

TITLE: Consideration of Provisional State Approval for the University of Hawaii at Manoa College of Education's Early Childhood Education PK-3 Added Field Educator Preparation Program

The Hawaii Teacher Standards Board grants provisional state approval to the University of Hawaii at Manoa College of Education's Early Childhood Education Educator Preparation Programs in the Master of Education in Curriculum Studies (EDCS in PK-3) and the Master of Education in Early Childhood Education (Birth-5), effective June 2, 2017, through June 30, 2020.

This approval is based on a review by a state review team composed of the following reviewers:

- Elizabeth Park, Ph.D., Director of Early Childhood and Montessori Programs; Chaminade University of Honolulu
- Sushana Carvalho, Teacher (grade K), Wilcox Elementary
- Carolyn Gyuran, Education Consultant

The HTSB accepts the team's commendation of the programs in the following areas:

Program of Study: The coursework is appropriate and valuable to teachers who are adding the field of Early Childhood Education (Birth-5).

Standards & Assessments: The assessments submitted by the program have the potential to provide strong evidence for meeting all pertinent standards. Each assessment is supported by a well-written rubric.

Faculty: All faculty listed are suitable for this field of study.

The HTSB acknowledges that the team did not find any Areas for Improvement.

The unit may recommend candidates completing these programs for the following license field:

- Early Childhood Education PK-3

- Individuals who completed these programs prior to June 2, 2017, may also add the field of Early Childhood Education PK-3, if recommended by the programs.

The unit must include these programs in its annual report to HTSB and in its next unit review.

A memorandum will be sent to the unit informing them of the Board's state approval.

Submitted by: Terry Lynn Holck

Referred to: Teacher Education Committee

**HAWAII TEACHER STANDARDS BOARD
EDUCATOR PREPARATION - ADD A NEW FIELD
UNIVERSITY OF HAWAII – MANOA
MASTER OF EDUCATION IN CURRICULUM STUDIES [EDCS] (PK-3)**

SATE Review Team Recommendations

The State Approved Teacher Education (SATE) Review Team recommends provisional approval for the Master of Education in Curriculum Studies [Edcs] (Pk-3) added field program.

Rationale

Program of Study: The coursework is appropriate and valuable to teachers who are adding the field of Early Childhood Education (Birth-5).

Standards & Assessments: The assessments submitted by the program have the potential to provide strong evidence for meeting all pertinent standards. Each assessment is supported by a well-written rubric.

Faculty: All faculty listed are suitable for this field of study.

Review Team

Elizabeth Park, Ph.D., Director of Early Childhood and Montessori Programs;
Chaminade University of Honolulu

Sushana Carvalho, Teacher (grade K), Wilcox Elementary
Carolyn Gyuran, Education Consultant

**PROGRAM REVIEW REPORT – ADD A FIELD
UNIVERSITY OF HAWAI‘I – MANOA
MASTER OF EDUCATION IN CURRICULUM STUDIES [EDCS] (PK-3)**

Table of Contents

CONTACT AND CONTEXT INFORMATION	Error! Bookmark not defined.
ADDING A NEW PROGRAM, ADDED FIELD PROGRAM, OR NEW FIELDS TO EXISTING PROGRAM.....	19
Coursework Specific to New Program	19
Assessments/rubrics Specific to New Program	22
Faculty Specific to New Program.....	23
Additional Information Helpful to the Review Team.....	Error! Bookmark not defined.

Name of Program:

Master of Education in Curriculum Studies [EDCS] (PK-3)

Hawai'i Teacher Standards Board License Field(s) and Grade Level(s) for which candidates are being prepared

Add A Field: Early Childhood Education, P-3

Program Level

- Undergraduate
- Post Baccalaureate
- Master's
- Other

Contact And Context Information

1. College of Education
1776 University Avenue, 128 Everly Hall
University of Hawaii at Manoa
Honolulu, HI 96822
2. Unit administrator
 - a. Donald B. Young
 - b. Dean
 - c. young@hawaii.edu
 - d. (808) 956-7703
3. Individual responsible for review correspondence
 - a. Beth Pateman, Interim Associate Dean for Academic Affairs
 - b. mpateman@hawaii.edu
 - c. (808) 956-4278
4. Program Administrator, if different from individual responsible for review correspondence
 - a. Robyn Chun
 - b. Director, Graduate Early Childhood Education Programs
 - c. rchun@hawaii.edu
 - d. (808) 956-0337
5. If this is a new program, insert an organizational chart of your institution/agency and, if applicable, college/school/department showing the placement of this program.

The Master of Education in Curriculum Studies (PK-3) is a long-standing program in the College of Education. However, this is our first time formal request to add a field through this program. The program is housed within the Department of Curriculum Studies (EDCS), one of eight academic units in the College of Education.

6. The current market for this program's completer employment outlook and any other contexts that shape the program.

The past two decades have seen increased state investment in public PreK programs (Barnett, Friedman-Krauss, Gomez, Horowitz, Weisenfeld, Clarke Brown & Squires, 2016) and movement toward consensus on qualifications for teachers in these programs that reflect the science of early learning. Currently, there are 57 state funded PreK programs nationwide in 42 states and the District of Columbia. Nationally, 29% of the 4-year-olds and 3% of the 3-year-olds are enrolled in programs, although enrollment varies widely from state to state.

There is overall consensus that teacher qualifications for early learning programs should include a baccalaureate degree and specialized coursework in child development and early childhood education (Schilder 2016; Barnett et al., 2016; Institute of Medicine & National Research Council, 2016).

Hawai'i is one of the last states to initiate a state-funded PreK program, opening 20 classrooms in 2014. However, quality of programs is compromised by the shortage of licensed teachers to fill positions in preschool classrooms. Our state-funded PreK program consists of 20 classrooms with capacity to serve 2% of the Hawai'i's 4-year-olds. Out of 10 quality standards used to compare state PreK programs (Barnett et al., 2016), the only standard that Hawai'i does not meet is teachers with specialized coursework in child development and early childhood education. Only 20% (4 out of 20) of our current PreK teachers completed specialized coursework to obtain a license to teach preschoolers (4-year-olds). The program plans to add 10 additional classrooms in 2018 and every two years afterward. The shortage of qualified teachers with early childhood license (PK-K or PK-3) is an area of acute concern (See Letter of Support by Lauren Moriguchi, Director, Executive Office of Early Learning, December, 29, 2016).

In addition, Hawai'i was awarded a Federal Preschool Development Grant in 2015 to create 4-year-old classrooms in public charter schools. There are currently 6 classrooms and the program will expand to 18 classrooms in the 2017-2018 school year. Currently, only 50% of the teachers in the current 5 classrooms are licensed to work with 4-year-olds. A letter from the Hawai'i Charter School Commission (Sione Thompson, Executive Director, February 21, 2017) likewise shows concern about the need for qualified teachers with an appropriate license in the field (PK-K or PK-3).

Further, the Hawai'i Department of Education (HIDOE) cites a need for generalist early childhood coursework to complement the special education coursework teachers receive. HIDOE employs 251 special education preschool teachers and of these only 31% have a PreK-3 license. Superintendent Matayoshi stated, "It is crucial that HIDOE has the capacity to fill positions with teachers who have a strong foundation in early childhood education in order to provide high quality early childhood programs" (See Letter of Support by Kathryn Matayoshi, Superintendent of the Department of Education, March 7, 2017).

Finally, there are provisions within the Every Student Succeeds Act (ESSA) that also have increased interest on the part of principals in using school funds to open preschool classrooms. This is coupled with an increased awareness about the importance of looking for early childhood license when hiring teachers to fill preschool and kindergarten positions.

ADDING A NEW PROGRAM, ADDED FIELD PROGRAM, OR NEW FIELDS TO EXISTING PROGRAM

To add a new license field or program during a continuing state approval term, Hawaii approved units are required to submit information regarding coursework, faculty, and assessments/rubrics that are in addition to or different from unit criteria approved at the most recent unit review.

Coursework Specific To New Program (30 credits)

Course/Seminar/Experience	Description
REQUIRED COURSES	15 Required Credits
EDCS 622B Curriculum Leadership (Early Childhood) (3)	Foundation for critical study of curriculum development and improvement from the perspective of teacher leaders.
EDCS 667B Seminar in Issues and Trends in Education (Early Childhood) (3)	Curriculum trends and issues related to school organization, program, administration, faculty.
EDCS 606 Introduction to Research in Curriculum and Teaching (3)	Classroom-based research covers the fundamentals of qualitative, quantitative, action research, mixed methods, and curriculum based assessment. Exploratory, explanatory, and confirmatory research will be highlighted culminating in an outline for Plan B/Thesis proposal.
EDCS 632 Qualitative Research Methods (3)	Methods of qualitative research in education or related social science from an interdisciplinary framework. Conducting Teacher Research in PK-3 Settings

EDCS 618 Early Childhood Education: Advanced Topics Professionalism and Ethics (3)	Analysis and practical application of selected early childhood education program and/or instructional materials. Exploration of the topics of ethics and professionalism in early childhood education.
CHILD DEVELOPMENT VULNERABLE POPULATIONS	
<p>FAMR 491 Advanced Topics in Family Resources (3)</p> <p>EDCS 619 Social and Cultural Constructions of Childhood (3)</p> <p>SPED 631 Early Intervention for Special Populations (3)</p>	<p>Study and discussion of significant topics, problems. Advanced Child Development course focused on the science of child development, with particular attention on brain research and research on the impact of poverty on development and learning, and implications for practice with vulnerable populations of young children.</p> <p>Seminar examines the interrelated socially constructed concepts of children and childhood and places them in the larger contexts informed by sociological, anthropological, historical, critical, and technological perspectives.</p> <p>Issues important to early childhood special education. Effective models, approaches and practices for working with young children (birth – 5 years) with disabilities. Emphasis on competencies needed by generalist early childhood educators so they can support families of children with exceptionalities and collaborate on interdisciplinary teams.</p>
CURRICULUM & PEDAGOGY COURSES	
<p>DIVERSITY</p> <p>* EDCS 416 Teaching and Learning for Diverse Young Children (3)</p> <p>EDCS 640M Place Based Education</p>	<p>Focuses on the design, implementation, evaluation of meaningful, challenging integrated curriculum that promotes comprehensive developmental and learning outcomes for diverse young children (PK-3).</p> <p>Study in trends, research, and problems of implementation in teaching field. (P) place-based education. Each alpha repeatable two times. COE-related majors only for (P). Pre: teaching experience or consent for all alphas except for (P); graduate and/or undergraduate courses in education and/or social sciences or consent for (P). (K Cross-</p>

<p>EDCS 656 Seminar in Early Childhood Education (Special Topics in Curriculum and Pedagogy in ECE) (3) (Depending on the topic, this course may satisfy requirements for CONTENT, DIVERSITY or PEDAGOGY)</p>	<p>listed as PACE 640)</p> <p>Concepts and inquiry regarding the application of early childhood educational principles and approaches to programs serving children between birth and age five.</p> <p>Diversity Topics have included: Cultural Competence in Early Learning Settings, Unity Through Diversity: Coming Together Across the Differences</p>
<p>PEDAGOGY</p> <p>EDCS 618 Early Childhood Education: Advanced Topics (3)</p> <p>EDCS 628 Function of Play in Early Childhood Education (3)</p> <p>EDCS 656 Seminar in Early Childhood Education (Special Topics in Curriculum and Pedagogy in ECE) (3) (Depending on the topic, this course may satisfy requirements for CONTENT, DIVERSITY or PEDAGOGY)</p>	<p>Analysis and practical application of selected early childhood education program and/or instructional materials.</p> <p>Review of research and theory illuminating the nature, purposes, and meaning of play as a critical aspect of early childhood education.</p> <p>Concepts and inquiry regarding the application of early childhood educational principles and approaches to programs serving children between birth and age five.</p> <p>Pedagogy Topics have included: Learning to Play! Playing to Learn!, Project Work in the Early Years, Reggio Emilia Approach, Bank Street Approach.</p>

CONTENT	
* EDCS 416 Teaching and Learning for Diverse Young Children (3)	Focuses on the design, implementation, evaluation of meaningful, challenging integrated curriculum that promotes comprehensive developmental and learning outcomes for diverse young children (PK-3).
EDCS 617 Early Literacy and Language Development (3)	Theory and practice for PK-3 early literacy and language development. Focus is on content knowledge and pedagogical strategies that support the optimal development of oral language, reading, and writing skills in PK-3 classrooms.
EDCS 677 Curriculum Design in Early Childhood Education (3)	Designed to help classroom teacher understand sources and principles of curriculum in early childhood education and to provide experience in evaluating, selecting, and developing appropriate curriculum for young children
EDCS 656 Seminar in Early Childhood Education (Special Topics in Curriculum and Pedagogy in ECE) (3) (Depending on the topic, this course may satisfy requirements for CONTENT, DIVERSITY or PEDAGOGY)	Concepts and inquiry regarding the application of early childhood educational principles and approaches to programs serving children between birth and age five. Content Topics have included: STEM, Early Literacy
ELECTIVES	

*EDCS 416 Teaching and Learning for Diverse Young Children (3) can be counted as either a DIVERSITY or CONTENT course, but cannot be used to satisfy both requirements.

CAPSTONE DEVELOPMENT	
Non-credit Cohort Seminar or Advising	Plan A Thesis (6 credits) OR Plan B (Research, Project, or Professional Portfolio) Non-Credit seminar/advising Capstone development supervised by Cohort Coordinator and Plan A / Plan B Advisor.
Students completing a Plan A Thesis need to enroll in additional 6 credits of EDSC 700 Thesis.	Students have a choice of capstone options. 1. Plan A Thesis or Plan B Paper that contributes an original research study in early childhood education settings. 2. A Plan B Project to address problems

	<p>of practice. Students will identify an issue within their community/organization where there is a disconnect between the research base on a topic of interest and the practice that is implemented on the ground. They will create a project to address the need for informed practices that reflect the current base of research.</p> <p>3. A Plan B Professional Portfolio which includes narrative reflection statements and a collection of exemplars demonstrating competency. Exemplars are aligned with NAEYC Professional Standards and NBPTS Professional Standards for Early Childhood Generalist (PK-3).</p>
--	--

Assessments/Rubrics Specific To New Program

Name Of Assessment	When the Assessment is Administered	Description
Assessment of content knowledge NAEYC 1, 4 InTASC 1, 2	Year 1 in EDCS 622B End of Program	Assessment 1 Literature Review on Topic in Early Childhood Curriculum and Pedagogy Assessment 2 Grades in ECE courses
Assessment of candidate ability to plan instruction NAEYC 1, 2 InTASC 2, 3, 7, 8	Year 2 or 3 in Child Development for Vulnerable Populations Course	Assessment 3 Best Practices Modification Plan. Students will modify an instructional plan to increase access and adapt to the strengths and needs of vulnerable children and families.
Assessment of student teaching NAEYC 3, 4 InTASC 6 Note: Candidates are practicing teachers in the HIDOE or Public Charter Schools. They complete assessments in their classrooms as evidence of their teaching practices during the school year.	Year 2 or 3 – depending on when EDCS 632 is taken	Assessment 4 Multi-Method Qualitative Research Presentation (MMRQ) for EDCS 632. Design and implement a multi-method “action research” or “teacher research” project to inquire and improve teacher practices. Analyze data and evaluate effectiveness of practices.

Assessment of candidate effect on student learning NAEYC 4, 5 InTASC 4, 5, 6, 8	Year 1 or 2 depending on when content/pedagogy courses are taken	<p>Assessment 5 Curriculum Emphasis (Practical Application of Theory and Research) – Student will make a plan to apply content and pedagogical knowledge to their work in a specific ECE Setting. They will demonstrate the influence of new research/theory introduced in a course and practices or strategies adopted.</p> <p>Assessment 6 Project or Integrated Study - Candidate will develop and implement a project or integrated study that reflects the language and cultural heterogeneity of the children and families builds on the gifts and resources in their community.</p>
Assessment on candidate dispositions NAEYC 6 InTASC 9, 10	Year 2 or 3 depending on when professionalism course is taken	<p>Assessment 7 Professional Development Plan – Candidates will complete self-assessments in light of ECE competency statements and develop a professional development plan. They will include a resume or vitae that documents evidence of service/involvement in profession and community.</p>

Faculty Specific To New Program

Faculty Member Name	Degree & Area of Concentration	Role in Program	Professional Experience Relevant to Program
Chris Au	Ph.D. Curriculum & Instruction	Assistant Professor - Cooperating Faculty, Advisor for Plan B Students	9 years of experience as a teacher in K-3 settings in public school and public charter schools. 5 years of experience as an instructor and cohort coordinator for PK-3/K-6 BEd initial license program. Instructor for PK-3 coursework on art, language and literacy. Autoethnography dissertation.
Elizabeth Chapman de Sousa	Ph.D. Educational Psychology	Associate Professor - Cooperating Faculty, Advisor for Plan B	Dissertation focusing on conversation of preschool children in early childhood settings. 4 years of experience CREDE coaching in PK-3 settings. 3 years of experience teaching and developing Initial License program in multi-lingual learners. Research focusing on multi-lingual learning in early childhood

			education.
Pauline Chinn	Ed.D.in Curriculum and Instruction	Professor - Cooperating Faculty, Advisor	Over 10 years of experience teaching place-based science education in Hawaii public schools. Recognized scholar in place-based teacher education relevant to Hawaii and its people. Research collaborator and mentor for numerous National Science Foundation grants. Awarded life-time achievement award for the College of Education in 2016. Instructor for graduate qualitative research course. Advisor for students engaging in place-based PK-3 research projects.
Robyn Chun	M.Ed., (Ph.D. Candidate) Curriculum & Instruction	Assistant Specialist - Program Administrator, Instructor, Advisor	18 years of experience teaching and administrating in PreK-1 st grade classrooms in the non-profit sector, HIDOE and University of Hawaii at Manoa Children's Center. 15 years teaching child development and early childhood education coursework, supervising field experience, cohort coordinating and administrating undergraduate and graduate early childhood education programs. Advisor for Plan B graduate students.
Jane Dickson Iijima	M.S. Early Childhood and Elementary Education	Instructor - Cooperating Faculty, Plan B Reader	16 years of experience as Cohort Coordinator, Instructor and Field Supervisor in PK-3 Initial License BEd program and co-teaching in at the Richardson Law School Child Welfare Clinic. Over 20 years of experience teaching and directing in Headstart, and PK-3 programs in Pennsylvania, New York, New Hampshire and Hawaii.
Jonathan Gillentine	Ph. D. Curriculum & Instruction	Lecturer - Adjunct Faculty, Instructor, Plan B Reader	20 years of experience as a SPED teacher in PK-K inclusion classrooms in the HIDOE. Windward District Early Learning Specialist 2014-2016. Resource Teacher for the Executive Office of Early Learning. Mentor teacher for PK-3 BEd Initial License programs. Teacher early childhood special education courses for MEd ECE program and Plan B Reader for projects focusing on PK-K special education settings.
Rebecca Gomez	Ed.D. Curriculum	Lecturer, Adjunct	4 years of experience teaching in PreK settings. 6 years of experience

	and Teaching, Early Childhood Education Policy	Faculty	adminstrating state professional development and quality rating systems in Washington DC, New Hampshire, and Pennsylvania. 12 years of experience teaching undergraduate and graduate early childhood education coursework on early childhood policy, assessment and child development. Adjunct faculty or EDCS 656 special topic courses on early childhood systems and public policy. Second reader for Plan B.
Richard Johnson	Ed.D. Teaching & Learning, Early Childhood Education	Professor - Cooperating Faculty, Advisor	Over 30 years teaching, cohort coordinating and directing early childhood education and K-12 teacher education programs in Hawai'i, American Samoa and Texas. Plans B advisor and second reader. Teacher for Issues and trends in graduate seminars on issues in early childhood education , play, and social and cultural conceptions of childhood.
Theresa Lock	A.B.D. (Ed.D.) Educational Leadership M.A. Parent and Community work in Early Childhood Education	Junior Specialist – Plan B Reader	7 years of experience teaching and coordinating in PreK settings. Over 14 years teaching, supervising field and cohort coordinating in early childhood higher education programs including 3 years in PK-3 Initial License BEd Program. Headstart Fellow. Former Director of Executive Office of Early Learning.
Coleen Momohara	M.Ed. Curriculum Studies (PK-3) Early Literacy, Integrated	Lecturer - Adjunct Faculty, Instructor, Plan B Reader	17 years of experience in PreK-3 teaching and administration in non-profit and HI DOE settings. 4 years of experience as a family facilitator for homeless and lab school families. 4 years of experience as a Resource Teacher and Instructional Leader for HIDOE and Executive Office of Early Learning PreK program. Mentor teacher for College of Education PK-6 BEd Initial License program. Adjunct faculty for EDCS 656 special topic courses focusing on curriculum and pedagogy in ECE settings.
Leah Muccio	Ph.D. Early Childhood Education,	Associate Professor - Cooperating Faculty,	6 years teaching experience in toddler and K-3 settings. 5 years of experience as a Cohort Coordinator, Instructor and Field Supervisor for PK-3 Initial License

	Curriculum & Instruction	Instructor and Advisor for Plan A Thesis and Plan B	BEd Program core early childhood education courses on assessment, integrated curriculum planning. 5 years of experience teaching graduate coursework on teacher research and inclusive classrooms, and advising Plan A & B students.
Eva Moravcik	M.Ed. Curriculum Studies (PK-3)	Professor - Cooperating Faculty, Plan B Reader	39 years of experience teaching and administrating PreK settings in non-profit sector and UH system early childhood education centers. Faculty teaching coursework and supervising lab students at Honolulu Community College. Co-Author of <i>Who Am I in the Lives of Children?</i> and <i>Meaningful Curriculum in the Early Years</i> , two nationally distributed textbooks in ECE teacher education programs. Plan B Reader for portfolios and projects focused on curriculum and pedagogy.
Phyllis Nakama-Kawamoto	M.Ed. Curriculum Studies (PK-3) Mathematics	Lecturer - Adjunct Faculty, Instructor, Plan B Reader	29 years of experience K-1 in HIDOE classrooms. 4 years of experience as curriculum coordinator for K-1 classrooms at Mililani Ike Elementary. 3 years of experience RT for Executive Office of Early Learning PreK program. NBPTS Certified Teacher (Generalist/ Early Childhood). Presidential Award of Excellence in Mathematics and Science Teaching (2001). Mentor teacher for College of Education PK-6 BEd Initial License program. Adjunct faculty for EDCS 656 special topic courses focusing on curriculum and pedagogy in ECE settings.
Michael Sheehey	A.B.D. Special Education	Instructor - Cooperating Faculty, Instructor	5 years of experience teaching in PK-5 special education classrooms in HI DOE. 3 years of experience coaching new teachers for the MUSE mentoring program. 2 years of experience cohort coordinating, teaching and doing field supervision for ATT, Initial License BEd and post-baccalaureate in special education at KCC and UH Manoa.
Patricia Sheehey	Ph.D. Hawai'i Multicultural Issues,	Associate Professor – Faculty Steering	Over 15 years of experience in early childhood special education. Instructor for most of the SPED ECE coursework for baccalaureate, post-baccalaureate

	Families, ECE Severe Disabilities	Committee – Instructor and Advisor	and master of early childhood special education programs. Responsible for field supervision, cohort coordination, and accreditation reports for SPED programs.
--	---	--	--

Additional Information Helpful To The Review Team

See attached Letters of Support from the Director of the Executive Office of Early Learning, Superintendent of the Department of Education, and Director of the Hawaii Charter School Commission. Alignment between NAEYC Standards and INTASC Standards. References provided highlight the national trend in early childhood education teacher license qualifications and quality standards for PreK programs.

**HAWAI'I TEACHER STANDARDS BOARD
EDUCATOR PREPARATION - ADD A NEW FIELD
UNIVERSITY OF HAWAII – MANOA
MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION (BIRTH-5)**

SATE Review Team Recommendations

The State Approved Teacher Education (SATE) Review Team recommends provisional approval for the Master of Education in Early Childhood Education (Birth-5) added field program.

Rationale

Program of Study: The coursework is appropriate and valuable to teachers who are adding the field of Early Childhood Education (Birth-5).

Standards & Assessments: The assessments submitted by the program have the potential to provide strong evidence for meeting all pertinent standards. Each assessment is supported by a well-written rubric.

Faculty: All faculty listed are suitable for this field of study.

Review Team

Elizabeth Park, Ph.D., Director of Early Childhood and Montessori Programs;
Chaminade University of Honolulu

Sushana Carvalho, Teacher (grade K), Wilcox Elementary
Carolyn Gyuran, Education Consultant

**PROGRAM REVIEW REPORT – ADD A FIELD
UNIVERSITY OF HAWAI'I – MANOA
MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION (BIRTH-5)**

[Table Of Contents](#)

CONTACT AND CONTEXT INFORMATION	Error! Bookmark not defined.
ADDING A NEW PROGRAM, ADDED FIELD PROGRAM, OR NEW FIELDS TO EXISTING PROGRAM.....	19
Coursework Specific to New Program	19
Assessments/rubrics Specific to New Program	22
Faculty Specific to New Program.....	23
Additional Information Helpful to the Review Team	Error! Bookmark not defined.

Name of Program:

Master of Education in Early Childhood Education (Birth-5)

Hawai'i Teacher Standards Board License Field(s) and Grade Level(s) for which candidates are being prepared

Add A Field: Early Childhood Education, P-K

Program Level

- Undergraduate
- Post Baccalaureate
- Master's
- Other

Contact And Context Information

4. College of Education
1776 University Avenue, 128 Everly Hall
University of Hawaii at Manoa
Honolulu, HI 96822
5. Unit administrator
 - a. Donald B. Young
 - b. Dean
 - c. young@hawaii.edu
 - d. (808) 956-7703
6. Individual responsible for review correspondence
 - a. Beth Pateman, Interim Associate Dean for Academic Affairs
 - b. mpateman@hawaii.edu
 - c. (808) 956-4278
4. Program Administrator, if different from individual responsible for review correspondence
 - e. Robyn Chun
 - f. Director, Graduate Early Childhood Education Programs
 - g. rchun@hawaii.edu
 - h. (808) 956-0337
5. If this is a new program, insert an organizational chart of your institution/agency and, if applicable, college/school/department showing the placement of this program.

See attached COE Organizational Chart. The MEd in Early Childhood Education is a long-standing program in the College of Education. However, this is our first formal request to add a field through this program. The program is housed within the Department of Curriculum Studies (EDCS), one of eight academic units in the College of Education.
6. The current market for this program's completer employment outlook and any other contexts that shape the program.

The past two decades have seen increased state investment in public PreK programs (Barnett, Friedman-Krauss, Gomez, Horowitz, Weisenfeld, Clarke Brown

& Squires, 2016) and movement toward consensus on qualifications for teachers in these programs that reflect the science of early learning. Currently, there are 57 state funded PreK programs nationwide in 42 states and the District of Columbia. Nationally, 29% of the 4-year-olds and 3% of the 3-year-olds are enrolled in programs, although enrollment varies widely from state to state.

There is overall consensus that teacher qualifications for early learning programs should include a baccalaureate degree and specialized coursework in child development and early childhood education (Schilder 2016; Barnett et al., 2016; Institute of Medicine & National Research Council, 2016).

Hawai'i is one of the last states to initiate a state-funded PreK program, opening 20 classrooms in 2014. However, quality of programs is compromised by the shortage of licensed teachers to fill positions in preschool classrooms. Our state-funded PreK program consists of 20 classrooms with capacity to serve 2% of the Hawai'i's 4-year-olds. Out of 10 quality standards used to compare state PreK programs (Barnett et al., 2016), the only standard that Hawai'i does not meet is teachers with specialized coursework in child development and early childhood education. Only 20% (4 out of 20) of our current PreK teachers completed specialized coursework to obtain a license to teach preschoolers (4-year-olds). The program plans to add 10 additional classrooms in 2018 and every two years afterward. The shortage of qualified teachers with early childhood license (PK-K or PK-3) is an area of acute concern (See Letter of Support by Lauren Moriguchi, Director, Executive Office of Early Learning, December, 29, 2016).

In addition, Hawai'i was awarded a Federal Preschool Development Grant in 2015 to create 4-year-old classrooms in public charter schools. There are currently 6 classrooms and the program will expand to 18 classrooms in the 2017-2018 school year. Currently, only 50% of the teachers in the current 5 classrooms are licensed to work with 4-year-olds. A letter from the Hawai'i Charter School Commission (Sione Thompson, Executive Director, February 21, 2017) likewise shows concern about the need for qualified teachers with an appropriate license in the field (PK-K or PK-3).

Further, the Hawai'i Department of Education (HIDOE) cites a need for generalist early childhood coursework to complement the special education coursework teachers receive. HIDOE employs 251 special education preschool teachers and of these only 31% have a PreK-3 license. Superintendent Matayoshi stated, "It is

crucial that HODOE has the capacity to fill positions with teachers who have a strong foundation in early childhood education in order to provide high quality early childhood programs” (See Letter of Support by Kathryn Matayoshi, Superintendent of the Department of Education, March 7, 2017).

Finally, there are provisions within the Every Student Succeeds Act (ESSA) that also have increased interest on the part of principals in using school funds to open preschool classrooms. This is coupled with an increased awareness about the importance of looking for early childhood license when hiring teachers to fill preschool and kindergarten positions.

ADDING A NEW PROGRAM, ADDED FIELD PROGRAM, OR NEW FIELDS TO EXISTING PROGRAM

To add a new license field or program during a continuing state approval term, Hawaii approved units are required to submit information regarding coursework, faculty, and assessments/rubrics that are in addition to or different from unit criteria approved at the most recent unit review.

Coursework Specific To New Program

Course/Seminar/Experience	Description
REQUIRED COURSES	18 Required Credits
EDCS 667B Seminar in Issues and Trends in Education (Early Childhood) (3)	Curriculum trends and issues related to school organization, program, administration, faculty.
FAMR 491 Advanced Topics in Family Resources (3)	Study and discussion of significant topics, problems. Offered by visiting faculty and/or for extension programs. Repeatable. The section offered for the MEd in Early Childhood Education is an Advanced Child Development course focused on the science of child development, with particular attention on brain research and research on the impact of poverty on development and learning, and implications for practice with vulnerable populations of young children.
SPED 631 Early Intervention for Special Populations (3)	Issues important to early childhood special education. Early screening and assessment, working with families, curriculum options/models, program evaluation. Pre: consent. For MEd ECE Cohort the course focuses on effective models, approaches and practices for working with young children (birth – 5 years) with disabilities. Emphasis on competencies needed by generalist early childhood educators so they can support families of children with exceptionalities and

	collaborate on interdisciplinary teams on behalf of children with exceptionalities.
EDCS 632 Qualitative Research Methods (3)	Methods of qualitative research in education or related social science from an interdisciplinary framework. Conducting teacher research in PK-3 settings
EDCS 618 Early Childhood Education: Advanced Topics Professionalism and Ethics (3)	Analysis and practical application of selected early childhood education program and/or instructional materials. Exploration of the topics of ethics and professionalism in early childhood education.
FAMR 454 Family Public Policy (3)	Cross-national survey of family public policy; analysis, revision, and development of family public policy; impacts of policy on consumers and families. For the MEd ECE program this course is adapted to include Early Childhood Public Policy.
ELECTIVE COURSES	9 Elective Credits - ECE "Add-A-Field" License Candidates (PK-K or PK-3) Take 6-9 Credits on Content and Pedagogy in ECE Settings. Candidate and Advisor determine course needs.
<u>3 Credits of EDCS 656</u> EDCS 656 Seminar in Early Childhood Education (Special Topics in Curriculum and Pedagogy in ECE) (3)	Concepts and inquiry regarding the application of early childhood educational principles and approaches to programs serving children between birth and age five. Study and discussion of topics and problems presented in required summer courses and by invited experts in early childhood education. Restricted to masters in Early Childhood Education. Topics have included: STEM, Early Literacy, Project Work in the Early Years, Play, Reggio Emilia Approach, Bank Street Approach, Cultural Competence in Early Learning Settings.
<u>6 credits of Elective Courses Focused on Content or Pedagogy</u> EDCS 656 Seminar in Early Childhood Education (Special Topics in Curriculum and Pedagogy in ECE) (3)	Concepts and inquiry regarding the application of early childhood educational principles and approaches to programs serving children between birth and age five. Study and discussion of topics and problems presented in required summer courses and by invited experts in early childhood education. Restricted to masters in Early Childhood Education.
EDCS 416 Teaching and Learning for Diverse Young Children (3)	Focuses on the design, implementation, evaluation of meaningful, challenging integrated curriculum that promotes comprehensive developmental and learning outcomes for diverse

<p>EDCS 617 Early Literacy and Language Development (3)</p>	<p>young children (PK-3).</p> <p>Theory and practice for PK-3 early literacy and language development. Focus is on content knowledge and pedagogical strategies that support the optimal development of oral language, reading, and writing skills in PK-3 classrooms.</p>
<p>EDCS 618 Early Childhood Education: Advanced Topics (3)</p>	<p>Analysis and practical application of selected early childhood education program and/or instructional materials. Restricted to majors.</p>
<p>EDCS 619 Social and Cultural Constructions of Childhood (3)</p>	<p>Seminar examines the interrelated socially constructed concepts of children and childhood and places them in the larger contexts informed by sociological, anthropological, historical, critical, and technological perspectives.</p>
<p>EDCS 622 (Alpha) Curriculum Leadership (3)</p>	<p>Foundation for critical study of curriculum development and improvement from the perspective of teacher leaders. Online/hybrid sections available; (B) early childhood; (D) middle school; (G) K-14.</p>
<p>EDCS 628 Function of Play in Early Childhood Education (3)</p>	<p>Review of research and theory illuminating the nature, purposes, and meaning of play as a critical aspect of early childhood education. (Summer only)</p>
<p>EDCS 677 Curriculum Design in Early Childhood Education (3)</p>	<p>Designed to help classroom teacher understand sources and principles of curriculum in early childhood education and to provide experience in evaluating, selecting, and developing appropriate curriculum for young children.</p>
<p>EDCS 640M Place Based Education</p>	<p>Study in trends, research, and problems of implementation in teaching field. (P) place-based education. Each alpha repeatable two times. COE-related majors only for (P). Pre: teaching experience or consent for all alphas except for (P); graduate and/or undergraduate courses in education and/or social sciences or consent for (P). (K Cross-listed as PACE 640)</p>
<p>CAPSTONE DEVELOPMENT</p>	<p>3-6 Credits: Plan A Thesis OR Plan B (Research, Project, or Professional Portfolio)</p>
<p>EDCS 695 Plan B Seminar</p>	<p>Capstone development supervised by Cohort</p>

(3 credits) OR EDCS 700 Thesis (6 credits)	Coordinator and Plan A / Plan B Advisor. Students have a choice of capstone options. 4. Plan A Thesis or Plan B Paper that contributes an original research study in early childhood education settings. 5. A Plan B Project to address problems of practice . Students will identify an issue within their community/organization where there is a disconnect between the research base on a topic of interest and the practice that is implemented on the ground. They will create a project to address the need for informed practices that reflect the current base of research. 6. A Plan B Professional Portfolio which includes narrative reflection statements and a collection of exemplars demonstrating competency. Exemplars are aligned with MEd ECE program standards and NAEYC Professional Standards. The portfolio should include evidence of Standard VI: Curriculum and Pedagogy.
--	--

Assessments/Rubrics Specific To New Program

Name Of Assessment	When the Assessment is Administered	Description
Assessment of content knowledge NAEYC 1 INTASC 1, 2, 4	Year 1 End of Program	Assessment 1 Literature Review on Topic in the Science of Child Development. demonstrates candidates' ability to explore an issue related to the impact of poverty on early development based on current data and most recent research findings, in an in-depth, critical manner. Assessment 2 Content Course Grades in Early Childhood Education. The program will review grades in nine courses in early childhood education. Candidates must demonstrate content knowledge as well as the required professional skills and dispositions to pass these courses.

Assessment of candidate ability to plan instruction NAEYC 1, 2 InTASC 2, 3, 7, 8	Year 3	Assessment 3 Best Practices Modification Plan. Students will modify an instructional plan to increase access and adapt to the strengths and needs of vulnerable children and families.
Assessment of student teaching (alternative) NAEYC 3, 4 InTASC 6 Note: Candidates are practicing teachers in the HIDOE or Public Charter Schools. They complete assessments in their classrooms as evidence of their teaching practices during the school year.	Summer 3 of the Program	Assessment 4 Multi-Method Qualitative Research Presentation (MMRQ) for EDCS 632. Design and implement a multi-method “action research” or “teacher research” project to inquire and improve teacher practices. Analyze data and evaluate effectiveness of practices.
Assessment of candidate effect on student learning NAEYC 4, 5 InTASC 4, 5, 6, 8	Year 1, 2, or 3 depending on when EDCS 656 or other elective content/pedagogy course is taken	Assessment 5 Practical Application of Theory and Research – Student will make a plan to apply content and pedagogical knowledge to their work in a specific ECE Setting. They will demonstrate the influence of new research/theory introduced in a course and practices or strategies adopted.
Assessment on candidate dispositions NAEYC 6, InTASC 9, 10	Year 3 of the Program Year 1 & 3	Assessment 6 Analysis of an Ethical Dilemma Assessment 7 Professional Development Plans – Candidates will complete self-assessments in light of ECE competency statements and develop a professional development plan which they will revise as they exit the program. They will include a resume or vitae that documents evidence of service/involvement in profession and community as they exit the program.

Faculty Specific To New Program

Faculty	Degree &	Role in	Professional Experience Relevant to
---------	----------	---------	-------------------------------------

Member Name	Area of Concentration	Program	Program
Chris Au	Ph.D. Curriculum & Instruction	Assistant Professor - Cooperating Faculty, Advisor for Plan B Students	9 years of experience as a teacher in K-3 settings in public school and public charter schools. 5 years of experience as an instructor and cohort coordinator for PK-3/K-6 BEd initial license program. Instructor for PK-3 coursework on art, language and literacy. Autoethnography dissertation.
Elizabeth Chapman de Sousa	Ph.D. Educational Psychology	Associate Professor - Cooperating Faculty, Advisor for Plan B	Dissertation focusing on conversation of preschool children in early childhood settings. 4 years of experience CREDE coaching in PK-3 settings. 3 years of experience teaching and developing Initial License program in multi-lingual learners. Research focusing on multi-lingual learning in early childhood education.
Michael Cheang	Dr. PH. Public Health	Associate Professor - Cooperating Faculty, Advisor for Plan B Students	Over 15 years of experience teaching family resource and public policy courses and leading senior capstone for Family Resources BS students and teaching. Instructor for Family (and early childhood) Public Policy. Advises student capstones w/interdisciplinary focus (e.g. supporting foster children in ECE settings). Awarded Chancellor's Citation for Meritorious Teaching in 2002 and Excellence in Teaching Award for FamR in 2012.
Pauline Chinn	Ed.D.in Curriculum and Instruction	Professor - Cooperating Faculty, Advisor	Over 10 years of experience teaching place-based science education in Hawaii public schools. Recognized scholar in place-based teacher education relevant to Hawaii and its people. Research collaborator and mentor for numerous National Science Foundation grants. Awarded life-time achievement award for the College of Education in 2016. Instructor for graduate qualitative research course. Advisor for students engaging in place-based PK-3 research projects.
Robyn Chun	M.Ed., (Ph.D. Candidate) Curriculum & Instruction	Assistant Specialist - Program Administrator, Instructor,	18 years of experience teaching and administrating in PreK-1 st grade classrooms in the non-profit sector, HIDOE and University of Hawaii at Manoa Children's Center. 15 years

		Advisor	teaching child development and early childhood education coursework, supervising field experience, cohort coordinating and administrating undergraduate and graduate early childhood education programs. Advisor for Plan B graduate students.
Barbara DeBaryshe	Ph.D. Developmental Psychology in Applied Child & Family Studies	Specialist – Advisor Plan A Thesis	34 years of experience college teaching in Family Resources and in the College of Education (Educational Psychology and Curriculum Studies). Acting Director of the Center on the Family. Focus on early literacy, research on children and families, early childhood service providers. Instructor for research courses. Advisor for Plan A Thesis with mixed-method or quantitative designs.
Dana Davidson	Ph.D. Education & Child Development	Professor Emeritus - Cooperating Faculty, Plan B Reader	Co-Director (and Founder) of the MEd ECE Program. Cohort Coordinator, Advisor and Instructor for FamR 491 Advanced Child Development course. Instructor for child and adolescent development courses and advisor for FamR senior capstone projects. Established exchange and mentoring program for USDOE and Head Start programs in American Samoa.
Jane Dickson Iijima	M.S. Early Childhood and Elementary Education	Instructor - Cooperating Faculty, Plan B Reader	16 years of experience as Cohort Coordinator, Instructor and Field Supervisor in PK-3 Initial License BEd program and co-teaching in at the Richardson Law School Child Welfare Clinic. Over 20 years of experience teaching and directing in Headstart, and PK-3 programs in Pennsylvania, New York, New Hampshire and Hawaii.
Stephanie Feeny	Ph.D. Education	Professor Emeritus - Cooperating Faculty, Advisor, Plan B Reader	5 years of experience in social work including 1 year working with Head Start and Title I programs. 40 years of experience in early childhood higher education, teaching, administering early childhood teacher education programs, supervising field. Co-Director/Founder of the MEd ECE program. Developed the Code of Ethics for the National Association for the Education of Young Children. Instructor for ethics and professionalism course.
Jonathan	Ph. D.	Lecturer -	20 years of experience as a SPED

Gillentine	Curriculum & Instruction	Adjunct Faculty, Instructor, Plan B Reader	teacher in PK-K inclusion classrooms in the HDOE. Windward District Early Learning Specialist 2014-2016. Resource Teacher for the Executive Office of Early Learning. Mentor teacher for PK-3 BEd Initial License programs. Teacher early childhood special education courses for MEd ECE program and Plan B Reader for projects focusing on PK-K special education settings.
Rebecca Gomez	Ed.D. Curriculum and Teaching, Early Childhood Education Policy	Lecturer, Adjunct Faculty	4 years of experience teaching in PreK settings. 6 years of experience administrating state professional development and quality rating systems in Washington DC, New Hampshire, and Pennsylvania. 12 years of experience teaching undergraduate and graduate early childhood education coursework on early childhood policy, assessment and child development. Adjunct faculty or EDCS 656 special topic courses on early childhood systems and public policy. Second reader for Plan B.
Richard Johnson	Ed.D. Teaching & Learning, Early Childhood Education	Professor - Cooperating Faculty, Advisor	Over 30 years teaching, cohort coordinating and directing early childhood education and K-12 teacher education programs in Hawai'i, American Samoa and Texas. Plans B advisor and second reader. Teacher for Issues and trends in graduate seminars on issues in early childhood education , play, and social and cultural conceptions of childhood.
Theresa Lock	A.B.D. (Ed.D.) Educational Leadership M.A. Parent and Community work in Early Childhood Education	Junior Specialist – Plan B Reader	7 years of experience teaching and coordinating in PreK settings. Over 14 years teaching, supervising field and cohort coordinating in early childhood higher education programs including 3 years in PK-3 Initial License BEd Program. Headstart Fellow. Former Director of Executive Office of Early Learning.
Coleen Momohara	M.Ed. Curriculum Studies (PK-3) Early Literacy, Integrated	Lecturer - Adjunct Faculty, Instructor, Plan B	17 years of experience in PreK-3 teaching and administration in non-profit and HI DOE settings. 4 years of experience as a family facilitator for homeless and lab school families. 4

		Reader	years of experience as a Resource Teacher and Instructional Leader for HIDOE and Executive Office of Early Learning PreK program. Mentor teacher for College of Education PK-6 BEd Initial License program. Adjunct faculty for EDCS 656 special topic courses focusing on curriculum and pedagogy in ECE settings.
Leah Muccio	Ph.D. Early Childhood Education, Curriculum & Instruction	Associate Professor - Cooperating Faculty, Instructor and Advisor for Plan A Thesis and Plan B	6 years teaching experience in toddler and K-3 settings. 5 years of experience as a Cohort Coordinator, Instructor and Field Supervisor for PK-3 Initial License BEd Program core early childhood education courses on assessment, integrated curriculum planning. 5 years of experience teaching graduate coursework on teacher research and inclusive classrooms, and advising Plan A & B students.
Eva Moravcik	M.Ed. Curriculum Studies (PK-3)	Professor - Cooperating Faculty, Plan B Reader	39 years of experience teaching and administrating PreK settings in non-profit sector and UH system early childhood education centers. Faculty teaching coursework and supervising lab students at Honolulu Community College. Co-Author of <i>Who Am I in the Lives of Children?</i> and <i>Meaningful Curriculum in the Early Years</i> , two nationally distributed textbooks in ECE teacher education programs. Plan B Reader for portfolios and projects focused on curriculum and pedagogy.
Phyllis Nakama-Kawamoto	M.Ed. Curriculum Studies (PK-3) Mathematics	Lecturer - Adjunct Faculty, Instructor, Plan B Reader	29 years of experience K-1 in HIDOE classrooms. 4 years of experience as curriculum coordinator for K-1 classrooms at Mililani Ike Elementary. 3 years of experience RT for Executive Office of Early Learning PreK program. NBPTS Certified Teacher (Generalist/ Early Childhood). Presidential Award of Excellence in Mathematics and Science Teaching (2001). Mentor teacher for College of Education PK-6 BEd Initial License program. Adjunct faculty for EDCS 656 special topic courses focusing on curriculum and pedagogy in ECE settings.
Michael	A.B.D.	Instructor -	5 years of experience teaching in PK-5

Sheehey	Special Education	Cooperating Faculty, Instructor	special education classrooms in HI DOE. 3 years of experience coaching new teachers for the MUSE mentoring program. 2 years of experience cohort coordinating, teaching and doing field supervision for ATT, Initial License BEd and post-baccalaureate in special education at KCC and UH Manoa.
Patricia Sheehey	Ph.D. Hawai'i Multicultural Issues, Families, ECE Severe Disabilities	Associate Professor – Faculty Steering Committee – Instructor and Advisor	Over 15 years of experience in early childhood special education. Instructor for most of the SPED ECE coursework for baccalaureate, post-baccalaureate and master of early childhood special education programs. Responsible for field supervision, cohort coordination, and accreditation reports for SPED programs.
Georgia Lynn Yamashita	M.Ed. Special Education	Instructor - Faculty Steering Committee, Instructor and Advisor	8 years of teaching experience in early childhood special education programs. 18 years of experience consulting and providing technical assistance to Headstart and DOE PreK or early intervention settings in California and Hawaii. 19 years of experience teaching early childhood development courses and supervising internships.

Additional Information Helpful To The Review Team

See attached Letters of Support from the Director of the Executive Office of Early Learning, Superintendent of the Department of Education, and Director of the Hawaii Charter School Commission. Alignment between NAEYC Standards and INTASC Standards. References provided highlight the national trend in early childhood education teacher license qualifications and quality standards for PreK programs.