

2019 UHMC Early Childhood Education ARDP



2019

ANNUAL REPORT OF PROGRAM DATA



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MAUI COLLEGE

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 Lailima by 2/28 for 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 Lailima.
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 Lailima.
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 Lailima. 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 Lailima. Turn in your curriculum web by 3/28 in Lailima.
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 Lailima.

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
 - i. 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.

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- 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

(Up to 160 points)

Key Assessment #5 Self-Evaluation: Curriculum unit 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 based on science or social studies <i>Standard 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child</i>	I selected an <i>inappropriate</i> topic for young children <i>or my curriculum plan does not have a topic or theme.</i> 0 pts	I selected a topic <i>that is not the most appropriate</i> , but is still acceptable. 8 pts	I selected an appropriate topic with a Big Idea focused on science or social studies. 10 pts	"Meets expectations" plus: <i>consistent with best practice in ECE.</i> 11 pts
Instructor points and notes				
Expectation	Does not Meet	Minimally meets	Meets	Exceeds
Write objectives for what children will be able to do, understand, or appreciate as a result of this study	I <i>did not</i> include objectives for children what children will learn from this unit. 0 pts	I included objectives for children what children will learn from this unit, <i>but some are less appropriate or too general to be useful.</i> 8 pts	I included appropriate objectives for children what children will learn from this unit. 10 pts	"Meets expectations" plus: <i>my goals demonstrate deep understanding of best practice.</i> 11 pts
Instructor points and notes				
Expectation	Does not Meet	Minimally meets	Meets	Exceeds
Write assessment strategies for evaluating children's learning about the topic <i>Standard 3a: Understanding the goals, benefits & uses of assessment</i>	I <i>did not</i> include ways to assess what children have learned in this unit. 0 pts	I included <i>mostly</i> appropriate ways to assess what children have learned in this unit <i>but some are less appropriate.</i> 8 pts	I included appropriate ways to assess what children have learned in this unit. 10 pts	"Meets expectations" plus: <i>my strategies demonstrate deep understanding of best practice in assessment.</i> 11 pts
Instructor points and notes				
Expectation	Does not Meet	Minimally meets	Meets	Exceeds
Write plans that will help children build understanding of the topic <i>Standard 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate</i>	My plans <i>are not</i> are not related to the topic <i>or</i> would not help build understanding. 0 pts	<i>Most</i> of my plans and activities encourage development of understanding of the topic <i>but some are confusing or off topic.</i> 8 pts	My plans and activities encourage development of understanding of the topic. 10 pts	"Meets expectations" plus: <i>My plans and activities encourage development of deep understanding of the topic through inquiry.</i> 11 pts

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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
Provide appropriate lesson plans for two weeks for preschool-aged children using the form provided by the instructor Standard 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	I did not use an appropriate unit plan form, and/or my finished product is not complete. 0 pts	I developed a unit plan with the form but my unit could use more detail. 8 pts	I developed a unit plan using a form provided by the instructor. I provided enough detail. 10 pts	“Meets expectations” plus: I made the plan come alive for the reader. 11 pts
Instructor points and notes				
Expectation	Does not Meet	Minimally meets	Meets	Exceeds
Provide appropriate lesson plans for more than 2 weeks for preschool-aged children using the curriculum web Standard 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	I did not submit a topic web or my web is not complete. 0 pts	I developed a web but my unit could use more detail. 8 pts	I developed a unit topic web that demonstrates appropriate activities for in depth study for more than two weeks. 10 pts	“Meets expectations” plus: my web demonstrates understanding of the use of integrated curriculum. 11 pts
Instructor points and notes				
Expectation	Does not Meet	Minimally meets	Meets	Exceeds
Include plans for a special experience to launch or end that unit of study.	I did not include a special experience that will help children understand this topic. 0 pts	I included a special experience that will help children understand this topic, but it might not be the most appropriate. 8 pts	I included an appropriate special experience that will help children understand this topic. 10 pts	“Meets expectations” plus: It demonstrates best practice in teacher and community resources. 11 pts
Instructor points and notes				
Expectation	Does not Meet	Minimally meets	Meets	Exceeds
Components include: physical activities Standard 5a: Understanding content knowledge and resources in academic disciplines	I did not include physical activities. 0 pts	Plans include physical activities but they are not all appropriate, or, did not relate to the study. 8 pts	Plans include appropriate physical activities to support understanding of this topic. 10 pts	“Meets expectations” plus: The physical activities reflect best practice in physical curriculum. 11 pts
Instructor points and notes				
Expectation	Does not Meet	Minimally meets	Meets	Exceeds
Components include: -books with bibliographical information Standard 5a: Understanding content knowledge and resources in academic disciplines	I did not include a list of books 0 points	I included a list of books but they do not build understanding of this topic or I did not include bibliographical information. 8 pts	I included a list of books that will help children build understanding of this topic with bibliographical information. 10 pts	“Meets expectations” plus: Books reflect best practice in children’s literature. 11 pts
Instructor points and notes				
Expectation	Does not Meet	Minimally meets	Meets	Exceeds
Components include: -a dramatic play center Standard 5a: Understanding content knowledge and resources in academic disciplines	I did not include a dramatic play center. 0 points	I included a dramatic play center but it will not really help children build understanding of this topic. 8 pts	I included a dramatic play center that will help children build understanding of this topic. 9 pts	“Meets expectations” plus: dramatic play center reflects best practice in pretend play. 11 pts
Instructor points and notes				
Expectation	Does not Meet	Minimally meets	Meets	Exceeds
Components include several examples of activities in one of the following categories-songs, food	I did not include examples of songs, food experiences, creative experiences	I included examples of songs, food experiences, creative experiences or construction experiences but they will not	I included several examples of songs, food experiences, creative experiences or construction experiences that	“Meets expectations” plus: These activities reflect best

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experiences, creative experiences or construction experiences <i>Standard 5a: Understanding content knowledge and resources in academic disciplines</i>	or construction experiences. <i>0 points</i>	<i>really</i> help children build understanding of this topic. <i>8 pts</i>	will help children build understanding of this topic. <i>10 pts</i>	<i>practices in curriculum.</i> <i>11 pts</i>
<i>Instructor points and notes</i>				
Expectation	Does not Meet	Minimally meets	Meets	Exceeds
Plans are developmentally appropriate activities that encourage inquiry in children, are appropriate for preschool-age children and for children who live in Hawaii.	Our plans are <i>not</i> developmentally appropriate for preschool-age children <i>and/or</i> for children who live in Hawaii. <i>0 points</i>	<i>Some</i> of my plans are appropriate and activities encourage inquiry in children, others were not as good. <i>Or</i> , plans are <i>more appropriate</i> for children who live elsewhere but children who live in Hawaii would still benefit from them. <i>8 pts</i>	My plans are developmentally appropriate and activities encourage inquiry in children. They are appropriate for preschool-age children and to children who live in Hawaii. <i>10 pts</i>	"Meets expectations" plus: <i>my plans are highly appropriate for the cultural backgrounds of children who live here.</i> <i>11 pts</i>
<i>Instructor points and notes</i>				
Expectation	Does not Meet	Minimally meets	Meets	Exceeds
Includes a layout for an interest center that supports the topic <i>Standard 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</i>	<i>I did not</i> design layout of a center. <i>0 points</i>	I designed a layout of a center for use with this study <i>but it would not add to understanding of this topic.</i> <i>8 pts</i>	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. <i>10 pts</i>	"Meets expectations" plus: <i>the layout is practical and aesthetically pleasing.</i> <i>11 pts</i>
<i>Instructor points and notes</i>				
Expectation	Does not Meet	Minimally meets	Meets	Exceeds
The center design includes the contents including supplies, materials, and equipment <i>Standard 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</i>	We <i>did not</i> include all components. <i>0 points</i>	I included all components <i>but there is not enough detail.</i> <i>8 pts</i>	I included all components with enough detail. <i>10 pts</i>	"Meets expectations" plus: <i>I provided optimal detail. Others could use this information to duplicate the center.</i> <i>11 pts</i>
<i>Instructor points and notes</i>				
Expectation	Does not Meet	Minimally meets	Meets	Exceeds
Finished product is complete, neatly written, and attractive.	My finished product is <i>not complete and/or is messy.</i> <i>0 points</i>	My finished product is <i>mostly</i> complete and neatly written. <i>8 pts</i>	My finished product is complete and neatly written. <i>10 pts</i>	"Meets expectations" plus: <i>it is professional enough to be included in my Professional Portfolio.</i> <i>11 pts</i>
<i>Instructor points and notes</i>				

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.

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

Program name: Early Childhood Education Associate Degree			
Date(s) of Application 1: Key Assessment 5 and Spring 2018 Date(s) of Application 2: Key Assessment 5 and Spring 2019			
Key Elements of Standard 5	Not Met	Met	Exceeds
Key Element (5a) Physical activities KA 5	Application 1 N = 12 % = 0	Application 1 N = 12 % = 25%	Application 1 N = 12 % = 75%
	Application 2 N = 11 % = 0	Application 2 N = 11 % = 27%	Application 2 N = 11 % = 73%
Key Element (5a) books KA 5	Application 1 N = 12 % = 0	Application 1 N = 12 % = 0	Application 1 N = 12 % = 100%
	Application 2 N = 11 % = 0	Application 2 N = 11 % = 0	Application 2 N = 11 % = 100%
Key Element (5a) Dramatic play center KA 5	Application 1 N = 12 % = 0	Application 1 N = 12 % = 17%	Application 1 N = 12 % = 83%
	Application 2 N = 11 % = 18%	Application 2 N = 11 % = 36%	Application 2 N = 11 % = 46%
Key Element (5b) 2 wk lesson plan KA 5	Application 1 N = 12 % = 0	Application 1 N = 12 % = 17%	Application 1 N = 12 % = 83%
	Application 2 N = 11 % = 9%	Application 2 N = 11 % = 18%	Application 2 N = 11 % = 73%
Key Element (5b) classroom layout KA 5	Application 1 N = 12 % = 16.5%	Application 1 N = 12 % = 16.5%	Application 1 N = 12 % = 67%
	Application 2 N = 11 % = 27%	Application 2 N = 11 % = 36%	Application 2 N = 11 % = 36%
Key Element (5b) supplies and equip KA 5	Application 1 N = 12 % = 0	Application 1 N = 12 % = 25%	Application 1 N = 12 % = 75%
	Application 2 N = 11 % = 10%	Application 2 N = 11 % = 45%	Application 2 N = 11 % = 45%
Key Element (5c) Topic	Application 1 N = 12	Application 1 N = 12	Application 1 N = 12

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KA 5	% = 0	% = 0	% = 100%
	Application 2 N = 11 % = 0	Application 2 N = 11 % = 0	Application 2 N = 11 % = 100%
Key Element (5c) plans KA 5	Application 1 N = 12 % = 0	Application 1 N = 12 % = 17%	Application 1 N = 12 % = 83%
	Application 2 N = 11 % = 0	Application 2 N = 11 % = 27%	Application 2 N = 11 % = 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

Key Assessment #5 Self-Evaluation: Curriculum unit 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 based on science or social studies <i>Standard 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child</i>	I selected an <i>inappropriate</i> topic for young children <i>or my curriculum plan does not have a topic or theme.</i> 0 pts	I selected a topic <i>that is not the most appropriate</i> , but is still acceptable. 8 pts	I selected an appropriate topic with a Big Idea focused on science or social studies. 10 pts	"Meets expectations" plus: <i>consistent with best practice in ECE.</i> 11 pts
Instructor points and notes				
Expectation	Does not Meet	Minimally meets	Meets	Exceeds
Write objectives for what children will be able to do,	I <i>did not</i> include objectives for children	I included objectives for children what children will learn from this	I included appropriate objectives for children	"Meets expectations" plus: <i>my goals demonstrate deep</i>

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understand, or appreciate as a result of this study	what children will learn from this unit. <i>0 pts</i>	unit, <i>but some are less appropriate or too general to be useful.</i> <i>8 pts</i>	what children will learn from this unit. <i>10 pts</i>	<i>understanding of best practice.</i> <i>11 pts</i>
Instructor points and notes				
Expectation	Does not Meet	Minimally meets	Meets	Exceeds
Write assessment strategies for evaluating children's learning about the topic <i>Standard 3a: Understanding the goals, benefits & uses of assessment</i>	I <i>did not</i> include ways to assess what children have learned in this unit. <i>0 pts</i>	I included <i>mostly</i> appropriate ways to assess what children have learned in this unit <i>but some are less appropriate.</i> <i>8 pts</i>	I included appropriate ways to assess what children have learned in this unit. <i>10 pts</i>	"Meets expectations" plus: <i>my strategies demonstrate deep understanding of best practice in assessment.</i> <i>11 pts</i>
Instructor points and notes				
Expectation	Does not Meet	Minimally meets	Meets	Exceeds
Write plans that will help children build understanding of the topic <i>Standard 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child</i>	My plans <i>are not</i> are not related to the topic <i>or</i> would <i>not</i> help build understanding. <i>0 pts</i>	<i>Most</i> of my plans and activities encourage development of understanding of the topic <i>but some are confusing or off topic.</i> <i>8 pts</i>	My plans and activities encourage development of understanding of the topic. <i>10 pts</i>	"Meets expectations" plus: <i>My plans and activities encourage development of deep understanding of the topic through inquiry.</i> <i>11 pts</i>
Instructor points and notes				
Expectation	Does not Meet	Minimally meets	Meets	Exceeds
Provide appropriate lesson plans for two weeks for preschool-aged children using the form provided by the instructor <i>Standard 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</i>	I <i>did not use</i> an appropriate unit plan form, <i>and/or</i> my finished product is <i>not complete.</i> <i>0 pts</i>	I developed a unit plan with the form <i>but my unit could use more detail.</i> <i>8 pts</i>	I developed a unit plan using a form provided by the instructor. I provided enough detail. <i>10 pts</i>	"Meets expectations" plus: <i>I made the plan come alive for the reader.</i> <i>11 pts</i>
Instructor points and notes				
Expectation	Does not Meet	Minimally meets	Meets	Exceeds
Provide appropriate lesson plans for more than 2 weeks for preschool-aged children using the curriculum web <i>Standard 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</i>	I <i>did not submit</i> a topic web <i>or</i> my web is <i>not complete.</i> <i>0 pts</i>	I developed a web <i>but my unit could use more detail.</i> <i>8 pts</i>	I developed a unit topic web that demonstrates appropriate activities for in depth study for more than two weeks. <i>10 pts</i>	"Meets expectations" plus: <i>my web demonstrates understanding of the use of integrated curriculum.</i> <i>11 pts</i>
Instructor points and notes				
Expectation	Does not Meet	Minimally meets	Meets	Exceeds
Include plans for a special experience to launch or end that unit of study.	I <i>did not</i> include a special experience that will help children understand this topic. <i>0 pts</i>	I included a special experience that will help children understand this topic, <i>but it might not be the most appropriate.</i> <i>8 pts</i>	I included an appropriate special experience that will help children understand this topic. <i>10 pts</i>	"Meets expectations" plus: It demonstrates best practice in teacher and community resources. <i>11 pts</i>
Instructor points and notes				
Expectation	Does not Meet	Minimally meets	Meets	Exceeds
Components include: physical activities <i>Standard 5a: Understanding content knowledge and resources in academic disciplines</i>	I <i>did not include</i> physical activities. <i>0 pts</i>	Plans include physical activities <i>but they are not all appropriate, or, did not relate to the study.</i> <i>8 pts</i>	Plans include appropriate physical activities to support understanding of this topic. <i>10 pts</i>	"Meets expectations" plus: <i>The physical activities reflect best practice in physical curriculum.</i> <i>11 pts</i>
Instructor points and notes				
Expectation	Does not Meet	Minimally meets	Meets	Exceeds

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Components include: -books with bibliographical information <i>Standard 5a: Understanding content knowledge and resources in academic disciplines</i>	I <i>did not</i> include a list of books 0 points	I included a list of books <i>but they do not build understanding of this topic or I did not include bibliographical information.</i> 8 pts	I included a list of books that will help children build understanding of this topic with bibliographical information. 10 pts	"Meets expectations" plus: <i>Books reflect best practice in children's literature.</i> 11 pts
Instructor points and notes				
Expectation	Does not Meet	Minimally meets	Meets	Exceeds
Components include: -a dramatic play center <i>Standard 5a: Understanding content knowledge and resources in academic disciplines</i>	I <i>did not</i> include a dramatic play center. 0 points	I included a dramatic play center <i>but it will not really</i> help children build understanding of this topic. 8 pts	I included a dramatic play center that will help children build understanding of this topic. 9 pts	"Meets expectations" plus: <i>dramatic play center reflects best practice in pretend play.</i> 11 pts
Instructor points and notes				
Expectation	Does not Meet	Minimally meets	Meets	Exceeds
Components include several examples of activities in one of the following categories-songs, food experiences, creative experiences or construction experiences <i>Standard 5a: Understanding content knowledge and resources in academic disciplines</i>	I <i>did not</i> include examples of songs, food experiences, creative experiences or construction experiences. 0 points	I included examples of songs, food experiences, creative experiences or construction experiences <i>but they will not really</i> help children build understanding of this topic. 8 pts	I included several examples of songs, food experiences, creative experiences or construction experiences that will help children build understanding of this topic. 10 pts	"Meets expectations" plus: <i>These activities reflect best practices in curriculum.</i> 11 pts
Instructor points and notes				
Expectation	Does not Meet	Minimally meets	Meets	Exceeds
Plans are developmentally appropriate activities that encourage inquiry in children, are appropriate for preschool-age children and for children who live in Hawaii.	Our plans are <i>not</i> developmentally appropriate for preschool-age children <i>and/or</i> for children who live in Hawaii. 0 points	<i>Some</i> of my plans are appropriate and activities encourage inquiry in children, others were not as good. <i>Or,</i> plans are <i>more appropriate</i> for children who live elsewhere but children who live in Hawaii would still benefit from them. 8 pts	My plans are developmentally appropriate and activities encourage inquiry in children. They are appropriate for preschool-age children and to children who live in Hawaii. 10 pts	"Meets expectations" plus: <i>my plans are highly appropriate for the cultural backgrounds of children who live here.</i> 11 pts
Instructor points and notes				
Expectation	Does not Meet	Minimally meets	Meets	Exceeds
Includes a layout for an interest center that supports the topic <i>Standard 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</i>	I <i>did not</i> design layout of a center. 0 points	I designed a layout of a center for use with this study <i>but it would not add to understanding of this topic.</i> 8 pts	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. 10 pts	"Meets expectations" plus: <i>the layout is practical and aesthetically pleasing.</i> 11 pts
Instructor points and notes				
Expectation	Does not Meet	Minimally meets	Meets	Exceeds
The center design includes the contents including supplies, materials, and equipment <i>Standard 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</i>	We <i>did not</i> include all components. 0 points	I included all components <i>but there is not enough detail.</i> 8 pts	I included all components with enough detail. 10 pts	"Meets expectations" plus: <i>I provided optimal detail. Others could use this information to duplicate the center.</i> 11 pts
Instructor points and notes				
Expectation	Does not Meet	Minimally meets	Meets	Exceeds
Finished product is complete, neatly written, and attractive.	My finished product is <i>not complete and/or is messy.</i>	My finished product is <i>mostly</i> complete and neatly written.	My finished product is complete and neatly written.	"Meets expectations" plus: <i>it is professional enough to be included in my Professional Portfolio.</i>

	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

? Workforce Alignment: Classification of Instructional Programs (CIP) -to- Standard Occupational Classification (SOC)

Early Childhood Education

CIP Code = **13.1210**

[25-2012 - Kindergarten Teachers, Except Special Education](#)

[25-2011 - Preschool Teachers, Except Special Education](#)

Print ARPD

Demand Indicators		2016 - 17	2017 - 18	2018 - 19	Demand Health
1.	New & Replacement Positions (State)	228	212	205	Healthy
*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%	
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](#)).

2019 University of Hawai'i Maui College ARPD
Program: Early Childhood Education

Efficiency Indicators		2016 - 17	2017 - 18	2018 - 19	Efficiency Health
9.	Average Class Size	24	22	17	Healthy
*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	
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%	Healthy
18.	Withdrawals (Grade = W)	21	26	10	
*19.	Persistence Fall to Spring	67%	65%	70%	
19a.	Persistence Fall to Fall	41%	43%	40%	
*20.	Unduplicated Degrees/Certificates Awarded	21	11	12	
20a.	Degrees Awarded	10	5	6	
20b.	Certificates of Achievement Awarded	8	4	6	
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	

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Program: Early Childhood Education

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 ¹	14	4	6	
39.	Number of Transfers to UH 4-yr	9	7	7	

* Used in Rubric to determine Health Indicator

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

[Glossary/Rubric](#)