



Ho'oulu: Growing as a Professional

Ho'oulu (*to grow*) is a college-wide tool used to document teacher candidates' growth. Although translations are imperfect, consider the following Ioina (domains) as professional dispositions:

- **Kuleana:** *right, privilege, concern, responsibility*
- **Pilina:** *relationship, connection*
- **Alu Like:** *striving together, to cooperate*
- **Ha'awina No'ono'o:** *thought, reflection*
- **Aloha 'Āina:** *love of the land and its people*

Candidates grow into successful teachers by establishing and maintaining dispositions that reflect the norms of the profession. Dispositions are "tendencies for individuals to act in a particular manner under particular circumstances, based on their beliefs," (Villegas, 2007, p. 373). Candidates demonstrate values and behaviors in all aspects of their professional lives, including: UHM classes, field-based courses, public settings, private settings, face-to-face interactions, and online interactions. This tool is meant to support reflection, guide relevant discussions, and stimulate candidate growth.

WHEN DOES THIS ASSESSMENT OCCUR?

This assessment may be used at any point, or at regular intervals throughout a program, the university faculty member (such as a cohort coordinator or field supervisor) will complete the assessment and enter data into SIS at three designated points:

- Program Start (beginning)
- Before Student Teaching (middle)
- Program Completion (end)

WHO MAY INITIATE THIS FORM?

Candidates, UHM faculty, and school partner personnel (e.g. mentor teachers) may initiate the use of this form at any time to support candidate reflection and continuous growth as a professional. This form can be used as routine, and/or if a deeper discussion and reflection is required. The final form that is entered into SIS will be completed by the university appointed field supervisor or cohort coordinator.

Resource Toolkit





- [Definitions and Distinctions: Dispositions, Ethics, & Conduct](#)
- ["Hōpoe" Profiles of Educators](#)
- [Example of a Completed Form](#)
- [Example of Dispositions Adapted for Course Expectations](#)
- [Examples of Dispositions Adapted for Field Observations](#)
- [Candidate Reflection: Options for Action and Expression](#)
- [Ho'oulu Discussion Protocol](#)

EXPECTATION FOR PROFICIENCY

Candidates are expected to engage in continual growth by responding proactively to professional disposition assessments. During initial semesters, candidates may experience areas that are closer to 'Ano'ano or 'Ōpu'u Lehua. By the beginning of student teaching, candidates are expected to demonstrate values and behaviors within the range of Mohala.

PAE O KA ULU (Stage of Growth):

He lā'au kū ho'okahi, he lehua no Ka'ala. [A lone tree, a lehua of Ka'ala]. This 'Ōlelo No'eau is an expression of admiration for an outstanding person, unequaled in beauty, wisdom, or skill. This comes with practice and reflection, over time. The 'ōhi'a lehua represents teacher candidates as they develop into professionals who exhibit the characteristics of an outstanding teacher.

Stage of Growth	Score*	Description
 Hōpoe (Full Bloom)	3	An exemplary candidate may, on occasion, model higher standards than the shared values and norms of the profession. (See "Hōpoe" Profiles of Educators .) This demonstrates an exceptional level of commitment to go above and beyond expectations.
 Mohala (Blooming)	2	A proficient candidate intentionally and consistently demonstrates shared norms and values of the profession. They actively seek and respond to feedback for growth.
 Ōpu'u Lehua (Flower Bud)	1	A developing candidate may practice some (but not all) shared norms and values of the profession, or may do so inconsistently. Feedback and reflection nurture the growth of a developing candidate.
 Ano'ano (Seed)	0	An emerging candidate may demonstrate promise, but may not have developed the shared norms and values of the profession yet. Ongoing feedback and reflection are critical for growth.

*The designated assessor will input holistic scores in SIS.

This is a formative assessment focused on holistic feedback for reflection and growth. It has been informed by the Charlotte Danielson Framework ([Domain 4](#)), and [Nā Hopena 'Ao](#).

The core competencies provide examples of behaviors associated with each disposition. Core competencies may or may not be observed, depending on the context. These do not correlate directly to a rating or a more holistic score.

Across all five dispositions, an inherent requirement for professional growth is that a teacher candidate intentionally adjusts their behaviors, actions, and/or decisions for improvement in response to explicit feedback provided by their instructors (including cohort coordinator, field supervisors, school-based mentor teachers or other relevant personnel) and their self-assessment.



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Observation, Evidence, and Goals for Development

Candidate Name	Signature	Course	Date

COE Evaluator Name	Signature	Course	Date

(drag and drop the leaf on the vertical continuum to indicate the candidate's present stage of growth)



 Hōpoe (Full Bloom)	<p>Kuleana: <i>right, privilege, concern, responsibility</i> Teacher candidates nurture trust by embracing their professional responsibilities. They recognize that being a teacher is a privilege with impacts within and beyond a school community (CDF 4b, 4d, 4e).</p> <p>Core Competencies:</p> <ul style="list-style-type: none">➤ Demonstrates dependability and integrity➤ Attends obligations with regularity and punctuality➤ Participates actively; is mindful & present➤ Dresses appropriately for various situations➤ Meets deadlines & requirements with quality work➤ Balances own health and well-being➤ Uses technology with integrity➤ Other: _____
 Mohala (Blooming)	
 Ōpu'u Lehua (Flower Bud)	
 'Ano'ano (Seed)	
	<p>Comments/Goals:</p>



(drag and drop the leaf on the vertical continuum to indicate the candidate's present stage of growth)



	<p>Pilina: <i>relationship, connection</i> Teacher candidates connect with others effectively, cultivating and maintaining relationships. They communicate across modalities, with a range of university and school partners (CDF 4c, 4f).</p> <p>Core Competencies:</p> <ul style="list-style-type: none"> ➤ Listens to others, actively seeking to understand ➤ Communicates clearly and respectfully ➤ Responds appropriately to feedback ➤ Seeks clarification, or help when it is needed ➤ Respects and protects confidentiality ➤ Responds to others in a timely manner ➤ Communicates proactively, in a solution-oriented manner ➤ Other: _____ <p>Comments/Goals:</p>
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(drag and drop the leaf on the vertical continuum to indicate the candidate's present stage of growth)



	<p>Alu Like: <i>striving together, to cooperate</i> Teacher candidates collaborate with faculty, students, school personnel, administrators, families, and communities on shared goals. They contribute to cooperative endeavors that generate positive learning environments (CDF 4d).</p> <p>Core Competencies:</p> <ul style="list-style-type: none"> ➤ Commits to and shares responsibility for collective work ➤ Contributes resources: time, energy, knowledge, and skills ➤ Exhibits a positive and enthusiastic attitude ➤ Honors and incorporates the contributions of others ➤ Participates actively in problem-solving ➤ Seeks connections and resources with others ➤ Strives to reach shared goals ➤ Other: _____ <p>Comments/Goals:</p>
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(drag and drop the leaf on the vertical continuum to indicate the candidate's present stage of growth)



	<h3>Ha'awina No'ono'o: <i>thought, reflection</i></h3> <p>Teacher candidates demonstrate the ability to reflect on their actions. They monitor the impact of their choices and use feedback, assessments, and/or evidence to intentionally adjust their behaviors (CDF 4a, 4b, 4e).</p> <h4>Core Competencies:</h4> <ul style="list-style-type: none"> ➤ Engages in purposeful reflection on teaching and learning ➤ Monitors interactions, adjusting behaviors as needed ➤ Inquires with critical curiosity ➤ Responds to new information or feedback ➤ Problem solves in response to reflection ➤ Uses assessment or evidence to support reflections ➤ Accepts and uses feedback for growth ➤ Other: _____ <h4>Comments/Goals:</h4>
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(drag and drop the leaf on the vertical continuum to indicate the candidate's present stage of growth)



	<h3>Aloha 'Āina: <i>love of the land and its people</i></h3> <p>Teacher candidates commit to practices that strengthen our diverse community by sustaining the <i>ea</i> (life breath) between people and our environment. They actively practice <i>pilina</i> (connection), <i>aloha</i> (compassion), <i>mālama</i> (care), <i>hō'ihi</i> (respect), and <i>ho'omau</i> (sustainability) (CDF 4c, 4f).</p> <h4>Core Competencies:</h4> <ul style="list-style-type: none"> ➤ Respects Hawai'i's people, places, histories, and cultures ➤ Demonstrates empathy with respect for multiple perspectives ➤ Appreciates the diverse abilities and assets of others ➤ Gives and receives aloha ➤ Makes others feel welcome and included ➤ Cares for the land, space, and resources ➤ Other: _____ <h4>Comments/Goals:</h4>
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After completing your assessment, download as a PDF to finalize and share.