hawaii seeks to accomplish its vision by

(1) educating the minds and spirits of students within an intercultural, gospel-centered environment and curriculum that increases faith in God and the Restored Gospel, is intellectually enlarging, is character building, and leads to a life of learning and service;
(2) preparing men and women with the intercultural and leadership skills necessary to promote world peace and international brotherhood, to address world problems, and to be a righteous influence in families, professions, civic responsibilities, social affiliations, and the church;
(3) extending the blessings of learning to members of the church, particularly in Asia and the Pacific;
(4) developing friends for the university and the church; and
(5) maintaining a commitment to operational efficiency and continuous improvement.

In light of the historical background and the university’s stated prophetic destiny, it is easy to embrace the visual (Figure 1) that depicts the connection between the School of Education and the University. First, beginning in the upper right hand corner, the Christus statue reminds us of the focus on eternal gospel principles that must permeate all activities on campus and which proceeds from the LDS church which sponsors BYUH.

The lower left hand corner displays the Hawaii Temple, representing the highest of all that is good and spiritual in daily living. Qualification to enter the temple requires a commitment to live principles based on goodness and service to humankind. Thus, the temple represents excellence in "spirit" in what we do and why we do it.

The upper left hand corner displays the David O. McKay Building, which exhibits the founding mural and stands as the icon of academic excellence at Brigham Young University Hawaii. Flanking the building are the flags of the many countries represented in the studentbody.
Figure 1. The School of Education and the University

The lower right hand corner displays the Hawaiian sailing vessel, Iosepa, which was built by artisans from the university, the PCC and the community. This sailing vessel represents the work of many skilled hands and volunteers in the arduous months of carving and shaping the wood into the refined sailing vessel seen in the image. After the many months and hours of hard work, the sailing vessel was prepared to go forth and "serve," reminding us of the prophetic charge by President McKay that "from this school ... will go men and women whose influence will be felt for good ... internationally." A symbol of the excellence in skills and practice expected of graduates of the BYUH School of Education.

The background for the entire visual includes the isles of Hawaii, and the Pacific and Asian Rim countries. This geographic focus was given to the university by its founder, David O.McKay and has received ongoing support from successive church presidents. In the center of the figure can be seen the School of Education logo, reminding us that the child, or learner, is always the center of what we are about and why the School of Education exists.

Surrounding the picture on the top and both sides is a beautiful maile lei, reminding us of the culture and State in which the university is situated. Unlike most other lei, which are closed, the maile lei are left open. This openness represents a continuation of living and of giving,
life-long learning, generosity and service to humankind, indeed, our willingness to be ever humble and teachable.

The School of Education

The School of Education supports the university's mission by preparing effective teachers to “go forth and serve.” This contribution is articulated in the following vision and mission statements.

School of Education Vision Statement:

Recognizing the unique mission of Brigham Young University Hawaii, the School of Education in collaboration with other academic units on the campus and partners in public education, prepares competent, caring and collaborative professional teachers who demonstrate the content knowledge, professional dispositions, and pedagogical skills required to meet the needs of students in today's diverse and changing society.

School of Education Mission Statement:

The School of Education at Brigham Young University Hawaii strives to accomplish its vision statement by teaching and modeling (1) life-long learning and problem-solving abilities; (2) best current educational practices, balanced with gospel principles; and (3) caring, compassionate, and collaborative service in the home, school, church, and community, both locally and internationally.

The School of Education has five undergraduate degree programs and three non-degree programs. The five undergraduate degree programs enable students to graduate in Elementary Education, Special Education, Dual Major – Elementary and Special Education, Secondary Education or Inter-Disciplinary Studies. Students can apply to enter one of these degree programs in the School of Education, typically near the end of their Sophomore year, after successfully completing the introductory courses in education and with a GPA of at least 2.0 in these and their General Education required courses as typically found in a liberal arts university. Entry to the School of Education also requires completion of the PRAXIS I tests – license seeking students must pass the Hawaii State PRAXIS I markers. Students may choose to license (this option is not available in the Inter-Disciplinary Studies program) in their degree program or not, meaning that U.S. license seeking students must complete student teaching successfully - the capstone experience of their degree program. Non-licensing students will complete some other practicum cap-stone experience. Licensing graduates must take the PRAXIS II tests required by their degree program. Recommendation by the School of Education to the Hawaii Teacher Standards Board (HTSB) for licensing requires the candidate to graduate from their degree program and successfully complete the respective PRAXIS II tests.

The three non-degree programs available in the School of Education either enable content area graduates to qualify to be recommended for a Basic teaching license (5th-year program), enable public school emergency hire content area graduates who are successfully teaching in the State of Hawaii to be recommended for a Basic Teaching License (Alternative Licensure
Program – ALP), or enable licensed teachers to engage in 30 credits of further education and enrichment resulting in a State of Hawaii Department of Education approved BYUH Professional Diploma.

While the School of Education graduates fewer than one hundred students each year, the quality of the licensing graduates has been recognized because of their maturity in the classroom, their familiarity with curriculum, assessment and standards as well as for their personal characteristics.

Each of the programs has three phases – first, students are taught from the knowledge bases of effective practice from a constructivist perspective in learning theory, pedagogy, assessment, and classroom management; second, they experience a fifteen-week limited school classroom teaching experience (Observation & Practicum) along with content methods courses; and third, they are placed for sixteen weeks in a school setting appropriate to their degree program with a recommended Cooperating Teacher who has been prepared to mentor them and give them full responsibility for the class for the final one half of that time. Graduates are recognized and feted by the School of Education at a banquet held in their honor.

**Conceptual Underpinnings**

The following visual (Figure 2) represents the framework for the conceptual underpinnings of the programs of the School of Education (SoEd). The diagram is best explained from the center out. At the center of the conceptual framework is the child. Everything the SoEd does is focused on the child. Surrounding the child are the three components of the SoEd mission: head (required content knowledge), heart (values and beliefs which form the professional dispositions and are the motivators of action), and hands (the pedagogical skills to carry out the teaching assignment effectively).

The statement "Focuses on the Learner" is the first of ten standards established by the Hawaii Teacher Standards Board (HTSB) that constitute the performance and licensing standards for teacher candidates. The HTSB’s choice of “focus on the learner” as its first standard is consistent with the School of Education's placement of the learner at the center of the figure.

Continuing outward, the remaining nine of the ten HTSB performance and licensing standards surround the learner. Each of these standards in one or more ways touches the head, heart or hands of the learner. While they appear as separate standards, the lines between them do not form a complete line segment, being left open on each end to represent an overlapping or fluid relationship between and among them all, symbolizing a "team" spirit in doing whatever is necessary to achieve the desired outcomes on behalf of the learner.

Outside this circular band of standards, the final circle contains the three candidate proficiencies: content knowledge, professional dispositions and pedagogical skills. These three terms encapsulate the professional summative outcomes of the educational experience of the teacher candidate. This educational journey is symbolized by the world map watermark. The hands that support the conceptual framework represent the many hands that shape and inspire throughout this entire process.
The principles comprising the NBPTS policy statement are consistent with the philosophy and goals for teacher candidates in the BYUH School of Education. They are explained as follows:

**NBPTS Proposition #1: Teachers are committed to students and their learning**

We believe that all students can learn and proceed to plan and act on that belief. We believe
in the dignity and worth of all human beings and in the potential that exists within each child. We teach our teacher candidates to recognize individual differences in their students and adjust their teaching practices accordingly, including keeping a "finger on the pulse of the class" and subsequently deciding when and how to alter plans, working with individual students while meeting the needs of the whole group, and enriching instruction as appropriate. We prepare our teacher candidates to have an understanding of how students develop and learn. We subscribe to and teach from the current research that intelligence comes in different ways. It is our belief and practice that across all subjects, teachers can successfully accomplish lesson outcomes by allowing students to express mastery in a variety of ways. In addition, we embrace the research on effective teaching which builds on this research. Further, we believe that our teacher candidates should treat all students equitably while not treating them all alike.

Our teacher candidates are constantly striving to learn more about how to best address those differences in the context of their teaching responsibilities. This commitment to students and their learning is, in large part, driven by a genuine concern for more than the academic success of every student. It is driven by a genuine concern for the "students' self-concept, ... their motivation, ... the effects of learning on peer relationships, and with the development of character, aspiration and civic virtues."

**NBPTS Proposition #2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students**

Central to the role of the teacher is unquestionably the expectation of competence in their subject area. Content area knowledge goes far beyond the mastery of facts. It includes knowledge of how that subject is "created, organized and linked to other disciplines." In addition to this deep and connected knowledge of one's subject, teachers should possess a unique ability to convey that knowledge to students and help them to build that knowledge schema. These pedagogical skills are "not a bag of tricks", but a repertoire of representations that combines instructional techniques with subject matter in ways that take into account the mix of students and school contexts that confront the teacher. We require it!

In addition, we believe, like the NBPTS, that teaching for understanding "requires students to integrate aspects of knowledge into their habits of thinking, rather than simply store fragmented knowledge bits." In other words, knowledge is a "combination of skills, dispositions, propositions and beliefs --- integrated and flexible, elaborate and deep". Our teacher candidates must demonstrate lessons which require critical thinking of their students, attitudinal integration and observable achievement.

**NBPTS Proposition #3: Teachers are responsible for managing and monitoring student learning**

Simply stated, while maintaining high expectations for all students, teachers are genuinely facilitators of student learning. Teachers call upon multiple methods to meet their goals, they can orchestrate the learning environment in the classroom, place a high value on student engagement in the learning environment, regularly assess student progress, and are able to clearly articulate goals and expectations for students. We profess it and we require it of our
teacher candidates in all three stages of their training.

**NBPTS Proposition #4: Teachers think systematically about their practice and learn from experience**

Because the profession in which we work is an open learning curve, as evidenced by the ongoing and expanding research base, teachers must be reflective as they work. We require reflection from the first pedagogy course and continue it through out the student teaching experience. The action research project in which our student teachers engage while in the student teaching practicum is a connected reflective experience. We realize that teachers must emulate the virtues they hope to instill in their students:

"Curiosity and a love of learning; tolerance and open-mindedness; fairness and justice; appreciation for our cultural and intellectual heritages; respect for human diversity and dignity; and such intellectual capacities as careful reasoning, the ability to take multiple perspectives, to question received wisdom, to be creative, to take risks, and to adopt an experimental and problem-solving orientation."26

**NBPTS Proposition #5: Teachers are members of learning communities**

We teach our teacher candidates to understand that their stewardship in this area includes two constituencies. First, each teacher is a partner with the faculty and administration in ensuring the effectiveness of the school, not just his own class. Second, each teacher's success with the young people in his class includes collaborating with parents and others in the community outside the school. While the primary mission of the teacher is to promote learning, the professional teacher understands that the physical, emotional, and social well being of his children are each part of the broader and more humane purposes within the stewardship of the classroom teacher27.

In 1999, the American Council on Education (ACE) released an action agenda for teacher education intended for college and university presidents. The report, *To Touch the Future: Transforming the Way Teachers are Taught, An Action Agenda for College and University Presidents*, was the result of a task force composed of college and university presidents and school leaders in collaboration with the American Association of Colleges for Teacher Education(ACTE). The task force's charge was "to equip college and university presidents to lead the nation's campuses in a major improvement in the quality of education provided to teachers and schoolleaders"28. In the report's *Introduction*, the opening paragraph references the 1985 statement by Christa McAuliffe in response to questions about why she wanted to participate in the NASA space shuttle program as the first teacher in space. Her short response has become a ringing testament to teaching as a noble profession: "Don't you understand? I am a teacher. Every day, through my students, I touch the future."29. The task force wisely and powerfully used McAuliffe's response to launch its report, concluding with a number of recommendations to college and university presidents to become partners in the quest to ensure that every schoolchild in America has "teachers of the highest quality this nation is capable of producing"30.

The ACE report was preceded in 1996 with a report by the National Commission on
Teaching and America's Future (NCTAF). Entitled What Matters Most: Teaching for America's Future, the report challenges the nation to provide for every child "competent, caring, qualified teachers in schools organized for success"\(^31\). In a follow-up report by NCTAF in 2003, No Dream Denied: A Pledge to America's Children, the Commission advocates ten benchmarks that represent what "highly qualified beginning teachers" should know and be able to do to support student learning. Those benchmarks are: (1) possess a deep understanding of the subjects they teach; (2) evidence a firm understanding of how students learn; (3) demonstrate the teaching skills necessary to help all students achieve high standards; (4) create a positive learning environment; (5) use a variety of assessment strategies to diagnose and respond to individual learning needs; (6) demonstrate and integrate modern technology into the school curriculum to support student learning; (7) reflect on their practice to improve future teaching and student achievement; (8) pursue professional growth in both content and pedagogy; and (10) instill a passion for learning in their students\(^32\).

The Hawaii Policy Group of the National Commission on Teaching and America's Future, chaired by the former Lt. Governor, Mazie Hirono, and in partnership with the HTSB, released its report in 2001, The Magic Weavers: Securing the Future for Hawaii's Children. In this report, the Group embraces the work by the National Commission on Teaching and America's Future and proceeds to outline a number of recommendations in an action plan for the State of Hawaii. Again, as in the other national reports, action is driven by the research that clearly states "teacher quality is the most influential factor in student achievement"\(^33\). This report recognizes the progress that has been done since the Group began. Included is the fact that the HTSB, established by the State Legislature in 1995, released the first Performance and Licensing Standards for teachers in 1998. The report notes that these standards "align with nationally recognized teacher standards and promote teacher accountability for helping students to meet the Hawaii Content and Performance Standards"\(^34\).

Notes:


2 Institutional Proposal Submitted to the Western Association of Schools and Colleges (WASC). Laie, Hawaii: Brigham Young University Hawai‘i (December, 2003), p. 1.


11 The Holy Bible: Authorized King James Version. Salt Lake City, Utah: Corporation of the President of The Church of Jesus Christ of Latter-day Saints (1979).

12 http://www.htsb.org/standards/teacher.html


20 "Proposition #1: Teachers are Committed to Students and Their Learning" in http://www.nbpts.org/about/coreprops.cfm. About NBPTS/Five Core Propositions: What Teachers Should Know and Be Able to Do: The Five Core propositions of the National Board (6 February 2004).

21 "Proposition #2: Teachers know the subjects they teach and how to teach those subjects to

22 "Proposition #2: Teachers know the subjects they teach and how to teach those subjects to students" in http://www.nbpts.org/about/coreprops.cfm. About NBPTS/Five Core Propositions: What Teachers Should Know and Be Able to Do: The Five Core propositions of the National Board (6 February 2004).

23 "Proposition #2: Teachers know the subjects they teach and how to teach those subjects to students" in http://www.nbpts.org/about/coreprops.cfm. About NBPTS/Five Core Propositions: What Teachers Should Know and Be Able to Do: The Five Core propositions of the National Board (6 February 2004).

24 "Proposition #2: Teachers know the subjects they teach and how to teach those subjects to students" in http://www.nbpts.org/about/coreprops.cfm. About NBPTS/Five Core Propositions: What Teachers Should Know and Be Able to Do: The Five Core propositions of the National Board (6 February 2004).


26 "Proposition #4: Teachers think systematically about their practice and learn from experience" in http://www.nbpts.org/about/coreprops.cfm. About NBPTS/Five Core Propositions: What Teachers Should Know and Be Able to Do: The Five Core propositions of the National Board (6 February 2004).

27 "Proposition #5: Teachers are members of learning communities" in http://www.nbpts.org/about/coreprops.cfm. About NBPTS/Five Core Propositions: What Teachers Should Know and Be Able to Do: The Five Core propositions of the National Board (6 February 2004).


31 National Commission on Teaching and America’s Future. What Matters Most: Teaching

