# 2019 UHMC Early Childhood Education ARDP





# 1. Program Description

a) Statement and brief description of the program including a listing of the program level Student Learning Outcomes (SLOs).

The Early Childhood Education program is designed to prepare students to work with young children from birth to 5 and their families. The curriculum is organized around a core of courses that provide skills and knowledge needed by early childhood educators. Students earn an Associate in Science (AS) degree in Early Childhood Education that articulates into the UH West Oahu's Bachelor's in Social Science degree, Early Childhood Education concentration. With careful planning and 2-3 additional courses, students also can apply to the UH Mānoa Bachelor's in PreK-3rdgrade/Special Education degree.

## Program Learning Outcomes:

- 1. Use knowledge of child development and of individual children to create healthy, challenging learning environments and experiences
- 2. Build respectful partnerships with children, families, and their communities.
- 3. Observe, document and assess children's development and learning in partnership with families.
- 4. Build positive relationships and guide children through supportive interactions.
- 5. Plan, implement, and assess learning experiences using appropriate content, concepts, and methods.
- 6. Base decisions and actions on ethical and other professional standards.
- 7. Advocate for children and their families within the program.

### b) Program Mission

The Early Childhood Education program is designed to prepare students to work with young children from birth to 5 and their families. The curriculum is organized around a core of courses that provide skills and knowledge needed by early childhood educators. This Associate in Science in Early Childhood Education articulates into the UH West Oahu Bachelor in Social Science, Early Childhood Education concentration.

- c) Date Program Website Last Reviewed/Updated. In process. Website updates will be worked on with webmaster.
- d) Date Program Page Reviewed/Updated in Catalog. In process. A new plan has been submitted to Curriculum Committee.

# 2. Analysis of the Program

a) Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators. CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level. Include

Significant Program Actions (new certificates, stop outs, gain/loss of positions, results of prior year's action plan).

Demand, Efficiency, and effectiveness were all found Healthy.

Of Perkins indicators, all were met with the exception of the following:

Completion rates were not met. A few students only needed 12 credits to meet their need to meet their personal goal of "teacher qualified." A few students moved to the mainland. A few found the ECED coursework to be more challenging than they had anticipated and left the program.

Goals for non-traditional participation and completion were not met. This is a persistent issue in early childhood education across the U.S. Two men are on track to graduate December 2019 Males are underrepresented in the field of Early Childhood Education. The primary reason for this is the low salaries in the field.

### Significant Program actions:

One of our two ECED full time faculty members retired at the end of the 2018-2019 school year. This increased the number of lecturer-taught courses fall 2019. Our new full time faculty member will begin in January 2020.

b) Discuss course offering modality including online, hybrid, and Skybridge.

ECED coursework has not been offered in a modality other than face-to-face in the past year. This is the preferred method of learning for our students and nets the highest success rates. UH system ECED programs work closely to ensure that all students, including UHMC students, have several online options each semester. Plans for fall, 2020, include offering a hybrid course using both HITS (Skybridge) and asynchronistic online to test this combination as a better system for ECED students.

c) Highlight new innovative student support efforts including FYE, etc. ECED 105 was offered as an FYE course in F17 and F18. It was not offered as a FYE course fall 2019 due to the reduction in full time faculty in our program. FYE resources were also used in ECED 110 in S18 and S19.

# 3. Program Student Learning Outcomes

- a) List of the Program Student Learning Outcomes Program Learning Outcomes:
  - 1. Use knowledge of child development and of individual children to create healthy, challenging learning environments and experiences
  - 2. Build respectful partnerships with children, families, and their communities.
  - 3. Observe, document and assess children's development and learning in partnership with families.

- 4. Build positive relationships and guide children through supportive interactions.
- 5. Plan, implement, and assess learning experiences using appropriate content, concepts, and methods.
- 6. Base decisions and actions on ethical and other professional standards.
- 7. Advocate for children and their families within the program.
- b) Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.

Program Student Learning Outcomes are closely aligned with the standards for accreditation with National Association for the Education of Young Children (NAEYC). The outcomes are written slightly differently because PLOs are articulated with other UHCC ECED programs and at this time UHMC is the only program to achieve accreditation. All PLOs are assessed annually. This year Standard 5: Using Content Knowledge to Build Meaningful Curriculum (PLO 5) report is included.

c) Describe the assessment activity

Standard 5 is measured in Key Assessment 5, Writing a Curriculum Unit. Components include selecting an appropriate topic, writing plans across disciplines to teach the topic, and selecting materials to be used for children to learn about the topic. The assignment and grading rubric are attached below.

### **Key assessment #5**

UHMC Early Childhood Education Associate's in Science (AS) degree is accredited by the National Association for the Education of Young Children (NAEYC) Early Childhood Associate Degree Accreditation (ECADA). This is a key assessment that addresses the following NAEYC Professional Standards and information on students' learning will be used to improve teaching, the course and degree program.

# **Standard 3:** OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

3a: Understanding the goals, benefits & uses of assessment (creating assessment strategies for meeting objectives in curriculum unit)

### Standard 5: Using Content Knowledge to Build Meaningful Curriculum

**5a:** Understanding content knowledge and resources in academic disciplines (activities provided across disciplines)

**5b:** Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines (*plans reflected in topic web, weekly plans, and environment design*)

**5c:** Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child. (*plans for activities related to topic*)

#### **Purposes**

1. Give students an opportunity to move from theory to practice in developing an in-depth curriculum plan.

2. Give students the opportunity to focus on science and social studies activities for young children within the structure of a unit plan.

#### What you should do

Note: It is highly recommended that you submit all drafts for each step for completing your curriculum by the due date. Students who have skipped this have not done well on the assignment and have recommended that I urge all students to complete these drafts!

- 1. Think about what you have learned about appropriate curriculum in past classes. What topics did you learn about that you are eager to try? What did you learn about children's needs, abilities and talents in your child observations? What interests did you see in your observations? These are good places to start in thinking about a Unit Plan. Do not submit curriculum units you have already submitted for other classes including ECED 190 and ECED 291! You are expected to write a new curriculum.
- 2. **Brainstorm activities to bring out the "Big Idea" of your unit.** Look to textbooks, ideas from class, advice from other teachers, and other sources to develop activities. Ensure that they meet the criteria for developmentally appropriate practices, appropriateness for the age group you have designed your unit for, and appropriateness for children in Hawaii. Your best bet is to choose a Big Idea related to science or social studies. Avoid topics that are ongoing learning opportunities and cannot be contained in a unit (like "the alphabet" or "music"), topics that don't have a lot of hands-on experiences for children in Maui (like "snow" or "zoo animals"), topics that are beyond the understanding of preschool-aged children (like "Pilgrims and Indians" or "the planets"), or topics that are not aligned with best practices (like curriculum based on TV shows or movies). Submit topic in Laulima by 2/28for instructor feedback. Keep in mind, this assignment is designed for creating curriculum for children over age 2.
- 3. Write objectives for what children will get out of this unit. Be specific about what you hope children will be able to do, understand, or appreciate about this topic because of taking part in the activities of this unit. You will write objectives for the unit plan as a whole, not for individual activities. For example, if your Big Idea is "Paniolo", your objectives may include: 1) Children will become more comfortable around horses; 2) Children will become familiar with tack and other equipment for caring for horses; 3) Children will learn some of the language of Paniolos. Submit your Unit Objectives by March 7 in Laulima.
- 4. Write assessment strategies for meeting your Unit Objectives. Look back at what objectives you set for what the children will learn about the Big Idea. How will you know if the children reached these objectives? Be specific. For instance, if you have planned a unit of study on "Paniolo" and have set a objective that children will become familiar with tack and other equipment for caring for horses, you might assess that objective by observing children using horse tack on pretend horses. Submit your assessment strategies by March 7 in Laulima.
- 5. **Develop a Curriculum web**. This will show all of your ideas for the topic even though you won't have time to get to all of the ideas in 2 weeks (topics worth learning about take more than two weeks). You will turn in your web with your curriculum unit plan. Use the attachment found in Laulima. Note: some students have had difficulty using the document. If so, you can print the web, hand write in your plans, and scan it to Laulima. Turn in your curriculum web by 3/28 in Laulima.
- 6. **A special experience to launch or end the study**. This might be a visitor, a field trip, or other experience to either introduce the study or to end the study with a culminating experience. You will need to write objectives for children resulting from this experience. Turn this in by 4/4 in Laulima.

7. **Physical activities related to the study**. This allows children to learn more about the topic by using their bodies. These might be movement experiences, fine motor experiences, gross motor experiences, etc. You will need to write objectives for children resulting from one of these activities. Turn this in by 4/4 in Laulima.

- 8. **Learning center to support this study.** Select one important learning center (science, blocks, library, math, literacy, pretend, etc.) that you would add materials activities/materials to for this unit. For instance, if you planned a unit of study on "Paniolo" you might select a gross motor center and plan for children to do barrel racing with stick horses or you might select a sensory center for children to handle and compare different kinds of leather and horse hair. Lay out the center in a way that would really engage children in this study. Make a visual representation of the center design. You may draw it, use a computer model, or other way of showing the class what your center would look like. Include a written description of what supplies, materials, and equipment it would contain. Do not make just a generic center. Include how the environment is designed to build understanding of this specific topic Turn this in by 4/4 in Laulima.
- 9. **Books related to the study.** You will need to include bibliographical information. Turn this in by 4/18 in Laulima.
- 10. A dramatic play center allows children to build understanding of the topic. For example, a study of "The farm" might include a pretend Farmer's Market or a study of Paniolo might include toy horses for a rodeo. You will need to write objectives for children resulting from one of these activities or the pretend center. Turn this in by 4/25 in Laulima.
- 11. **Experiences for the following at least one of the following categories:** songs, food experiences, creative experiences, or construction experiences. Choose what will be the most meaningful for children building knowledge in this area. Turn this in when you turn in your final curriculum.
- 12. **Examine the curriculum formats that are provided in Laulima**. Will one of these formats work for you? If not, you can request permission to use an alternative format. Alternative formats must meet criteria for developmentally appropriate practice and provide an optimal level of detail.

### 13. The finished unit plan should include:

- a. A topic, or "big idea" that is related to science or social studies.
- b. Objectives for what children will gain from the study
- c. Assessment strategies for meeting your Unit Objectives
- d. A topic web
- e. A dramatic play center
- f. Books related to the study
- g. A special experience to launch or end the study
- h. Physical activities related to the study
- Several activities from at least one of the following categories: songs, food experiences, creative experiences, or construction experiences
- j. Two weeks of daily plans related to the study using the attached form.

- k. A learning center that would be used for this study.
- 14. **Turn in drafts of your work for feedback from your instructor.** Even though you will not earn points for drafts, this will help you make sure you are on the right track. You will find places to turn them in in Assignments in Laulima.
- 15. **Fill out self-evaluation form**. This is due when you turn in your activity.
- 16. Upload to Assignments: Self-evaluation and all components of the Unit or Study

Date turned in \_

## (Up to 160 points)

**Key Assessment #5 Self-Evaluation: Curriculum unit** 160 points possible Due date: May 2

Name

Standard 3: OBSERVING,	DOCUM	ENTING, AND	ASSI	ESSING TO SU	PPORT YOUNG	CHILDRI	EN AND FAMIL	IES	
<b>3a</b> : Understanding the goals,	benefits	& uses of assess	ment						
<b>Standard 5: Using Content</b>	Knowled	lge to Build Mea	aning	gful Curriculur	n				
5a: Understanding content kr	nowledge	and resources in	acad	lemic discipline	S				
<b>5b:</b> Knowing and using the c	entral cor	ncepts, inquiry to	ols, a	and structures of	f content areas or a	cademic d	lisciplines		
<b>5c:</b> Using their own knowled	ge, appro	priate early learn	ing s	standards, and o	ther resources to d	esign, imp	lement, and eval	uate mea	ningful, challenging
curricula for each child.	0 - 11								
Expectation		Does not Mee			Minimally meet		Meets		Exceeds
Select a topic for your unit or st		I selected an ir			I selected a topic	that is	I selected an		"Meets
based on science or social studie		for young child			not the most		appropriate top		expectations" plus:
Standard 5c: Using their own kno		curriculum pla		es not have a	appropriate, but	ıs still	a Big Idea focu		consistent with
appropriate early learning standa		topic or theme			acceptable.		science or socia	ıl	best practice in
and other resources to design, imp							studies.		ECE.
and evaluate meaningful, challeng curricula for each child	ging	0 pts			8 pts		10 pts		11 pts
Instructor points and notes		0 pis			o pis		10 pis		11 pis
Instructor points and notes									
Expectation	Does no	t Meet	Mir	nimally meets		Meets		Exceed	
Write objectives for what	I did not	include	I in	cluded objective	es for children	I includ	ed appropriate	"Meets	expectations" plus:
children will be able to do,		es for children		at children will			es for children		ıls demonstrate deep
understand, or appreciate as	what chi	ldren will			less appropriate		ildren will	unders	tanding of best
a result of this study	learn fro	m this unit.	or t	too general to be	e useful.	learn fro	om this unit.	practic	e.
	0 .		0			10 .		11 .	
Instructor points and notes	0 pts		8 p	DIS		10 pts		11 pts	
Instructor points and notes									
Expectation	Does n	ot Meet	N	Minimally mee	ts	Meets		Exceed	ls
Write assessment strategies		ot include ways		included mostl			d appropriate		expectations" plus:
for evaluating children's		ss what children		ways to assess w		-	ssess what		ıtegies demonstrate
learning about the topic	have le	arned in this unit		nave learned in t			nave learned in		nderstanding of best
Standard 3a: Understanding			S	some are less ap	ppropriate.	this unit.		practic	e in assessment.
the goals, benefits & uses of	0 pts					10			
assessment			δ	8 pts		10 pts		11 pts	
Instructor points and notes									
Expectation		Does not Meet		Minimally m	neets	Meets		Exceed	
Write plans that will help childr	en	My plans are n	ot	Most of my p	lans and activities	My pla	ans and	"Meets	expectations" plus:
build understanding of the topic	:	are not related t	0	encourage de			ies encourage	My pla	ns and activities
Standard 5c: Using their own		the topic <u>or</u> wo	uld		g of the topic but		pment of		age development of
knowledge, appropriate early lear	ning	not help build		some are con	fusing or off		tanding of the		nderstanding of the
standards, and other resources to		understanding.		topic.		topic.		topic th	hrough inquiry.
design, implement, and evaluate						1			
						1			

meaningful, challengin	ıg curriculo	a for	0 pts		8 pts				10 pts	11	11 pts		
Instructor points and	notes							_					
Expectation			Do	es not Meet		Minimally			Meets			Exceeds	
Provide appropriate weeks for preschool-the form provided by Standard 5b: Knowing	aged childi the instrug and using	ren using actor the central	ap <sub>j</sub> for	I did not use an appropriate unit plan form, and/or my finished product is not complete.  I develop plan with but my un use more			he fo	e form a form provided by the could instructor. I provided			"Meets expectations" plus: I made the plan come alive for the reader.		
concepts, inquiry tools	mic discipl		0 p	0 pts 8 pts				10 pts				11 pts	
Instructor points and	notes												
Expectation				Does not M		Minimally neets	M	eets		Exc	Exceeds		
Provide appropriate than 2 weeks for pre- using the curriculum Standard 5b: Knowing concepts, inquiry tools areas or academic disc	school-aged web g and using s, and struct iplines	d children the central	1	I did not sui a topic web my web is n complete.	or v ot u	developed a web but my mit could use more detail.	tha act mo	at dem tivitie	ped a unit topic web ionstrates appropriate s for in depth study for an two weeks.	my und	web lerste egrat	expectations" plus: demonstrates anding of the use of ed curriculum.	
Instructor points and	notes												
Expectation	Does not	Meet		Minima	ally meet	ts			Meets	]	Exce	eds	
Include plans for a special experience to launch or end that unit of study.	ans for a I did not include a special experience that will help children understand this			I includ will hel	led a spec p childre out it migh	cial experience to in understand the first not be the mod	is	I included an appropriate special experience that will help children understand this topic.		t 1	plus: pract	ets expectations" It demonstrates best ice in teacher and munity resources.	
	0 pts			8 pts					10 pts		11 pt	s	
Expectation Components include physical activities Standard 5a: Underst content knowledge and	anding d resources	I did n physic activit		de Plans activit	priate, <u>or</u>			physi	include appropriate cal activities to ort understanding of	physic	s exp cal ac ce in	pectations" plus: The ctivities reflect best physical	
in academic discipline  Instructor points and		0 pts		8 pts				10 pt:	s	11 pts	11 pts		
instructor points unu	noics												
Expectation Components include -books with bibliogra information Standard 5a: Underst content knowledge and	aphical anding	I did n a list o	not Mee not inclused books	de I includ do not i	build und r I did no	ts of books but the lerstanding of th t include information.		I ii wi un	eets ncluded a list of books Il help children build derstanding of this top bliographical informati	ic with	I L	Exceeds "Meets expectations" olus: Books reflect best practice in children's literature.	
in academic discipline	S	o poin		8 pts				10	pts		j	11 pts	
Instructor points and	notes												
Expectation		Does not	t Meet		ally mee			Med	ets		ceed		
Components include: -a dramatic play center Standard 5a: Understanding content knowledge and resources in academic disciplings  I did not include a dramatic play center.		but it w build u	-		en	I included a dramatic play center that will help			"Meets expectations" plus: dramatic play center reflects best practice in pretend play.				
disciplines Instructor points and	notes	0 points		8 pts				9 pt	is s	11	pts		
•		1 50		<u></u>	3.6: :				Lag. 4			T 1.	
Expectation Components include examples of activities following categories-	in one of	the exa	d exper	clude of songs,	I include food experier	ally meets ed examples of periences, creati nces or construct nces but they wi	ive ction		Meets I included several ex songs, food experien creative experiences construction experies	ces, or		"Meets expectations" plus: These activities reflect best	

experiences, creative expe		or constr		1		elp children b			rill help ch				ractices in urriculum.
Standard 5a: Understandin knowledge and resources in academic disciplines	U	0 points			8 pts	8 pts			10 pts		•	1	1 pts
Instructor points and notes													
Expectation	Does no	t Meet	1	Minima	lly meets			Meet	s			Exceeds	
Plans are developmentally appropriate activities that encourage inquiry			8	activities children,	encourag others we	are appropriate e inquiry in ere not as good ropriate for	appropriate and activities				es ildren.	plus: highl	ets expectations" my plans are ly appropriate for ultural
in children, are appropriate for preschool-age children and for children who		a <i>and/or</i> for who live in	1 0	children children	who live e	elsewhere but n Hawaii wou	ld	prescl	hool-age o	hildren	and to		grounds of ren who live here.
live in Hawaii.	0 point	s	8	8 pts				10 pts	š			11 pt	t's
Instructor points and notes			-										
Expectation		Does not N	<b>Aeet</b>	Minir	nally mee	ts	Me	eets				Excee	ds
Includes a layout for an incenter that supports the to Standard 5b: Knowing and the central concepts, inquir tools, and structures of conareas or academic discipling	opic using y tent	I did not de layout of a center.  0 points		for use with twould not ad		is study but it to of this topic.		I designed a layout of a center for use with this study that demonstrates I will use the environment to add understanding to the topic.			"Meets expectations" plus: the layout is practical and aesthetically pleasing.		
Instructor points and notes		o points					10	pts				11 pts	
instructor points and notes													
Expectation			Does	s not Me	eet	Minimally	meets		Meets		Exceed	ls	
The center design includes including supplies, materic equipment  Standard 5b: Knowing and concepts, inquiry tools, and	als, and  using the	central		did not in omponer		I included a but there is detail.	ll comp		I include composition with endetail.	nents	"Meets provide could t	expecta ed optim	nations" plus: I nal detail. Others information to enter.
content areas or academic	disciplines		0 po	oints		8 pts			10 pts		11 pts		
Instructor points and notes													
Expectation	Does no			,	Minimal		Meets		1 /	Excee		. ,,	1
Finished product is complete, neatly written, and attractive.  My finished product is no complete and/or is messy.				is mostly	ned product complete y written.	is con	nished p nplete an written	ıd	profess	s expecta sional en sional Po	ough to	lus: it is be included in my	
	0 points				8 pts		10 pts		11 pts				
Instructor points and notes				<u> </u>									

Student's total points: \_\_ Instructor's total points: \_\_

#### d) Describe assessment results

Standard 5a was assessed by using 3 different parts of the assignment: inclusion of books, dramatic play and physical activities to support the curriculum topic. Standard 5b is evaluated both by using a form to be filled out to outline activities for covering the topic over 2 weeks and a description of the materials and equipment to support the learning. Standard 5c looked at both selection of a topic for curriculum and more detailed plans to support the topic. For all of these standards, all students demonstrated that they met the criteria in at least one way in this assignment. The portions that were not met, were due to the lack of including all parts of the assignment. For example, a student may have neglected to include dramatic play activities to support learning about the topic but did provide a list of books to learn about the topic.

The following table shows assessment results for the past two years as reported to NAEYC

Program name: Early C	childhood Education	Associate Degree	
Date(s) of Application	•		
Date(s) of Application 2	2: Key Assessment 5	and Spring 2019	
Key Elements of	Not Met	Met	Exceeds
Standard 5			
	Application 1	Application 1	Application 1
Key Element (5a)	N = 12	N = 12	N = 12
Physical activities	% =0	% = 25%	% = 75%
KA 5	Application 2	Application 2	Application 2
	N = 11	N = 11	N = 11
	% = 0	% =27%	% =73%
	Application 1	Application 1	Application 1
Key Element (5a)	N = 12	N = 12	N = 12
books	% = 0	% = 0	% = 100%
KA 5	Application 2	Application 2	Application 2
1013	N = 11	N = 11	N = 11
	% =0	% =0	% = 100%
	Application 1	Application 1	Application 1
Key Element (5a)	N = 12	N = 12	N = 12
Dramatic play center	% = 0	% = 17%	% = 83%
KA 5	Application 2	Application 2	Application 2
KA 5	N = 11	N = 11	N = 11
	% =18%	% =36%	% =46%
	Application 1	Application 1	Application 1
V / -  - \	N = 12	N = 12	N = 12
Key Element (5b)	% = 0	% = 17%	% = 83%
2 wk lesson plan KA 5	Application 2	Application 2	Application 2
KA 5	N = 11	N = 11	N = 11
	% =9%	% =18%	% =73%
	Application 1	Application 1	Application 1
Va., 51a., a., t. /51a.)	N = 12	N = 12	N = 12
Key Element (5b)	% = 16.5%	% = 16.5%	% = 67%
classroom layout	Application 2	Application 2	Application 2
KA 5	N = 11	N = 11	N = 11
	% =27%	% =36%	% =36%
	Application 1	Application 1	Application 1
W. El . (EL)	N = 12	N = 12	N = 12
Key Element (5b)	% = 0	% = 25%	% = 75%
supplies and equip	Application 2	Application 2	Application 2
KA 5	N = 11	N = 11	N = 11
	% =10%	% = 45%	% =45%
Key Element (5c)	Application 1	Application 1	Application 1
Topic	N = 12	N = 12	N = 12

KA 5	% = 0	% = 0	% = 100%
	Application 2	Application 2	Application 2
	N = 11	N = 11	N = 11
	% =0	% =0	% =100%
	Application 1	Application 1	Application 1
Voy Floment	N = 12	N = 12	N = 12
Key Element	% = 0	% = 17%	% = 83%
(5c) plans KA 5	Application 2	Application 2	Application 2
I NA 3	N = 11	N = 11	N = 11
	% =0	% =27%	% =73%

### **Data Analysis Questions**

- e) Describe any changes that have been made as a result of the assessments.
  - 1. Provide more weight to required drafts to encourage more students to examine instructor feedback on various parts of the assignment. This should improve outcomes for all standards measured in the key assessment.
  - 2. Provide in-class activities that give students practice in making environmental changes to support a learning topic
  - 3. Print the assignment instructions and evaluation rubric for students rather than counting on them to print it themselves or rely on electronic versions.

Curriculum Unit Due: May 2

<b>Key Assessment #5 Self-Evaluation: Curriculum unit</b> 160 points possible Due date: May 2	
Name Date turned in	
Standard 3: OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES	
3a: Understanding the goals, benefits & uses of assessment	
Standard 5: Using Content Knowledge to Build Meaningful Curriculum	
5a: Understanding content knowledge and resources in academic disciplines	

**5b:** Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines **5c:** Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

Expectation	Does not Meet	Minimally meets	Meets	Exceeds
Select a topic for your unit or study	I selected an inappropriate topic	I selected a topic that is	I selected an	"Meets
based on science or social studies	for young children or my	not the most	appropriate topic with	expectations" plus:
Standard 5c: Using their own knowledge,	curriculum plan does not have a	appropriate, but is still	a Big Idea focused on	consistent with
appropriate early learning standards,	topic or theme.	acceptable.	science or social	best practice in
and other resources to design, implement,			studies.	ECE.
and evaluate meaningful, challenging				
curricula for each child	0 pts	8 pts	10 pts	11 pts
Instructor points and notes				
_				

Expectation	Does not Meet	Minimally meets	Meets	Exceeds
Write objectives for what	I did not include	I included objectives for children	I included appropriate	"Meets expectations" plus:
children will be able to do,	objectives for children	what children will learn from this	objectives for children	my goals demonstrate deep

understand, or appro		what chi					are less appr to be useful.	opriate	what children will learn from this unit.		erstanding of best
a result of this study						8 cmcran	io oc usejun			1	
Instructor points and		0 pts			8 pts				10 pts	11 1	ots
					1						
Expectation			ot Meet			nimally i	mostly appropriate		Meets		eeds
Write assessment str for evaluating children							ess what child		I included appropriate ways to assess what		eets expectations" plus: strategies demonstrate
learning about the to				this unit.	-		in this unit		children have learned		n understanding of best
Standard 3a: Underst		nave ic	urnea m	tins unit.			ss appropriat		this unit.		ctice in assessment.
the goals, benefits & u		0 pts	S							1	
assessment Instructor points and	notes				8 pt	S			10 pts	11 1	ots
	notes										
Expectation				ot Meet			ly meets		Meets		eeds
Write plans that will				ns <i>are no</i>			ny plans and		My plans and	"Me	eets expectations" plus:
build understanding		:		related to	) е	ncourag	e developme	nt of	activities encourage		plans and activities
Standard 5c: Using th		•		ic <u>or</u> wou			nding of the to		development of		ourage development of
knowledge, appropria standards, and other r		nıng		p build tanding.		ome are opic.	confusing or	OJJ	understanding of the topic.		p understanding of the ic through inquiry.
design, implement, and			unuers	anung.	"	οριι.			topic.	iopi	z mough mquiry.
meaningful, challengi		for									
each child	0	J	0 pts		8	3 pts			10 pts	11 1	ots
Instructor points and	notes				•						
Expectation			Do	es not M	eet		Minimally	meets	Meets		Exceeds
Provide appropriate	lesson plans	s for two	Ia	id not use	an		I developed		I developed a unit pl	an using	"Meets expectations"
weeks for preschool-				propriate			plan with t		a form provided by t		plus: I made the plan
the form provided by				m, <i>and/o</i>			but my unit		instructor. I provided	1	come alive for the
Standard 5b: Knowing			ıl pro	oduct is no	ot comp	olete.	use more d	etail.	enough detail.		reader.
concepts, inquiry tools content areas or acade			01	1+c			8 pts		10 pts		11 pts
Instructor points and		ies	101	<i>n</i> s			o pis		10 pis		11 pis
Expectation				Does no	of Meet	Mi	nimally	Meets		Exce	eds
						me	ets				
Provide appropriate				I did no			eveloped a		loped a unit topic web		ets expectations" plus:
than 2 weeks for pres		children	1	a topic			but my		monstrates appropriate		eb demonstrates
using the curriculum Standard 5b: Knowing		the centre	.1	my web complet			t could use re detail.		ies for in depth study for han two weeks.		rstanding of the use of rated curriculum.
concepts, inquiry tools				compiei	е.	mo	те иенин.	more	nan two weeks.	inieg	танеа ситтешит.
areas or academic disc				0 pts		8 p	ts	10 pts		11 pt	s
Instructor points and	notes									ı	
Expectation	Does not I	Meet		Mir	nimally	meets			Meets	Ex	cceeds
Include plans for a	I did not in		special				l experience t	hat	I included an appropri		Meets expectations"
special experience	experience						anderstand th		special experience that	t pl	us: It demonstrates best
to launch or end	children u	nderstand	l this	topi	c, but i	t might i	not be the mo		will help children	pr	actice in teacher and
that unit of study.	topic.			app	ropriat	e.			understand this topic.	co	mmunity resources.
	0 pts			8 pt	's				10 pts	11	pts
Instructor points and									•		-
Expectation		Does	not Me	of M	inimal	ly meets	1	Med	ets	Exceeds	<u> </u>
Components include		_	not inclu			lude phy			ns include appropriate		expectations" plus: The
physical activities		physic					are not all		sical activities to		activities reflect best
Standard 5a: Underst	anding	activi					lid not relate		port understanding of		in physical
content knowledge and				to	the stu	dy.			topic.	curricul	um.
in academic discipline	rs.	0			4.			10	-4	11	
Instructor points and	notes	0 pts		8]	ots			10 p	DLS	11 pts	
		1_						-			T
Expectation		1 Door	not Me	at   Min	nimally	meets		1	Meets		Exceeds

Components include: -books with bibliographica information		I did not incl a list of book	ks do no topic	t build und or I did no			will h under	luded a list help childre rstanding o	en build of this to	pic with	F E	Meets expectations" blus: Books reflect best practice in
Standard 5a: Understanding content knowledge and reso		0 points		graphical	information.			ographical	informa	tion.		hildren's literature.
in academic disciplines			8 pts				10 pt	t's			I	1 pts
Instructor points and notes												
Expectation		oes not Meet		nally mee			Meets				ceed	
Components include:		id not include			natic play cent			ded a dran				expectations" plus:
-a dramatic play center		amatic play	l l		ally help child			that will h	elp			c play center reflects
Standard 5a: Understandin content knowledge and	g cei	nter.	bulla	understand	ling of this top		children build best understanding of this topic.				est practice in pretend	
resources in academic							unacis	standing of	tins top	pia.	у.	
disciplines	0 p	oints	8 pts				9 pts			11	pts	
Instructor points and notes												
Expectation		Does not	Meet	Minima	ally meets		N	Meets				Exceeds
Components include sever	al	I did not i			ed examples of	fsongs		included s	several e	xamples	of	"Meets
examples of activities in or			of songs,		periences, crea		S	songs, food	l experie	nces,		expectations" plus:
following categories-songs		food expe			nces or constru			creative exp				These activities
experiences, creative experiences			experiences		nces but they w			construction			t	reflect best
or construction experience Standard 5a: Understandin		or constru			elp children bu anding of this t				elp children build tanding of this topi			practices in curriculum.
knowledge and resources in		CAPELIEIC		understa	anding of this t	opic.	"	muci Stanu	mg or ur	is topic.		carricanant.
academic disciplines		0 points		8 pts			1	10 pts				11 pts
Instructor points and notes			<u> </u>									
Expectation	Does no	ot Meet	Minima	lly meets			Meet	ts			E	ceeds
Plans are		ns are not			are appropriate	and		olans are de	evelopme	entally		Meets expectations"
developmentally		mentally	activities	encourage	e inquiry in		appro	opriate and	l activitie	es		us: my plans are
appropriate activities	appropr				re not as good.	<u>Or</u> ,		urage inqu			hi	ghly appropriate for
that encourage inquiry in children, are	prescho	ol-age n <i>and/or</i> for			ropriate for lsewhere but			are approphoologe of				e cultural
appropriate for		n <i>ana/or</i> for n who live in			nsewnere but n Hawaii woul	d		enooi-age c lren who li				ckgrounds of ildren who live here.
preschool-age children	Hawaii.			efit from th		u	Cilliu	non will II	, C 111 11d	· · · · · · · · · · · · · · · · · · ·	CI	waren who uve here.
and for children who												
live in Hawaii.	0 point	is .	8 pts	8 pts				ts			11 pts	
Instructor points and notes												
Expectation		Does not M		nally mee		Mee						eeds
Includes a layout for an in		I did not des	sign I desi	gned a layo	out of a center			a layout of		r for		eets expectations"
center that supports the to Standard 5b: Knowing and		layout of a center.		e with this I not add to	study but it			nis study th tes I will u				s: the layout is
the central concepts, inquiry		center.			f this topic.			ent to add u		nding		ctical and thetically pleasing.
tools, and structures of cont			unuer	Junior O	,s wpw.		ne topio			5	acsi	
areas or academic disciplin		0 points	8 pts				•					
Instructor points and notes						10 p	ots				11 <sub>I</sub>	ots
poins with itotes												
Expectation		1	Does not Me	pet .	Minimally 1	neets		Meets		Exceed	s	
The center design includes	the cont		We did not in		I included al		onents		ded all			ectations" plus: I
including supplies, materia			all componer		but there is r			compo				timal detail. Others
equipment			•		detail.		-	with er	nough			is information to
Standard 5b: Knowing and								detail.		duplica	te th	e center.
concepts, inquiry tools, and content areas or academic a			0 points		8 pts			10 pts		11 pts		
Instructor points and notes		,	o poinis		υριs			10 pis		11 pis		
Expectation	Does no	ot Meet		Minimal	ly meets	Meets			Exceed	ds		
Finished product is		shed product	is not					product			ions	" plus: it is
complete, neatly	complet	te <u>and/or</u> is <u>m</u>	iessy.				plete a					to be included in my
written, and attractive.				and neatl	y written.	neatly	written	1.	Profes.	sional Po	rtfol	io.
	<u> </u>											

# 2019 University of Hawai'i Maui College ARPD

Program: Early Childhood Education

	0 points	8 pts	10 pts	11 pts
Instructor points and notes				

Student's total points: \_\_ Instructor's total points: \_\_

Assessment is also supported by a highly engaged, highly qualified advisory committee. All sectors of the Maui Nui community hiring ECED graduates are represented. Each year, they assist in analyzing our course offerings and making recommendations for additions and changes. This allows the ECED program to prepare our graduates for employment. The advisory committee takes an active role in NAEYC accreditation. They have worked with faculty to analyze accreditation reports including assessment of NAEYC standards.

## 4. Action Plan

- a) Describe the action plan for the next academic year, including resource, curricular, professional development, or other next steps.
  - 1. ECED's new full time faculty member will begin in January 2020. She has worked as a lecturer for our program for several years and has much to offer. To prepare her for this new role, professional development plans include attendance at HSSI, Faculty 101, FYE training and Great Teachers (if accepted).
  - 2. Begin involving students who are recent graduates or close to graduation as informal mentors for newer students. This will include doing short presentations in classes and placement in practicum sites with our male graduates as mentor teachers
  - 3. Improve publicizing textbook scholarship program to ensure that students are able to begin each semester with needed resources.
  - 4. Use of team teaching to mentor new lecturers. As lecturers are needed to meet demand, a planned strategy is teaming a fulltime faculty member at 1.5 TEs and a lecturer at 1.5 TEs. This should provide more efficient use of fulltime faculty and ensure high quality learning for students.
- b) Include how the actions within the plan support the college's mission. In addition to the overall action plan for the program, include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

Action #1 supports the UHMC mission through ensuring that new faculty will have teaching strategies that have proven successful with students from our community. She will learn about UHMC programs that support students in greater detail than she might have learned as a lecturer.

Action #2 supports the Perkins Core Indicator of including non-traditional students. Asking our recently graduated men to come to speak to our classes as well as placing male students in practicum sites with our male graduates will help male students develop confidence in their own success as well as a sense of belonging in the field of early childhood.

Action #3 supports the UHMC through ensuring that students have access to courses in an affordable manner.

Action #4 supports the UHMC mission through ensuring high quality learning experiences.

# 5. Resource Implications

(physical, human, financial)

The UHMC ECED program will be strengthened by the hiring of a second full time faculty member. The faculty will coordinate the UHMC/Head Start partnership as well as teaching ECED coursework.

The program is limited in expansion due to the lack of funds for lecturers. Without funds for lecturers, the program will struggle to provide courses often enough to allow students to graduate in two years.

# Appendix: ARPD data

College: University of Hawai'i Maui College Program: Early Childhood Education

Status: Report Complete

#### **Program Quantitative Indicators**

### **Overall Program Health: Healthy**



Print ARPD

	Demand Indicators	2016 - 17	2017 - 18	2018 - 19	Demand Health
1.	New & Replacement Positions (State)	228	212	205	
*2.	New & Replacement Positions (County Prorated)	35	31	30	
3.	Number of Majors	61	61	55	
3a.	Number of Majors Native Hawaiian	23	27	27	
3b.	Fall Full-Time	30%	40%	44%	
3c.	Fall Part-Time	70%	60%	56%	
3d.	Fall Part-Time who are Full-Time in System	3%	1%	2%	
3e.	Spring Full-Time	20%	32%	30%	Healthy
3f.	Spring Part-Time	80%	68%	70%	
3g.	Spring Part-Time who are Full-Time in System	6%	6%	4%	
4.	SSH Program Majors in Program Classes	604	622	499	
5.	SSH Non-Majors in Program Classes	705	663	438	
6.	SSH in All Program Classes	1,309	1,285	937	
7.	FTE Enrollment in Program Classes	44	43	31	
8.	Total Number of Classes Taught	18	19	18	

NOTE: New & Replacement jobs updated (View Methodology).

	Efficiency Indicators	2016 - 17	2017 - 18	2018 - 19	Efficiency Health
9.	Average Class Size	24	22	17	
*10.	Fill Rate	92.1%	87.4%	69%	
11.	FTE BOR Appointed Faculty	2	2	2	
*12.	Majors to FTE BOR Appointed Faculty	30	30	27	
13.	Majors to Analytic FTE Faculty	30	30	27	
13a.	Analytic FTE Faculty	2	2	2	
14.	Overall Program Budget Allocation	\$241,428	\$217,793	\$0	Healthy
14a.	General Funded Budget Allocation	\$241,330	\$217,735	\$0	
14b.	Special/Federal Budget Allocation	\$0	\$0	\$0	
14c.	Tuition and Fees	\$98	\$58	\$0	-
15.	Cost per SSH	\$232	\$0	\$0	
16.	Number of Low-Enrolled (<10) Classes	5	4	4	

	Effectiveness Indicators	2016 - 17	2017 - 18	2018 - 19	Effectiveness Health
17.	Successful Completion (Equivalent C or Higher)	78%	80%	79%	
18.	Withdrawals (Grade = W)	21	26	10	
<b>*</b> 19.	Persistence Fall to Spring	67%	65%	70%	
19a.	Persistence Fall to Fall	41%	43%	40%	
<b>*</b> 20.	Unduplicated Degrees/Certificates Awarded	21	11	12	
20a.	Degrees Awarded	10	5	6	
20b.	Certificates of Achievement Awarded	8	4	6	Healthy
20c.	Advanced Professional Certificates Awarded	0	0	0	· · · · · · · · · · · · · · · · · · ·
20d.	Other Certificates Awarded	22	8	7	
21.	External Licensing Exams Passed	0	0	0	-
22.	Transfers to UH 4-yr	9	7	7	
22a.	Transfers with credential from program	4	5	6	
22b.	Transfers without credential from program	5	2	1	

	Distance Indicators	2016 - 17	2017 - 18	2018 - 19
23.	Number of Distance Education Classes Taught	0	0	0
24.	Enrollments Distance Education Classes	0	0	0
25.	Fill Rate	0%	0%	0%
26.	Successful Completion (Equivalent C or Higher)	0%	0%	0%
27.	Withdrawals (Grade = W)	0	0	0
28.	Persistence (Fall to Spring Not Limited to Distance Education)	0%	0%	0%

	Perkins Indicators	Goal	Actual	Met
29.	1P1 Technical Skills Attainment	93	94.12	Met
30.	2P1 Completion	55	47.06	Not Met
31.	3P1 Student Retention or Transfer	81.9	96.88	Met
32.	4P1 Student Placement	66.25	91.67	Met
33.	5P1 Nontraditional Participation	23.5	8.96	Not Met
34.	5P2 Nontraditional Completion	23	0	Not Met

	Performance Indicators	2016 - 17	2017 - 18	2018 - 19
35.	Number of Degrees and Certificates	18	9	12
36.	Number of Degrees and Certificates Native Hawaiian	6	2	4
37.	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38.	Number of Pell Recipients <sup>1</sup>	14	4	6
39.	Number of Transfers to UH 4-yr	9	7	7

<sup>\*</sup> Used in Rubric to determine Health Indicator

Date Last Modified: 2019-10-15 11:43:05

Glossary/Rubric