

New Business Item 25-28

Introduced March 13, 2026

Deferred: Meeting Canceled by Emergency Proclamation

Reintroduced April 24, 2026

Approved June 3, 2026

TITLE: The University of Hawai'i at West O'ahu's Early Childhood Education P-3 Add a Teaching Field Licensure Program Review Decision

The Hawai'i Teacher Standards Board (HTSB) recommends provisional program approval for the University of Hawai'i at West O'ahu (UHWO) Early Childhood Education (ECE) P-3 Add a Teaching Field licensure program.

The UHWO is seeking program approval to recommend an Add a Teaching Field for completers with an existing HTSB Elementary Education License in the grade band below:

- Early Childhood Education P-3

The Program Review Committee was composed of four members (see Biography section and the attached report).

The Program Review Committee identified the following strengths of the UHWO ECE P-3 Add a Teaching Field licensure program:

- The added teaching field program is designed for existing HTSB Elementary Education licensure holders. The UHWO ECE Program has strong potential to fill the preschool teacher positions in the Hawai'i Department of Education (HIDOE) or State Public Charter School (PCS).
- UHWO faculty reconceptualized and revised program evidence (e.g., assessments, syllabi, and assignments) to demonstrate a coherent alignment between individual courses and the overall program, ensuring that teacher candidates develop the required knowledge, skills, and competencies in early childhood education.
- The program demonstrates a strong commitment to serving as a Native Hawaiian place of learning and to meeting the needs of racially, culturally, and linguistically diverse students. Course content and assignments immerse candidates in their own contexts and support multiple forms of knowledge representation. They intentionally elevate Native Hawaiian knowledge, values, and ways of learning.
- Adding detail to the syllabi makes the course's intentional design much more transparent. For example, the course map outlines weekly content and assignments, clarifying how new concepts connect to the ways teacher candidates will demonstrate their understanding and skills.
- The tables in the course syllabus strengthen transparency by clearly aligning course objectives with professional and institutional standards Student Learning Outcomes (SLOs) and corresponding assignments.

The Program Review Committee recommends the following areas to address:

- Recommend revisiting the rubrics. While the criteria are clearly written and reflect an understanding of professional standards, it may be difficult to disaggregate which key competencies are addressed by each criterion for the purposes of data reporting. This level of clarity is important because it allows programs to identify trends, inform improvements of courses or assignments over time, completion of ECE competency levels, and meet multiple accountability requirements (e.g., future accreditation, institutional reporting, and HTSB reporting).
- This application review was conducted with the Add a Teaching Field candidate in mind. These candidates often have extensive subject-matter coursework but limited grounding in child development for young children. They need to develop knowledge of early learning pedagogy (e.g., play, how young learners represent knowledge). The current collection of courses designed for the “add-a-field” pathway would likely be insufficient to build the foundation for teacher candidates pursuing an initial license. This will be an important consideration when planning the initial license program.
- Program requirements regarding field experience for the Add a Teaching Field candidates may present challenges for licensed HDOE or PCS teachers currently serving in non-ECE positions, as securing appropriate placements for meaningful application could be difficult. This will require careful planning to ensure candidates can meet expectations for practice-based learning.
- Revisit the ECED 415 Early Childhood Curriculum and Instruction syllabus. As the course is implemented, UHWO faculty may encounter challenges with its current conceptualization and its placement within the program sequence. Consider moving ED 415 to the end of the program. Many of the preceding courses provide essential foundational knowledge that students will need to be successful with project work in ED 415.

Program Reviewer Committee Biography

Yuuko Arikawa-Cross, M.Ed, began her career in the Hawai'i Department of Education in 2000. She has been a classroom teacher, mentor, instructional coach, School Renewal Specialist, Vice Principal, and Principal. Yuuko is currently the Director of the Executive Office on Early Learning. She earned her Bachelor of Education in Elementary Education with an emphasis in Family Resources and her Master of Education in Educational Foundations: Educational Leadership in the Asia Pacific Region from the University of Hawai'i at Mānoa. In 2010, the National Milken Family Foundation recognized Yuuko as Hawai'i's recipient of the National Milken Educator Award.

Akeyo H. Garcia, Ph.D., is an Early Learning State Office Teacher with the Executive Office on Early Learning. An educator in Hawai'i's public schools for 17 years, she has taught preschool, prekindergarten, preschool inclusion, and kindergarten, and mentored teacher candidates. She holds a National Board Teaching Certificate in Early Childhood Generalist and advanced licenses in general and special education. Akeyo earned her M.Ed. in Curriculum Studies and Early Childhood Education and her Ph.D. in Curriculum and Instruction from the University of Hawai'i at Mānoa. She received the 2016 Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST).

Robyn S. B. Chun, M.Ed, has been a teacher educator at the community college and university undergraduate and graduate programs since 1999. She earned a Bachelor in Education in K-6 with an Early Childhood Education (ECE), a minor in Human Development and Family Studies, and a Master of Education in Curriculum Studies from prekindergarten to third grade. Robyn brings 14 years of experience as an early childhood educator, program coordinator, and administrator in community, laboratory school, the Hawai'i Department of Education, and family childcare settings. She currently administers, teaches, and advises in the ECE graduate programs at the University of Hawai'i at Mānoa. Her work involves collaborations to grow the capacity of the higher education and professional learning infrastructure in Hawai'i.

Jennifer F.M. Padua, Ph.D., is a Licensing Specialist at the Hawai'i Teacher Standards Board (HTSB). Jennifer earned her doctoral degree in Curriculum and Instruction at the University of Hawai'i at Mānoa, where she was a faculty member for 11 years in the College of Education's Elementary Education Program. Her experiences include working as a Senior Literacy Specialist throughout the United States Affiliated Pacific Region and as a classroom and resource teacher in the Hawai'i Department of Education.

Rationale/Background:

The UHWO faculty submitted a Letter of Intent for Early Childhood Licensure Pathways ([NBI 22-81](#)). UHWO plans to offer an Early Childhood Education P-3 Initial Licensure program and an Early Childhood Education P-3 and Elementary Education Dual Teaching Field Licensure program.

Cost:

All costs are included in the existing staff job duties and responsibilities.

Submitted by: Kristi Miyamae/ Dondra Ozaki

Referred to: Teacher Education Committee

Hawai'i Teacher Standards Board Program Review Report March 2026

The University of Hawai'i at West O'ahu's (UHWO) submitted a Letter of Intent for Early Childhood Education (ECE) Licensure Pathways ([NBI 22-81](#)). This program review report is for the UHWO ECE P-3 Add a Teaching Field licensure program.

In accordance with [Hawaii Administrative Rules](#) (HAR) §8-54-19(1-5) and §8-54-20(1-2), a Program Review Committee was formed to analyze all aspects of the UHWO ECE P-3 Add a Teaching Field licensure program using the Hawai'i State Approved Program Standards ([New Business Item 17-39](#)) such as course content knowledge and pedagogy, the connection to national and state standards, and clinical practice.

The Program Review Committee is comprised of four members (see Program Review Committee Members Biography), and this report is based on their review. Licensing Specialist Dr. Jennifer Padua was also part of the committee, providing information about HAR and licensure requirements, organizing evidence, and serving as the point of contact between UHWO and the Program Review Committee. The Program Review Committee met virtually and worked independently. Evidence was available in a shared Google folder.

The Program Review Committee appreciates the virtual or in-person collaboration with UHWO faculty, Dr. Mary Heller and Dr. Kouen Park. Through these discussions, the committee and faculty understood the growing needs of early childhood educators and the importance of preparing teachers for preschool classrooms.

The Program Review Committee recommends the UHWO ECE P-3 Add a Teaching Field licensure program to the HTSB Board for the reasons listed below and in the Educator Preparation Program Standards section.

The Program Review Committee identified the strengths of the UHWO ECE P-3 Add a Teaching Field licensure program.

- The Add a Teaching Field program is designed for existing HTSB elementary education licensure holders. The UHWO ECE Program has strong potential to fill the preschool teacher positions in the Hawai'i Department of Education (HIDOE) or in State Public Charter School (PCS).
- UHWO faculty reconceptualized and revised program evidence (e.g., assessments, syllabi, and assignments) to demonstrate a coherent alignment between individual courses and the overall program, ensuring that teacher candidates develop the required knowledge, skills, and competencies in early childhood education.
- The program demonstrates a strong commitment to serving as a Native Hawaiian place of learning and to meeting the needs of racially, culturally, and linguistically diverse students. Course content and assignments immerse candidates in their own contexts

and support multiple forms of knowledge representation. They intentionally elevate Native Hawaiian knowledge, values, and ways of learning.

- Adding detail to the syllabi makes the course's intentional design much more transparent. For example, the course map outlines weekly content and assignments, clarifying how new concepts connect to the ways teacher candidates will demonstrate their understanding and skills.
- The tables in the course syllabus strengthen transparency by clearly aligning course objectives with professional and institutional standards (SLOs) and corresponding assignments.

The Program Review Committee recommends the following areas to address.

- Recommend revisiting the rubrics. While the criteria are clearly written and reflect an understanding of professional standards, it may be difficult to disaggregate which key competencies are addressed by each criterion for the purposes of data reporting. This level of clarity is important because it allows programs to identify trends, inform improvements of courses or assignments over time, completion of ECE competency levels, and meet multiple accountability requirements (e.g., future accreditation, institutional reporting, and HTSB reporting).
- This application review was conducted with the Add a Teaching Field candidate in mind. These candidates often have extensive subject matter course work but limited grounding in child development for young children. They need to develop knowledge of early learning pedagogy (e.g., play, how young learners represent knowledge). The current collection of courses designed for the Add a Teaching Field pathway would likely be insufficient to build the foundation for teacher candidates pursuing an initial license. This will be an important consideration when planning the initial license program.
- Program requirements regarding field experience for the Add a Teaching Field candidates may present challenges for licensed HDOE or PCS teachers currently serving in non-ECE positions, as securing appropriate placements for meaningful application could be difficult. This will require careful planning to ensure candidates can meet expectations for practice-based learning.
- Revisit the ECED 415 Early Childhood Curriculum and Instruction syllabus. As the course is implemented, UHWO faculty may encounter challenges with its current conceptualization and its placement within the program sequence. Consider moving ED 415 to the end of the program. Many of the preceding courses provide essential foundational knowledge that students will need to succeed in project work in ED 415.
- UHWO Education faculty should contact its program accreditor to address that the ECE program may have no or minimal data for the accreditation self-study and site visit in 2027.

Program Reviewer Committee Biography

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HAWAII TEACHER
STANDARDS BOARD

Educator Preparation Program Standards

[New Business Item 17-39](#)

Standard 1: Candidate Content Knowledge, Pedagogical Knowledge, and Dispositions

Candidates demonstrate strong subject matter knowledge, culturally relevant pedagogical knowledge, pedagogical content knowledge, and professional dispositions in instruction and in other interactions with all P-12 learners.

Feedback: Evidence provided

UHWO faculty reconceptualized and revised program evidence (e.g., assessments, syllabi, and assignments) to demonstrate a coherent alignment between individual courses and the overall program, ensuring that teacher candidates develop the required knowledge, skills, and competencies in early childhood education.

Standard 2: Clinical Practice and Partnerships

The educator preparation program and its associated partners have shared responsibility for the design, implementation, and evaluation of diverse clinical experiences that provide the candidate with the opportunity to have a positive impact on the growth and development of learners.

Feedback: Evidence provided.

Since teacher candidates are HTSB license holders, this HAR is not required. However, teacher candidates will gain experience in a preschool setting. UHWO faculty need to keep in mind that program requirements regarding field experience for the Add a Teaching Field candidates may present challenges for licensed HIDOE or PCS teachers currently serving in non-ECE positions, as securing appropriate placements for meaningful application could be difficult. This will require careful planning to ensure candidates can meet expectations for practice-based learning.

Standard 3: Assessment and Evaluation

Educator preparation programs have criteria for and monitor candidate progression from admissions to student teaching, through completion and recommendation for licensure. They gather, analyze, and interpret data for continuous improvement of the program.

Through their work with P-12 students, the candidate understands and uses multiple methods of assessment to monitor learner progress and to inform their practice. Candidates can demonstrate positive impact on P-12 learners' growth and development.

Feedback: Evidence provided

There are a variety of assessment methods to assess teacher candidates' knowledge and skills. UHWO faculty evaluate teacher candidates each semester. Teacher candidates also engage in peer reviews to learn from and with each other, such as the Critical Reflections and Designing and implementing Literacy-rich experience.

Standard 4: Governance and Resources

The educator preparation program has sufficient faculty, financial, physical, and technological resources and capacity to support and sustain the quality of its educational program.

Feedback: Evidence provided

UHWO has one ECE tenure-track faculty member and is conducting a search for another.

Standard 5: Hawai'i Specific Requirements

The educator preparation program ensures it meets all requirements in Hawaii Administrative Rules governing the approval of Educator Preparation Programs. (HAR) §8-54-19.

HAR §8-54-19(1) Provided evidence that their candidates meet the performance standards as applicable.

Feedback: Evidence provided

Each course syllabus shows alignment of how the course objectives align with performance and national standards. Teacher candidates are expected to meet the National Association for the Education of Young Children (NAEYC) Professional Standards and Competency Early Childhood Education Level III.

HAR §8-54-19(2) Provided evidence that their candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics;

Feedback: Evidence provided

UHWO assesses teacher candidates' professional dispositions. Also, each course syllabus addresses specific principles of the Model Code of Ethics for Educators. For example, teacher candidates are assessed on professional responsibility in the assignment Issues, Trends, and Leadership in Early Childhood Education course.

Teacher candidates demonstrate knowledge and skills of the Hawai'i specific requirement:

HAR §8-54-19 (3)(A) The integration of Hawaiian language, history and culture in order to promote and perpetuate traditional ways of knowing, learning, and teaching;

Feedback: Evidence provided

Course activities and assignments integrate Hawaiian culture-based education, Nā Hopena A'o, and aloha 'āina. Many articles that teacher candidates will read were written by Native Hawaiian scholars.

Teacher candidates demonstrate knowledge and skills of the Hawaii specific requirement:

HAR §8-54-19 (3)(B) Student standards adopted by the department;

Feedback: Evidence provided

Teacher candidates are required to develop integrated projects and lesson plans and demonstrate how the Hawai'i Early Learning and Development Standards (HELDS) or the Hawai'i Department of Education (HIDOE) content-area standards are being implemented and assessed with students.

Teacher candidates demonstrate knowledge and skills of the Hawai'i specific requirement:

HAR §8-54-19 (3)(C) Teaching of reading including working with students of reading difficulties;

Feedback: Evidence provided

Teacher candidates engage in activities and assignments to understand how young children develop language and literacy skills in different courses. ECED 402 Emergency Literacy in the Home, School, and Community emphasizes the importance of how the environment plays a role in supporting young children's literacy development and understanding the Hawai'i State Early Literacy Plan and Hawai'i State Literacy Plan.

Teacher candidates demonstrate knowledge and skills of the Hawai'i specific requirement:

HAR §8-54-19 (3)(D) Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;

Feedback: Evidence provided

Evidence includes learning the importance of and designing an individualized education program (IEP). Teacher candidates also learn how to collaborate with families during the IEP process in ECED 340 Communication and Relationships in Early Childhood Education

Teacher candidates demonstrate knowledge and skills of the Hawai'i specific requirement:

HAR §8-54-19 (3)(E) Working effectively with students who are limited English proficient; **(HIDOE requirement is 6 EL/ML course credits)**

Feedback: Evidence provided

ECED 430: Multilingual and Multicultural Education for Young Children addresses theories and instructional practices for multilingual learners. There are several assignments and activities in different courses that address work with multilingual learners.

Teacher candidates obtain knowledge of the Hawai'i specific requirement:

HAR §8-54-19 (3)(F) Working with gifted and talented students; and

Feedback: Evidence provided

Teacher candidates have assigned readings about gifted and talented students and must address differentiation for these students in their lesson plans or projects.

Teacher candidates demonstrate knowledge and skills of the Hawai'i specific requirement:

HAR §8-54-19 (3)(G) Integrating technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning and (see below).

Feedback: Evidence provided

Assignments such as responsive pedagogy, interdisciplinary weaving and projects provide opportunities for teacher candidates to integrate technology and universal design for learning

Teacher candidates demonstrate knowledge and skills of the Hawai'i specific requirement:
HAR §8-54-19 (3)(G) Integrating technology... the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Feedback: Evidence provided

Teacher candidates learn how to use technology to collect data and inform their instructional decisions. For example, teacher candidates learn how to use AI to “analyze assessment data to identify the child’s strengths, emerging skills, and areas for growth, while considering instructional significance and ethical or cultural factors”.

Teacher candidates demonstrate knowledge and skills of the Hawai'i specific requirement of clinical experience.

HAR §8-54-19 (5)(A) A minimum of four hundred fifty (450) hours of supervised clinical experience in student teaching, internship or residency; or

HAR §8-54-19 (5)(B) Demonstration of teaching proficiency through a combination of documented satisfactory work experience and observation by the EPP; or

HAR §8-54-19 (5)(C) Passing a board approved performance assessment normed for Hawaii in combination with any other requirements determined by the EPP.

Feedback: Evidence provided

Since teacher candidates are existing HTSB license holders, this HAR is not required. However, UHWO has clinical experience for teacher candidates to gain experience in a preschool setting.



HAWAI'I TEACHER
STANDARDS BOARD

Educator Preparation Provider Add a Teaching Field Program Application

(Revised 12/2024)

UHWO 03/09/26

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SECTION 1: INTRODUCTION

The Hawai'i Teacher Standards Board (HTSB) is the state-authorizing agency that approves and oversees educator preparation programs in Hawai'i (Hawaii Administrative Rules [HAR] §8-54-18).

The purpose of the Educator Preparation Program (EPP) application is for institutions to demonstrate their planning and implementation of an Add a Teaching Field licensure program as written in the Letter of Intent (LOI) and New Business Item (NBI) as approved by the HTSB.

According to HAR §8-54-20:

- (a) When applying for approval of a first-time provisional unit or program review, the following requirements shall be met:
 - (1). The letter of intent and preconditions must be submitted for consideration no less than one (1) year prior to the date of proposed program implementation; and
 - (2). Within two (2) years of acceptance of the letter of intent and preconditions, the unit must submit one (1) unit report and a program report for each program that will prepare educators for initial licensure.
- (b) The board staff will convene a review team and conduct a virtual provisional review of the unit and programs within three (3) months of acceptance of the unit and program reports after staff review and board approval.
- (c) The board will review the review team's recommendation and issue a decision upon recommendation of the board's Teacher Education Committee.
- (d) A unit must receive board approval before advertising programs for initial licensure, implementing programs, and accepting candidates into any educator preparation program.

Please direct any inquiries about the process to the following HTSB staff:

Executive Director: Felicia Villalobos
Email: felicia.villalobos@hawaii.gov

Licensing Specialist: Jennifer Padua, Ph.D.
Email: jennifer.padua@hawaii.gov

Directions

1. Please read the entire application and complete all prompts. All questions must be answered. Incomplete applications or missing appendices will be returned.
2. This application is for an Add a Teaching Field (ATF) program. An ATF program is for in-service teachers with an existing HTSB teacher license who have completed a state-approved EPP.
3. You may see identical prompts from the LOI. If substantive changes were made to these LOI prompts, you may be asked to resubmit an LOI for HTSB full board approval.
4. Links to templates will be provided by email request.
5. This application includes an appendix for you to list the names of supporting files. HTSB will provide a Dropbox or shared drive folder account for uploading PDF files and appendices.
6. Save the application file as InstitutionName_ATFApp_LicenseFieldName_date.
7. Please email a copy of the application in Microsoft Word and PDF to the address below.

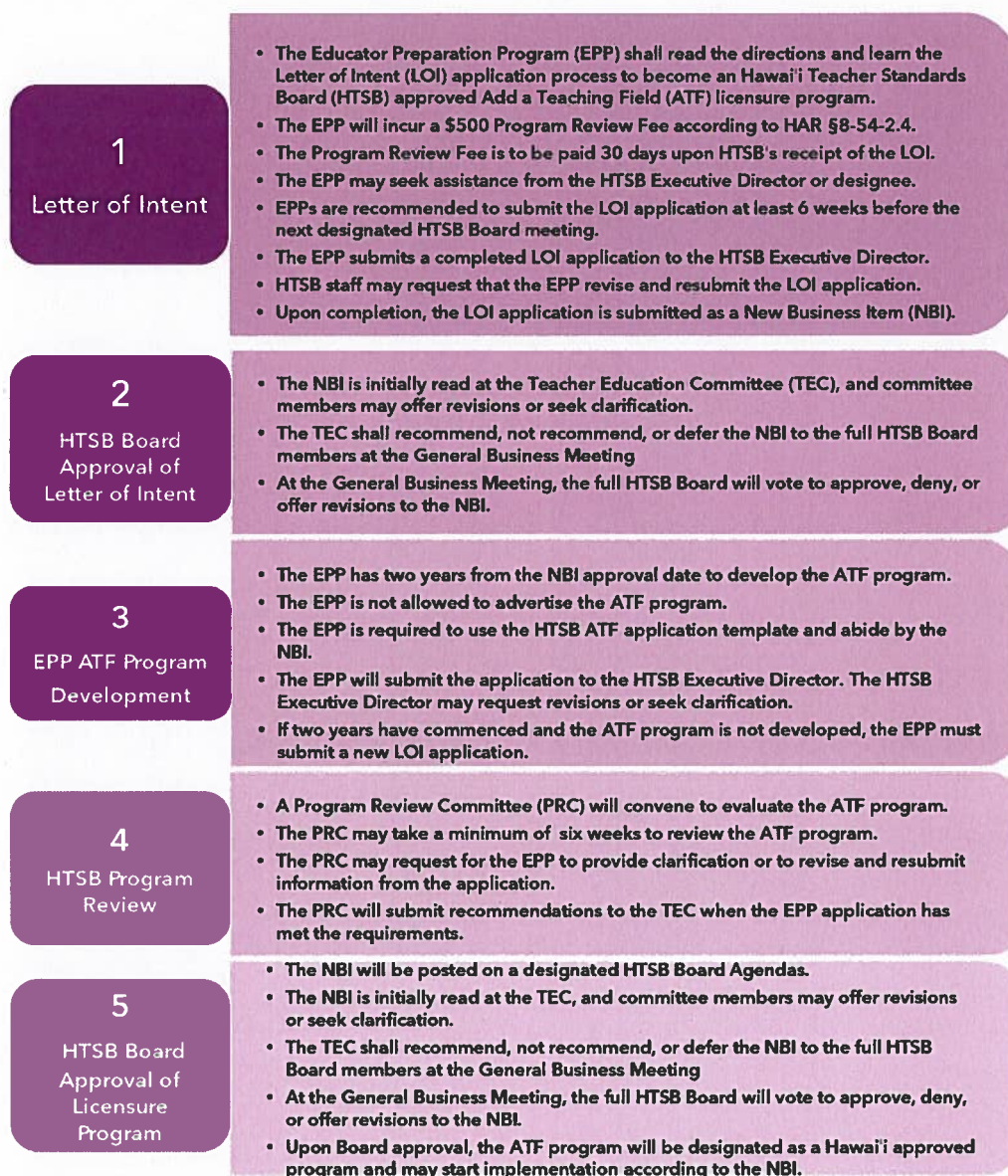
Executive Director: Felicia Villalobos

Email: felicia.villalobos@hawaii.gov

Licensing Specialist: Jennifer Padua, Ph.D.

Email: jennifer.padua@hawaii.gov

Overview of the EPP Add a Teaching Field Review Process



Key Terms

Term	Definition
Add a Teaching Field Program	An Add a Teaching Field program prepares existing licensed educators to add another teaching field and grade level to their current license (§8-54-24).
Alternative Certification Program	An alternative certification program is a for-profit or non-profit organization offering a teacher licensure program for individuals who have earned a baccalaureate degree.
Alternative Route	A teacher preparation program at an institution of higher education that offers a pathway to initial teacher licensure for individuals who have earned a baccalaureate degree.
Clinical Experience	The culminating activity of extended teaching practice for teacher candidates or in-service teachers to obtain a licensure recommendation. Clinical experience may be referred to as student teaching, internship, or residency.
Educator Preparation Program	An alternative certification program, organization, college, or university that provides a teacher licensure program for future or current teachers.
Grade level span	A cluster of student progression levels in the preschool through twelfth-grade school system. Examples of grade level spans are preschool - Kindergarten, grades K-6, grades 6-12
Inservice teacher	An individual who has completed an educator preparation program and has a valid HTSB license.
Institute of Higher Education	An institution of higher education is a college or university that offers post-secondary courses for individuals interested in earning an academic degree.
National Accreditor	An agency that accredits schools or programs offering certification or degrees in the United States.
Program Accreditor	An agency that evaluates the quality of professional preparation programs.
Regional Accreditor	An agency that focuses on the quality of academic programs in state-owned or non-profit colleges or universities in a specific region of the US.
Teacher candidate	A college student or an Emergency Hire Teacher enrolled in a teacher education program and pursuing a teacher license. A teacher candidate does not have a license. Teacher candidates may be called pre-service teachers.
Teaching field	A subject area or content knowledge for which individuals are preparing to become a professional licensed educator. Examples include Early Childhood Education, Elementary Education, School Counseling, Special Education, or School Librarian.

Abbreviations

Abbreviation	Meaning
ACP	Alternative Certification Program
ATF	Add a Teaching Field
EPP	Educator Preparation Program
HAR	Hawai'i Administrative Rules
HTSB	Hawai'i Teacher Standards Board
HIDOE	Hawai'i Department of Education
HIPCS	Hawai'i Public Charter School
IHE	Institution of Higher Education
HRS	Hawai'i Revised Statute
LOI	Letter of Intent
NBI	New Business Item
TECC	Teacher Education Coordinating Committee
US	United States

SECTION 2: PROGRAM INFORMATION

Institution Name	The University of Hawai'i West O'ahu
Mailing Address*	91-1001 Farrington Hwy Kapolei, HI 96707
Public URL/Website	https://westoahu.hawaii.edu/
*If your institution does not have a physical presence in Hawai'i, explain how inservice teachers will receive prompt in-person support (§16-255-2).	

Institution Administrator	Dr. Carlos Peñaloza
Title	Interim Chancellor
Email Address	carlospe@hawaii.edu
Phone Number	808-689-2770

EPP Administrator Name (if different from Institution Administrator)	Dr. Mary Heller
Position	Director of Teacher Education & Education Division Chair
Phone	808-284-3774 (cell) 808-689-2339 (office)
Email	mfheller@hawaii.edu mary.f.heller@gmail.com

EPP Liaison for HTSB Communication	
Name	Kristen Nakamoto
Position	Education Division Support Specialist
Phone	808-689-2344
Email	klk7@hawaii.edu

National, Regional, State, and Program Approvals

Please read the following prompts and mark an X in the Yes or No column.	YES	NO
Is your institution approved by the Council for Higher Education Association ?	X	
Is your institution registered with the Hawai'i Post-secondary Education Authorized Program ?	X	
Does the HTSB currently approve your IHE or Alternative Certification Program (ACP)?	X	
Does a United States regional accreditor approve your institution? If yes, attach a copy of the institution's current accreditation letter, including status and expiration date.	X	
Does a US teacher educator program accreditor approve your educator preparation program ? If yes, attach a copy of the institution's current accreditation letter, including status and expiration date.	X	
Are any of your programs accredited by the Distance Education Accrediting Commission? If yes, attach a copy of the institution's current accreditation letter, including status and expiration date.	X	
Is any of your programs accredited by other US accreditors not listed above? If yes, attach a copy of the institution's current accreditation letter, including status and expiration date.		X
Has your program received approval as a Hawai'i Department of Education (HIDOE) Affiliate Program to place teacher candidates or inservice teachers in its school? If yes, please attach a copy of your HIDOE Educator Affiliation Agreement.	X	

Describe any changes made to the Program Information since the approval of your LOI.
Write "none" if no changes were made.

- Vision, mission, and goals.
- History and development of the EPP.
- Approval of EPPs in other US states or jurisdictions.
- Summary of demographics of faculty and students.

none

SECTION 3: PROGRAM FRAMEWORK

Mark an X next to the ATF program review for this application. You will be asked to resubmit a revised LOI for board approval if the licensure program and field are different from the original LOI.

Licensure Program	Select One
Add a Teaching Field Program - IHE P-3 Teaching License will be earned upon completion of the program. Inservice teachers hold a valid teaching license from the Hawai'i Teacher Standards Board. Upon completing the program, they will receive a recommendation for a specific teaching field and grade level span. Inservice teachers earn college credits.	X
Add a Teaching Field - ACP Inservice teachers hold a valid teaching license from the Hawai'i Teacher Standards Board. Upon completing the ACP, they will receive a recommendation for a specific teaching field and grade level span. Inservice teachers do not earn college credits.	

List the teaching field for approval. List of HTSB-approved licensure fields	List the grade level span for the teaching field.	If IHE, list the academic degree or certificate the completers will earn. Write N/A if needed.
Early Childhood Education Add-a-Field licensure	P-3	Inservice teacher candidates will have already earned at least a Baccalaureate degree and hold an initial K-6 teaching license.

Mark an X in the Yes or No column on the program instructional delivery modes.	YES	NO
Face-to-face: in-person at a physical location	X	
Blended: face-to-face and online learning	X	
Online: synchronous learning	X	
Online: asynchronous learning	X	
Online Hybrid: synchronous and asynchronous	X	
Other (please describe):		

Briefly describe your proposed ATF program and grade level span (300 words maximum). Per HTSB NBI 22-81, The University of Hawai'i West O'ahu Education Division seeks approval of its plan to develop Early Childhood Education (ECED) Initial and Add-A-Field Licensure Programs with the following three pathways: 1. P-K Initial Licensure: Teacher Candidates with Associate Degree in Early Childhood Education from one of our articulated Community College ECED programs complete all BEd requirements with a Concentration in Early Childhood Education. 2. P-3 Initial Licensure: Teacher Candidates earn their P-3 initial license concurrently with the State-approved and CAEP Nationally Accredited K-6, BEd licensure program. 3 Add-A-Field Licensure: Inservice teachers who hold a valid elementary teaching license from the Hawai'i Teacher Standards Board will be recommended for licensure, upon successful completion of the program. This Application focuses solely on the Add-A-Field Licensure Pathway, which is designed for teachers who wish to add a P-3 license to their currently held K-6 teaching credentials. UH West O'ahu's proposed ECED Add-a-Field program will be housed in the Education Division and linked to its State Approved and CAEP Nationally Accredited Educator Preparation Programs, currently K-6, 6-8, and 6-12. There is a critical and immediate need for licensed Early Childhood teachers across the State of Hawai'i. The Hawai'i State Legislature has proposed a plan to make preschool available to all 3 and 4 year olds by 2032. The plan includes preparing 80 classrooms ready for use in 2024: 50 existing public elementary schools and 30 in publicly funded charter schools will be renovated. Clearly, program completer job opportunities in Early Childhood Education will be substantial. We look forward to addressing this critical State-wide need.
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Mahalo HTSB for your support of UHWO's State Approved and CAEP Nationally Accredited Educator Preparation Programs.

If you are an EPP, explain how this ATF program will enhance your existing licensure programs and not compete with similar licensure programs being implemented. Cite quantitative and qualitative data and academic research to support your response (500 words maximum).

The P-3 Early Childhood Education Add-a-Field licensure program is new to our UHWO Educator Preparation Program (EPP). There are no competing licensure programs on our campus. We anticipate Inservice Teachers' ongoing interest in the Early Childhood Education licensure pathway, given the HIDOE desperate need for highly qualified ECED licensed teachers, as noted in our description above.

The Center on the Developing Child at Harvard (2007) highlighted that early experiences have a significant influence on shaping the architecture of the developing brain by establishing a foundation for children's future learning, health, and behavior. A holistic approach to emotional, social, cognitive, and language development in the early years will optimally prepare children for academic success as well as for their future in the workplace and community. UNESCO (2022) also emphasized the importance of early childhood care and education, arguing that participation in early childhood education programs enhances children's readiness for school and narrows the gap between socially advantaged and disadvantaged children. UNESCO states, "Providing ECCE is regarded as a means of promoting equity and social justice, inclusive economic growth, and advancing sustainable development."

The state's multi-faceted plan Ready Keiki aims to provide tuition-free early education for 3- and 4- years old children by creating more than 400 classrooms across our islands. Recently, HIDOE reported that 44 new public pre-k classrooms have been added across the state.

To support this growth and meet the rising demand for early childhood educators, the Education Division of UHWO is therefore developing this new ECED program dedicated to training highly qualified, licensed teachers through our add-a-field licensure pathway. The P-3 Add-A-Field pathway is designed to prepare aspiring educators who will foster equitable and just educational experiences for all students, particularly historically minoritized students, by providing an education rooted in developmentally appropriate and culturally-relevant approaches.

Appendix S3.1 Early Childhood Education References & Data Resources

Program Sustainability

All Early Childhood Education licensure pathways, P-K Initial; P-3 Initial; P-3 Add-a-Field, are sustainable for the long-term. Support mechanisms in place are as follows:

UHWO Institutional Support:

- Quality Staffing: Dr. Koeun Park, tenure-track Assistant Professor, is an award-winning scholar whose Early Childhood teaching experience and research endeavors are remarkable. Joining the program in Fall 2026, Dr. María Heysha Carrillo Carrasquillo will bring additional expertise as a new faculty member, further strengthening the program's instructional and research capacity.
- A part-time lecturer pool of highly qualified, Masters and PhD-level Early Childhood Education professionals is available to draw from on an as needed basis.
- Full-time university supervisory support will be provided by experienced Education Division faculty, in addition to expert Field Coordination and Placements in HIDEOE P-3 classrooms.
- Quality infrastructure: We have the full support of the UHWO administration, Chancellor Carlos Peñaloza and Vice-Chancellor Harald Barkhoff with regard to budgeting, effective teaching loads, enrollment management, recruitment, and retention.

External Supports:

- Central & Leeward Oahu Community Support is noteworthy, given our multiple partner schools and Community based ECED organizations with which we engage. [Section 5, School Partnerships]
- Legislative Support. Hawaii Lieutenant Governor Sylvia Luke is instrumental in supporting our Early Childhood Education programs by seeing to it that we be awarded the funds to hire an additional tenure-track Assistant Professor.
- UH System Pathways Support—Meetings are currently under way to address issues associated with seamless transitions from Community Colleges to 4-year institutions. This support is particularly relevant to our P-K and P-3 Initial pathways which are fully articulated with multiple Community Colleges including Leeward, Honolulu, Maui, Kauai, and Hawaii Island.

What time of the year will in-service teachers start the ATF program (e.g., semester, ongoing starting dates)?

Inservice teacher candidates may apply to the ECED Add-a-Field Program for Fall semester enrollment only:

- March 1 - Application deadline for Fall semester enrollment

Late applications are nevertheless considered, pending capacity.

Describe the admission requirements for an inservice teacher to be accepted into the ATF program (e.g., official transcript, fingerprint, background check, SAT/ACT scores, recommendation, essay, grade point average, interview, college credits).

Inservice teacher candidates seeking to add the field of Early Childhood Education to their teaching credentials must adhere to the following admission requirements:

- Submit Application to ECED Add-a-Field Program by the following deadline:
 - March 1 for Fall Semester Enrollment
 - Late applications are nevertheless considered, pending capacity.

- Minimum Baccalaureate degree from an accredited institution of higher education.
- Undergraduate Baccalaureate degree 2.75 GPA [Transcript]
- Current Teaching License [Verification]

What evidence will be used to verify inservice teachers' basic skills and content knowledge according to HTSB policies ([SHAR 8-54-9](#), [NBI 12-29 Revised](#))?

Early Childhood Education P-3 PRAXIS exam (5024): 160 or higher qualifying score

SECTION 4: PROGRAM PROGRESSION

Describe how the ATF program is designed (e.g., courses, modules, lessons) for inservice teachers to obtain content and pedagogical knowledge in the added teaching field and grade level.

The Early Childhood Education (ECED) P-3 Add-a-Field licensure program is designed to ensure that inservice teacher candidates acquire both content and pedagogical knowledge in a comprehensive and critical manner. The program consists of courses that are carefully structured to build the necessary expertise in Early Childhood Education while addressing the diverse needs of learners from varied ethnic, racial, cultural, linguistic, and socioeconomic backgrounds. This approach ensures that candidates are well-equipped to foster inclusive and equitable educational experiences for all children while pursuing academic excellence. The program is also grounded in the Nā Hopena A'o (HĀ) framework, which emphasizes developing skills, behaviors, and dispositions that are reflective of Hawai'i's unique context, while honoring the indigenous language and cultural values of Hawai'i.

The ECED Add-a-Field licensure program includes seven (21 credits) of upper-division ECED courses, embedded with 135 hours of field-based practicums. All course objectives (Student Learning Outcomes) and assignments are aligned with the National Association for the Education of Young children (NAEYC) Professional Standards and Competencies for Early Childhood Educators (Concentration Learning Outcomes); Hawai'i Teacher Performance Standards (Education Division Learning Outcomes); and UHWO Institutional Learning Outcomes.

All courses are designed to help inservice teacher candidates develop both content and pedagogical knowledge, while offering opportunities to apply this knowledge in practice via field-based practicums. Content areas addressed include mathematics, science, creative arts, language and literacies, social studies, and physical and health education. The courses are tailored to support candidates in developing pedagogical knowledge to effectively teach content areas using evidence-based pedagogical approaches such as but not limited to Developmentally Appropriate Practice (DAP), Universal Design for Learning (UDL), culturally relevant/sustaining pedagogy, 'Āina-based pedagogy, differentiated instruction, Sheltered Instruction Observation Protocol (SIOP), translanguaging pedagogy, and technology-mediated strategies.

In addition to core coursework, the Add-a-Field P-3 licensure program emphasizes real-world application through practicums imbedded throughout the ECED curriculum. These field experiences offer candidates essential opportunities to put their learning into practice while engaging in reflective self-assessment. Throughout their placements, candidates will evaluate how their teaching reflects the standards, as well as the content and pedagogical knowledge they have acquired throughout the program. They will critically assess how effectively they apply their understanding of subject matter and teaching strategies to meet the diverse needs of all learners, ensuring that their practices are both evidence-based and adaptable to the unique needs of each student.

ECED coursework provides focused support as candidates prepare for the Early Childhood Education Praxis Exam (5024), helping to strengthen the knowledge and skills required for success in their licensure acquisition and ultimate teaching practice.

Are inservice teachers expected to complete the ATF program in a specific sequence? If yes, please provide a copy of the program sequence as an appendix.

Inservice teacher candidates participating in the 3-semester Add-a-Field program complete the courses in a specific sequence to ensure a coherent progression of knowledge and skills.

Semester 1 (Fall)

- ECED 401 Foundations & Curricular Models in Early Childhood Education
- ECED 340 Communication and Relationships in Early Childhood Education

Semester 2 (Spring)

- ECED 410 Observation, Documentation, and Assessment in Early Childhood Education
- ECED 415 Early Childhood Curriculum and Instruction

Semester 3 (Summer)

- ECED 402 Emergent Literacy in the Home, School and Community
- ECED 430 Multilingual and Multicultural Education for Young Children
- ECED 320 Issues, Trends and Leadership in Early Childhood Education

What is the process if an inservice teacher does not complete a course/module successfully? How many courses/modules can the individual fail before being excused from the ATF program?

Candidates must pass all required courses with a C- or better in order to successfully move through the program and be recommended for licensure to the Hawai'i Teacher Standards Board. Course failure is not an option; re-takes are required to meet the standard.

Course Syllabi

Please provide a syllabus for each course or module (including module lessons) as an appendix. Each syllabus shall include the following:

1. Course description, purpose, and objectives.
2. Any policies (e.g., attendance, academic integrity, Title IX, late submission, grading, online learning expectations, diversity support).
3. Course meeting dates and times.
4. Inservice teacher expectations.
5. Signature Assignments.
 - a. A signature assignment is evidence of how inservice teachers are learning the national content area standards, the HTSB performance standards, and the course

objectives/outcomes. It usually is a significant portion of the course grade. Please submit 1-2 signature assignments per course.

- b. Each signature assignment shall include a description, assignment value, and a copy of the assessment tool (e.g., rubric, points, percentage scale) to assess learning.
 - c. A statement explaining if the inservice teacher must implement the signature assignment in a P-12 classroom setting with students.
6. Alignment of course objectives, national content standards, and HTPS. ([click template](#))
 7. Alignment of course objectives and assignments to determine if inservice teachers met the course objectives. ([click template](#))
 8. Course grading scale.
 9. Reference list of assigned/recommended reading, text, and multimedia (include author, title, publication year, and publisher).

Save each course syllabus by the course/module name and number (e.g., SPED340) and in PDF. Include each syllabus as an appendix.

Section 4 APPENDICES

S4.1 Course Syllabi: Course syllabi include Standards Alignment Tables & Evidence/Assignments illustrating how teacher candidates meet course objectives.

Standards are coded as follows:

- SLO – Student Learning Outcomes/Course Objectives;
- CLO – Concentration Learning Outcomes: National Content Standards (NAEYC)
- DLO – Education Division Learning Outcomes: HTPS/InTASC
- ILO – UHWO Institutional Learning Outcomes:
<https://westoahu.hawaii.edu/academics/institutional-learning-outcomes/>

S4.2 Field Experience Policy & Procedures Manual

S4.3 Signature Assignment Rubrics

Content Knowledge and Pedagogy Requirements (Coursework)

This table is intended for programs using a course alphabet and numbering system to organize courses (e.g., ED360). In the table below, write the alphabet and number, course title, estimated completion time, and number of credits that will be earned. If available, please create a hyperlink on the title to any information about the course on your program website. Add more rows if needed. Write N/A if your program does not use a course alphabet and numbering system.

Following are the Early Childhood Education content and pedagogical courses required for the P-3 Add-a-Field licensure program.

Course Alpha and Number	Course Title	Estimated Completion Time (Duration: weeks/semester)	Course Credits
ECED 320	Issues, Trends & Leadership in Early Childhood Education	Semester	3
ECED 401	Curricular Models in Early Childhood Education	Semester	3
ECED 340	Communication & Relationships in Early Childhood Education	Semester	3
ECED 402	Emergent Literacy in the Home, School & Community	Semester	3
ECED 410	Observation, Documentation, and Assessment in Early Childhood Education	Semester	3
ECED 415	Early Childhood Curriculum and Instruction	Semester	3
ECED 430	Multicultural and Multilingual Education for Young Children	Semester	3

Content Knowledge and Pedagogy Requirements (Modules)

This table is intended for programs using a module system to organize courses. If a module has several lessons, please use a decimal number system to distinguish each lesson. For example, if Module 1 has five lessons, then the lessons would be labeled as 1.1, 1.2., 1.3., 1.4. 1.5. Please write the title for each module (and lesson if applicable) and the estimated completion time. If available, please create a hyperlink on the title to any information about the course on your program website. Write N/A if your program does not use a module system.

[illegible]

Hawai'i DOE Requirements and Initiatives

List the courses and assignments that will help inservice teachers demonstrate an understanding of HIDOE's [General Learner Outcomes](#).

As licensed in-service teachers in Hawai'i, candidates entering our program bring with them valuable experience and expertise in integrating the HIDOE's General Learner Outcomes (GLOs) into their daily lesson planning and instruction. Candidates will continue to demonstrate an understanding of the General Learner Outcomes (GLOs) within the context of early childhood education throughout our program.

All assignments that involve instructional planning are intentionally designed to incorporate the GLOs across the following courses:

ECED 402. Emergent Literacy in the Home, School, and Community

ECED 410. Observation, Documentation, and Assessment in Early Childhood Education

ECED 415. Early Childhood Curriculum and Instruction

ECED 430. Multilingual and Multicultural Education for Young Children

The following examples illustrate how course assignments integrate the GLOs into candidates' instructional planning and practice:

ECED 402. Emergent Literacy in the Home, School, and Community

Designing and Implementing Literacy-Rich Experiences

In this assignment, candidates will design two literacy-rich environments and learning experiences that integrate emergent literacy into play, routines, learning centers, transitions, or other meaningful classroom contexts across developmental domains and curriculum areas. Each experience should be developmentally appropriate and child-centered, include literacy opportunities such as storytelling, oral language, print knowledge, vocabulary, or emergent writing, and align with relevant standards (HELDS & the Hawai'i State (Early) Literacy Plan) and General Learner Outcomes (GLOs). Candidates will also incorporate Nā Hopena A'o ("HĀ") values and culturally sustaining practices that reflect the local context and children's backgrounds, along with assessment or observation strategies to monitor engagement and learning. At least one learning experience must be implemented in their classroom and reflected upon. Candidates will collaborate with peers to review and provide feedback, revise their plan, deliver it in the classroom, and write a reflection paper connecting their practice to course concepts, literacy development strategies, and culturally sustaining practices.

ECED 410. Observation, Documentation, and Assessment in Early Childhood Education

Child Study through Learning Stories & Assessment Cycle Project

This project guides candidates through a comprehensive, strengths-based assessment cycle focused on one child in their classroom. With permission from the child's family or guardian, candidates will create Learning Stories to design and implement authentic assessment practices that document, interpret, and support the child's learning. The project emphasizes holistic, culturally responsive, and relational approaches to assessment that inform instructional decision-making and foster partnerships with families

and colleagues. As part of the instructional plan phase, candidates will use an AI-supported tool to create a strengths-based instructional plan aligned with their assessment findings, Learning Stories, and curriculum goals, including alignment with HELDS, Nā Hopena A'o ("HĀ"), and General Learner Outcomes (GLOs). Candidates will clearly explain how their planned instructional strategies build on the child's interests and demonstrated learning.

List the courses and assignments that will help inservice teachers demonstrate an understanding of HDOE's Nā Hopena A'o (HĀ).

All assignments that involve instructional planning are intentionally designed to incorporate the Nā Hopena A'o (HĀ) across the following courses:

ECED 402. Emergent Literacy in the Home, School, and Community
ECED 410. Observation, Documentation, and Assessment in Early Childhood Education
ECED 415. Early Childhood Curriculum and Instruction
ECED 430. Multilingual and Multicultural Education for Young Children

The following examples illustrate how course assignments integrate the Nā Hopena A'o (HĀ) into candidates' instructional planning and practice:

ECED 402. Emergent Literacy in the Home, School, and Community

Designing and Implementing Literacy-Rich Experiences

In this assignment, candidates will design two literacy-rich environments and learning experiences that integrate emergent literacy into play, routines, learning centers, transitions, or other meaningful classroom contexts across developmental domains and curriculum areas. Each experience should be developmentally appropriate and child-centered, include literacy opportunities such as storytelling, oral language, print knowledge, vocabulary, or emergent writing, and align with relevant standards (HELDS & the Hawai'i State (Early) Literacy Plan) and General Learner Outcomes (GLOs). Candidates will also incorporate Nā Hopena A'o ("HĀ") values and culturally sustaining practices that reflect the local context and children's backgrounds, along with assessment or observation strategies to monitor engagement and learning. At least one learning experience must be implemented in their classroom and reflected upon. Candidates will collaborate with peers to review and provide feedback, revise their plan, deliver it in the classroom, and write a reflection paper connecting their practice to course concepts, literacy development strategies, and culturally sustaining practices.

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project emphasizes holistic, culturally responsive, and relational approaches to assessment that inform instructional decision-making and foster partnerships with families and colleagues. As part of the instructional plan phase, candidates will use an AI-supported tool to create a strengths-based instructional plan aligned with their assessment findings, Learning Stories, and curriculum goals, including alignment with HELDS, Nā Hopena A'o ("HĀ"), and General Learner Outcomes (GLOs). Candidates will clearly explain how their planned instructional strategies build on the child's interests and demonstrated learning.

List the courses and assignments that will help inservice teachers meet HIDOE's requirement of six credits or equivalency of Teaching English to Speakers of Other Languages (TESOL) Sheltered Instruction Qualifications ([read memo](#)).

ECED 430. Multilingual and Multicultural Education for Young Children

Designing and Implementing Culturally and Linguistically Sustaining Learning Experiences for Bi/Multilingual Learners

Design two linguistically responsive learning experiences that intentionally support bi/multilingual children's language and literacy development across everyday early childhood contexts, such as play, routines, learning centers, transitions, small-group experiences, and other meaningful classroom activities. Rather than creating entirely new lessons, candidates will examine and adapt existing classroom practices, environments, and interactions to better recognize, expand, and sustain children's full linguistic repertoires using strategies such as translanguaging pedagogy and SIOP. At least one plan must be implemented in their classroom, observed, and critically reflected upon. Candidates will collaborate with peers to review and provide feedback, revise their plan, and carry out its implementation. Their paper should analyze the plan through the lens of multicultural and bi/multilingual education theories and reflect on their experiences in applying the plan in the classroom.

ECED 415. Early Childhood Curriculum and Instruction

Responsive Pedagogy - Differentiation, Equity & Inclusion

In this module, candidates will examine the diverse learning trajectories in their classroom through the lens of three types of learners: children with disabilities, bi/multilingual learners, and learners with advanced interests or abilities. Candidates will reflect on how to sustain their inquiry for each child, ensuring that every learner has full access to the "Hundred Languages" and the ongoing exploration. The focus is on strength-based adaptations and responsive supports that allow all children to participate meaningfully.

Linguistic Brilliance: Viewing multilingualism as an asset; intentionally supporting children's home languages and bi/multilingual learners to engage fully in the inquiry through SIOP and translanguaging strategies.

Major Assignment: The Strength-Based Adaptation Log

This assignment consists of three weekly reflections (one per child type) over Weeks 12–14. Each week, candidates will focus on one child or small group representing a particular lens:

Week 12: Child with a disability

Week 13: Bi/multilingual learner

Week 14: Child with advanced interests or abilities

The Written Reflection (The Log)

Each entry should consist of four paragraphs (one per heading):

- **The Child's Gift:** Describe the child candidates are observing. What strengths, interests, or unique ways of being have they noticed? How might these gifts be supported, amplified, or connected to the inquiry so the child can participate fully and meaningfully? Include examples from their observations, such as behaviors, quotes, or artifacts.
- **Environmental Awareness:** Examine the current Invitation. Are there aspects of the materials, space, routines, or timing that could be adjusted to better support this child's participation? Frame these as opportunities to enhance engagement, not barriers. Include evidence from their observations that illustrates the child's experience.
- **Instructional Adaptations:** Describe the specific adjustments, scaffolds, or interaction strategies (e.g., SIOP) candidates implemented to highlight the child's strengths while supporting areas where additional support was helpful. Explain why these adaptations were chosen and how they helped the child engage more fully in the inquiry.
- **The Flourishing:** Document the resulting "Mana Moment." How did the child's contribution enrich the inquiry for the group? Reflect on how candidates' adaptations supported equitable and meaningful participation and any insights about how the child's learning or engagement evolved over time.

List the courses and assignments that will help inservice teachers demonstrate an understanding of [HIDOE's Computer Science Education](#) Act 158.

ECED 415. Early Childhood Curriculum and Instruction

Visible Learning & Interdisciplinary Weaving

In this module, candidates move into the active research phase with their students. As they implement their Inquiry Unit, their primary role is to make learning visible. Rather than teaching academic subjects in isolation, candidates will learn to see how different content areas (including Computer Science) are naturally woven into the children's exploration. Candidates will practice Pedagogical Documentation—the art of capturing photos, quotes, and artifacts to reveal the complexity of children's thinking. Each week, candidates will view the ongoing inquiry through a different disciplinary lens, ensuring that children are gaining deep content knowledge while maintaining their curiosity and agency. Candidates will explore how science and early computer science support children's curiosity, observation, and problem-solving skills. Emphasis is on hands-on, inquiry-based investigations and age-appropriate coding experiences that integrate math, technology, and real-world contexts to foster critical thinking and creativity.

Readings:

- Krogh, S. L. & Morehouse, P. (2020). Chapter 8: Science. The early childhood curriculum: Inquiry learning through integration.
- K-12 Computer Science Framework Steering Committee. (2016). Computer science in early childhood education (pp. 183-198). In K-12 Computer Science Framework. <https://k12cs.org/wp-content/uploads/2016/09/K%E2%80%9312-Computer-Science-Framework.pdf>

SECTION 5: CLINICAL EXPERIENCE/STUDENT TEACHING

Clinical Experience

If the proposed ATF program does not have clinical experience, write N/A on the relevant prompts.

Will your ATF program verify the grade level span on the inservice teachers' current HTSB license?

Yes.

If your ATF program does not have clinical experience, how will inservice teachers learn pedagogical skills for the targeted grade span? For example, if the ATF program is designed to recommend the grade level span of preschool to 12th grade, how will inservice teachers learn the pedagogy skills in preschool, elementary, and secondary settings?

The Clinical Experience/Student Teaching is not a requirement.

RE: Field-based Practicums

Candidates are required to complete a minimum of 135 practicum hours in racially and linguistically diverse early childhood classrooms, with a preference for inclusive settings that represent a range of abilities. Over the course of three semesters, candidates complete 45 practicum hours per semester in early childhood education settings.

If clinical experience is required for the ATF, how many hours will it require?

A total of 135 hours of field-based practicum experiences are required.

If clinical experience is required for the ATF, how and when will content knowledge be verified before an inservice teacher starts?

In order to be recommended for licensure to the HTSB, P-3, Add-A-Field licensure candidates' knowledge of content is verified as follows:

Passage of the Early Childhood Education PRAXIS exam (5024) with a score of 160 or higher. Official confirmation of test results are provided by ETS.

The ECED curriculum is rigorous and is designed to assist candidates with essential content and pedagogical content knowledge required to pass the Praxis exam. The ECED Praxis exam topics are embedded in the 21-credit ECED Curriculum. In the course ECED 401: Foundations and Curricular Models in Early Childhood Education, candidates will receive preparation for the Praxis exam.

- Candidates are required to pass weekly exams, which consist of practice questions.
- Candidates are provided two full length PRAXIS practice exams (120 questions) to build their confidence and exam endurance.

Exam preparation and tutorial assistance is available through the UHWO No'eau Center. The No'eau Center offers an innovative approach to assisting students through peer-tutoring, testing, workshops, and other support services. We promote life-long learning for students at all levels of ability to gain the skills necessary for effective, confident, and independent learning. <https://westoahu.hawaii.edu/noeaucenter/>

If clinical experience is required for the ATF, how will inservice teachers teaching outside the teaching field and grade level span meet clinical experience requirements?

Please read the [Individuals with Disabilities Education Act \(IDEA\) Sec. 300.156 Personnel qualifications](#) to ensure that inservice teachers comply with federal law.

RE: Field-based Practicums

We recognize that inservice teachers are licensed professionals who have been trained in special education and have experience teaching students with varying degrees of abilities. For teachers transitioning into early childhood education, we will ensure that they meet the necessary practicum experience requirements for early childhood licensure, while building on their existing qualifications and expertise.

1. Most courses in our Early Childhood Education (ECED) program include specialized content that equips candidates with the skills to support children with disabilities and their families effectively and equitably.
2. Candidates in our program will gain hands-on practicum experiences in early childhood classrooms, working closely with experienced mentor teachers and receiving support from university faculty field supervisors.
3. Our program ensures that candidates receive continuous, structured guidance and ongoing support throughout their clinical experiences, fostering professional growth and a commitment to equity in early childhood education.

If clinical experience is required, how often will the EPP faculty (e.g., field supervisor) visit the inservice teacher's classroom in person? What happens during these visits?

RE: Field-based Practicum Observations

Field supervisors will visit the inservice teacher's classroom at least twice per course to observe, offer feedback, and support the teacher in applying developmentally appropriate and equitable teaching practices. These visits will include reflective discussions and collaborative planning to promote the teacher's professional growth and strengthen their practices in early childhood education.

If clinical experience is required, will inservice teachers need liability insurance? For example, the inservice teachers clinical experience is outside of their current employment setting.

RE: Field-based Practicums

Candidates enrolled in UH West O'ahu Teacher Education Programs are required to have liability insurance. Complete information regarding Liability Insurance and NEA membership can be accessed at <http://www.nea.org/home/1600.htm>. Candidates may go to the following NEA Student Program website and complete the online application at <https://www.nea.org/join-nea>.

Cooperating/Mentor Teacher

If the proposed ATF program does not have clinical experience, write N/A on the relevant prompts.

If clinical experience is required, will your inservice teacher be assigned a cooperating/mentor teacher? (300 words maximum).

RE: Field-based Practicums

Yes, inservice teachers will be assigned a mentor teacher in the context of the field-based practicums. The mentor teacher plays a crucial role in offering hands-on guidance and support, helping the teacher navigate the transition into early childhood education. With their expertise, the mentor will model effective teaching practices, provide real-time feedback, and assist in the application of early childhood-focused strategies. This collaborative relationship is key to fostering the professional growth of the inservice teacher, ensuring they build the necessary knowledge and skills in the field of early childhood education.

If clinical experience is required, describe the criteria or minimal qualifications required to be a cooperating/mentor teacher (300 words maximum).

RE: Field-based Practicums

Mentor teachers shall:

- have a minimum of 3 years teaching experience in early childhood education
- hold a valid teaching license or equivalent
- be recommended by the principal

The following skills and attributes are desired:

Professional Competence and Experience

- Knowledge of pedagogy and subject matter;
- Excellent classroom management skills;
- Collaborates with others; and
- Understands the policies and procedures of the school, district and teacher association.

Attitude and character

- Exhibits strong commitment to the profession;
- Demonstrates resiliency and flexibility;
- Eagerly shares information and ideas with colleagues;
- Shares similar UHWO values for our teacher candidates;
- Reflective practitioner;
- Exhibits good humor and resourcefulness;
- Models relationship building;
- Willingly serves as a role model for others;
- Openness to letting the teacher candidate try new things such as moving the desks around, use of more technology or creating their own assignments to assess students' work; and
- Enjoys new challenges.

Communication skills

- Effectively articulates instructional strategies;
- Listens attentively;
- Offers critiques in positive and productive ways;
- Asks questions that facilitate reflection; and
- Maintains confidentiality.

Interpersonal skills

- Maintains trusting professional relationships;
- Works well with individuals from different cultures;
- Is approachable and easily establishes rapport with others;
- Treats everyone with respect vs degrading students or other adults;
- Is patient and supportive;
- Knows how to express care for professional and emotional needs of others; and
- Is confident enough to allow teacher candidate to try new and different ideas.

Appendix S7. Field Experience Policy & Procedures Manual, p. 38

What process will be used to ensure inservice teachers are assigned to a cooperating/mentor teacher with the same teaching field and grade level span as the ATF program? (300 words maximum).

Assessment of Teacher Needs and Program Requirements: Inservice teachers will meet with the UHWO Education Division Field Coordinator and their ECED program faculty to discuss practicum requirements, ensuring alignment with Early Childhood Education and the specific grade level (e.g., preschool, kindergarten). This helps identify professional development goals and ensures the mentor's expertise matches the candidate's needs.

Selection of Mentor Teachers: The Field Coordinator will identify and select qualified mentor teachers who meet the Mentor Teacher Selection Criteria.

Matching Process: Inservice teachers will be matched with mentors who specialize in Early Childhood Education and align with the candidate's intended grade level and goals.

Describe the training or professional development strategies on mentoring that your EPP will provide to cooperating/mentor teachers. Include how the training will be delivered, the content topics, the type of support to be given, and the number of hours (300 words maximum).

All first-time mentor teachers view an orientation video prepared by the Field coordinator, who may also orient them in person or via zoom. Subsequently the Field Coordinator, as well as faculty field supervisors, serve as primary resources to mentors.

Inservice teacher candidates will coordinate a group meeting that includes the candidate, mentor, and university supervisor. It puts everyone on the same page and offers additional information/training for the mentor. This process has been effective, especially when we have had to use a mentor without the prior experience mentoring UHWO teacher candidates.

When possible, inservice teacher candidates are paired with a teacher who has prior experience mentoring UHWO teacher candidates. 75% of our Alumni are currently teaching in Hawai'i DOE schools, and many (e.g., F24=24) have stepped forward to mentor our preservice teacher candidates either in practicums or during the student teaching semester.

The Mentoring Our Future Educators Professional Development course has been offered since fall 2016. As of SP24, 98 mentors have taken the course. Mentor teachers across all field levels are invited to register for the PDE3 mentor teacher course. Eligibility to register for this course requires the teacher to mentor a UHWO teacher candidate or student teacher during the semester they are enrolled in the PDE3 course.

Describe how you will evaluate and retain cooperating/mentor teachers (300 words maximum).

Candidates will be surveyed on their experiences with the mentor teacher. The Office of Field Experience receives feedback from candidates and faculty members about mentors. The feedback does influence the selection process.

Describe how much input/influence the cooperative/mentor teacher has on recommending inservice teachers for licensure (300 words maximum).

Mentor teachers play a key role in supporting the inservice teacher candidate's development, providing feedback on their teaching, classroom management, and professionalism. Mentor teachers and university supervisors maintain continuous communication throughout the practicum experience. If it is determined that a candidate is not meeting program standards, they may be removed from the mentor's classroom and either counseled out of the program or reassigned to a different setting for further support.

While mentor teachers offer valuable feedback, the final recommendation for licensure is determined by university faculty. Licensure is contingent upon successful completion of the required 135 practicum hours, 21 credits of Early Childhood Education coursework with a grade of C- or higher, and a passing score of 160 or higher on the Early Childhood Education 1 Exam (5024).

How will your cooperating/mentor teachers be compensated (e.g., financial, professional development courses)? (300 words maximum).

Mentor Teacher honoraria is \$200 for the Student Teaching semester; \$50 for a Practicum semester; \$25 for an Early Field placement.

Include any inservice teacher evaluation instruments for the clinical experience that the cooperating/mentor teacher will use as an appendix.

Appendix S7. Field Experience Policy & Procedures Manual, p. 38

School Partnerships

If the proposed ATF program does not have clinical experience, write N/A on the relevant prompts.

Describe how you plan to select and prepare partnership schools to support inservice teachers in the teaching field and grade level span (300 words maximum).

Since 2006, UHWO Educator Preparation Programs have routinely reached out to Central and Leeward Complex Pre-K-12 schools, developing partnerships with 60 elementary, middle, and high schools. School principals also reach out to our Education Division Field Coordinator whenever they are in need of long-term substitute teachers who would concurrently complete their clinical experience at their school. For purposes of the Add-a-Field ECED licensure pathway, we will be reaching out to HIDOE public schools that house pre-k programs where candidates will complete their field experiences, including a minimum 135 hours of supervised practicum.

Describe your plan to select, evaluate, support, and retain school partnerships (300 words maximum).

Over the past 18 years, we have developed and supported Central and Leeward school partnerships in the service of preparing highly qualified teachers for Hawai'i students, K-12. Our Teacher Education Advisory Council (TEAC) is comprised of HIDOE administrators, principals, and mentor teachers, alumni, UHWO faculty, and teacher candidates. We will ensure representation from Early Childhood Educators in the field, as well as our partner UH System Community Colleges that offer the Associate Degree in Early Childhood Education. TEAC meets annually to offer advice & counsel for the continuous improvement of our teacher education programs, to share knowledge from the field, and to provide feedback on proposed initiatives. Additionally, mentor teachers complete annual surveys about the quality of our programs and teacher candidates. We also conduct interviews of principals, in order to determine stakeholder satisfaction with our candidates who are routinely hired. Each year, 100% of UHWO graduates are offered teaching positions in HIDOE schools.

Provide a list of existing HIDOE, HIPCS, and private school partnerships. Write none if you do not have any partnerships.

Hawai'i	Hilo	- Hilo High School
Kaua'i	Kapaa	- Kapaa Middle/High
Lāna'i	None	
Maui	None	
Moloka'i	None	
O'ahu	Farrington-Kaiser-Kalani	- Hahaione - Kalihi Waena - Kapalama

		- W.R. Farrington High
	Kaimuki-McKinley-Roosevelt	- Royal
	Aiea-Moanalua-Radford	- Aiea - Moanalua - Pearl Ridge - Pearl Harbor Kai - Waimalu - Moanalua Middle
	Leilehua-Mililani-Waialua	- Daniel K. Inouye - Ka'ala - Mililani 'Ike - Solomon - Wahiawa - Waialua - Mililani Middle - Leilehua High
	Campbell-Kapolei	- Ewa Beach - Ho'okele - Keone'ula - Makakilo - Pohakea - Ewa Makai Middle - Honouliuli Middle - Ilima Intermediate - Kapolei Middle - James Campbell High - Kapolei High
	Pearl City-Waipahu	- August Ahrens - Kanoelani - Palisades - Pearl City - Pearl City Highlands - Waikele - Highlands Intermediate - Waipahu Intermediate - Pearl City High - Waipahu High
	Nanakuli-Waianae	- Leihoku - Maili - Nanaikapono - Nanakuli

		- Waianae - Nanakuli High & Intermediate - Waianae High
	Castle-Kahuku	- Kaneohe - Laie
	Parents and Children Together	- Early Head Start/Head Start - Parkway Village Preschool

SECTION 6: HAWAII SPECIFIC REQUIREMENTS

While inservice teachers have an existing license, their license may have been obtained before the HAR was adopted in 2019. Alternatively, they may have completed an out-of-state EPP.

This section addresses the Hawaii'i specific requirements as outlined in §8-54-19. *When applying for approval of an educator preparation program the following requirements shall be met.*

- (1) The unit must provide evidence that their candidates meet the performance standards as applicable, that are contained in Appendix A, B, and C, and incorporated at the end of this chapter;
- (2) The unit must provide evidence that their candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics;
- (3) The unit must provide evidence that their candidates are prepared to incorporate the following areas into their practice:

Professional and Ethical Dispositions

Describe the criteria used to verify that inservice teachers have successfully demonstrated **professional dispositions** (§HAR 8-54-19-2). Include the type of documentation, such as the observation or evaluation tools, how often inservice teachers will be assessed, and who will assess them.

Inservice teachers will have already gained their initial teaching license after successfully demonstrating professional dispositions through their clinical experience and in most instances through their full-time teaching position. Nevertheless, our ECED courses include components where they must continue to demonstrate professional dispositions, which will be assessed by ECED course instructors, practicum supervisors, and field-based mentor teachers to ensure ongoing professional growth. [ECED Course Syllabi (S4.1); InTASC standards-based Professional Dispositions Rubric (S6.1, p. 41); Field Experience Policy & Procedures Manual (S6.5)]

Describe the criteria used to verify that inservice teachers have successfully demonstrated the **Model Code of Ethics** (§HAR 8-54-19-2) ([NBI 23-04](#)). Include the type of documentation, such as observation or evaluation tools, how often inservice teachers will be assessed, and who will assess them.

Inservice teachers will have already gained their initial teaching license after successfully demonstrating the Model Code of Ethics for Educators through their clinical and on-the-job experience, as well as during MCEE professional development coursework and workshops. Nevertheless, our ECED courses include components where they must continue to demonstrate the Model Code of Ethics dispositions, which will be assessed by course instructors, field experience supervisors, and field-based mentor teachers to ensure ongoing professional growth. [ECED Course Syllabi (S4.1); InTASC standards-based Professional Dispositions Rubric (S6.1, p. 41); Field Experience Policy & Procedures Manual (S6.5)].

The Model Code of Ethics for Educators and NAEYC's Code of Ethics for Early Childhood Educators will be explicitly addressed and applied in course assignments in the following course:

ECED 340. Communication and Relationships in Early Childhood Education

Week 2: Understanding Ethical Guidelines in Early Childhood Education

Examine the Code of Ethics for Early Childhood Educators (2025) and the Model Code of Ethics for Educators (MCEE), exploring their principles, purposes, and differences.

Candidates will analyze realistic early childhood scenarios and reflect on how these ethical guidelines apply in their current or intended ECE settings, making culturally responsive, anti-bias, and professional decisions in interactions with children, families, and colleagues.

Readings / Resources:

- NAEYC (2025). Code of Ethics for Early Childhood Educators.
- National Council for the Advancement of Educator Ethics (NCAEE) (2023). Model Code of Ethics for Educators (MCEE)
- Huang, L., Loh, S., & Simpson, A. (2022). Demonstrating professionalism as an early childhood educator. In Developmentally appropriate practice in early childhood programs serving children from birth through age 8. NAEYC.

Assignment: Ethical Decision-Making in Early Childhood Practice (20%)

Candidates will analyze and resolve an ethical dilemma in an early childhood setting using the NAEYC and MCEE codes of ethics. They will select or use a provided scenario involving children, families, or colleagues. Their analysis should identify relevant ethical principles, consider cultural and linguistic factors, and propose a professional, defensible action plan. Deliverables include a 2-3 page written scenario analysis, action plan, and reflection on how ethical guidelines informed their decisions.

Assignment: Culturally Sustaining Family and Community Engagement Plan (Final Paper & Presentation, 30%)

This final project integrates candidates' learning across ethics, anti-bias practices, professional communication, and family engagement. Candidates will work with a family in their classroom to explore and apply the family's community cultural wealth and the child's funds of knowledge. They will develop a culturally sustaining engagement plan that incorporates the family's strengths, values, and perspectives into classroom or program practices, home-school connections, and two-way communication.

Candidates' written plan (3-4 pages) will include reflective analysis supported by scholarly sources to justify their decisions, demonstrate ethical and anti-bias considerations, and critically examine how their plan promotes culturally sustaining practices. They will also create a brief class presentation (8-10 slides) showcasing their plan and the strategies developed collaboratively with the family. This assignment demonstrates candidates' ability to apply course concepts in real-world contexts while modeling culturally responsive, respectful, and ethical engagement with families and children.

Include any inservice teacher evaluation instruments of their professional or ethical dispositions as an appendix.

Hawaiian Language, History, and Culture

Provide a list of the course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify that inservice teachers are prepared to incorporate the integration of Hawaiian language, history, and culture in order to promote and perpetuate traditional ways of knowing, learning and teaching (§HAR 8-54-19-3A).

The Hawai'i Culture Based Education (HCBE) practices are woven throughout the ECED courses.

ECED 401. Foundations & Curricular Models in Early Childhood Education

ECED 340. Communication and Relationships in Early Childhood Education

ECED 410. Observation, Documentation, and Assessment in Early Childhood Education

ECED 415. Early Childhood Curriculum and Instruction

ECED 402. Emergent Literacy in the Home, School and Community

ECED 430. Multilingual and Multicultural Education for Young Children

ECED 320. Issues, Trends and Leadership in Early Childhood Education

Examples:

ECED 401. Foundations & Curricular Models in Early Childhood Education

Assignment: Reimagining Early Childhood Curriculum through Hawaiian Culture-Based Education (Final Presentation) (40%)

In this project, candidates will engage in the critical analysis and transformation of an early childhood curriculum model to make it culturally sustaining, equity-focused, and grounded in Hawaiian Culture-Based Education. Using multidimensional knowledge—including child development across domains, individuality, and the influence of cultural and societal contexts—candidates will re-envision an existing curriculum to foster equitable, culturally responsive learning experiences in Hawai'i.

Week 11: Indigenizing Early Childhood Education (Hawaiian Culture-Based Education)

This week centers Indigenous epistemologies and pedagogical approaches through Hawaiian Culture-Based Education, emphasizing land-based learning, relationality, and cultural continuity. Candidates will examine how Indigenous frameworks challenge colonial assumptions in early childhood education and support children's belonging and identity in Hawai'i.

Readings:

- Moquino, T. L., Allison-Burbank, J. D., Blum-Martinez, R., & Kitchens, K. (2023). Walk with us: Indigenous approaches to developmentally appropriate practice. In Focus on developmentally appropriate practice: Equitable & joyful learning in preschool (pp. 126-129). National Association for the Education of Young Children.
- Fraser, A. (2022). A critical approach to Indigenous pedagogy-'āina-based (land-based) learning. *Ngoonjook: Australian First Nations' Journal*, (36), 44-50.

- Kana 'iaupuni, S. M., Ledward, B., & Malone, N. (2017). Mohala i ka wai: Cultural advantage as a framework for Indigenous culture-based education and student outcomes. *American Educational Research Journal*, 54, 311S-339S.

Video: "Becoming Grounded-Indigenous Early Childhood and Beyond" w/ Trisha Moquino

ECED 430. Multilingual and Multicultural Education for Young Children

Assignment: Integrating Hawaiian Culture-Based Education (25%)

Part I: Drawing on the principles of Hawaiian Culture-Based Education, candidates will critically assess their current classroom, including physical spaces, daily routines, interactions, instructional strategies, assessment practices, and broader classroom culture, as well as their understanding of children's and families' cultural and linguistic backgrounds. Candidates will collaborate with families and colleagues to gather insights and evaluate how their current classroom and practices reflect Hawaiian Culture-Based Education. They will reflect on this assessment to identify strengths, gaps, and opportunities for integrating Hawaiian culture and 'Ōlelo Hawai'i in meaningful and sustained ways. (4-5 pages)

Part II: Candidates will collaborate with peers to design and create classroom materials and learning experiences that embed Hawaiian culture-based education and 'Ōlelo Hawai'i into daily classroom practices. Focus is on sustainable integration rather than one-time activities. Candidates will develop three concrete, developmentally, culturally, and linguistically appropriate practices and materials that can be implemented in the classroom. They will include analysis on how these practices and materials are anchored in Hawaiian Culture-Based Education and reflect on their experiences working with peers on this project. Candidates will also implement one of the plans/materials and reflect on children's experiences. (Presentation: 8-10 slides)

Student Standards

Provide a list of the course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify that inservice teachers are prepared to incorporate the student content area state standards (SHAR 8-54-19-3B). Please refer to the [HIDOE Subject Standards](#).

In-service teacher candidates entering the ECED program already hold active teaching licenses and are currently teaching in accordance with HIDOE Subject Standards. Within the ECED program, candidates engage with the Hawai'i Early Learning and Development Standards (HELDS) alongside HIDOE Subject Standards, which together guide the knowledge, application, and integration of academic content into early childhood curriculum and instruction.

All assignments that involve instructional planning are intentionally designed to incorporate HELDS across the following courses:

ECED 402. Emergent Literacy in the Home, School, and Community

ECED 410. Observation, Documentation, and Assessment in Early Childhood Education

ECED 415. Early Childhood Curriculum and Instruction

ECED 430. Multilingual and Multicultural Education for Young Children

The following examples illustrate how course assignments integrate the HELDS into candidates' instructional planning and practice:

ECED 402. Emergent Literacy in the Home, School, and Community Designing and Implementing Literacy-Rich Experiences

In this assignment, candidates will design two literacy-rich environments and learning experiences that integrate emergent literacy into play, routines, learning centers, transitions, or other meaningful classroom contexts across developmental domains and curriculum areas. Each experience should be developmentally appropriate and child-centered, include literacy opportunities such as storytelling, oral language, print knowledge, vocabulary, or emergent writing, and align with relevant standards (HELDS & the Hawai'i State (Early) Literacy Plan) and General Learner Outcomes (GLOs). Candidates will also incorporate Nā Hopena A'o ("HĀ") values and culturally sustaining practices that reflect the local context and children's backgrounds, along with assessment or observation strategies to monitor engagement and learning. At least one learning experience must be implemented in their classroom and reflected upon. Candidates will collaborate with peers to review and provide feedback, revise their plan, deliver it in the classroom, and write a reflection paper connecting their practice to course concepts, literacy development strategies, and culturally sustaining practices.

ECED 410. Observation, Documentation, and Assessment in Early Childhood Education Child Study through Learning Stories & Assessment Cycle Project

This project guides candidates through a comprehensive, strengths-based assessment cycle focused on one child in their classroom. With permission from the child's family or guardian, candidates will create Learning Stories to design and implement authentic assessment practices that document, interpret, and support the child's learning. The project emphasizes holistic, culturally responsive, and relational approaches to assessment that inform instructional decision-making and foster partnerships with families and colleagues. As part of the instructional plan phase, candidates will use an AI-supported tool to create a strengths-based instructional plan aligned with their assessment findings, Learning Stories, and curriculum goals, including alignment with HELDS, Nā Hopena A'o ("HĀ"), and General Learner Outcomes (GLOs). Candidates will clearly explain how their planned instructional strategies build on the child's interests and demonstrated learning.

If inservice teachers are working in a private school, how will they demonstrate the student content area state standards (§HAR 8-54-19-3B)? Please refer to the [HIDOE Subject Standards](#).

Even if in-service teachers are working in a private school, our program is designed to prepare and train educators to work effectively with children in Hawai'i, adhering to the HELDS and HIDOE Subject Standards. Throughout the required courses, candidates will be expected to demonstrate a comprehensive understanding of these standards and apply them in their teaching practice. This ensures that all candidates, regardless of their school setting, align with the state's educational expectations and are well-prepared to meet the needs of students in Hawai'i's classrooms.

Teaching of Reading

Provide a list of course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify that inservice teachers are prepared to teach reading, including working with students of reading difficulties (§HAR 8-54-19-3C).

ECED 402. Emergent Literacy in Home, School & Community

Assignment: Identifying, Analyzing, and Implementing Diverse Children's Books (20%)

In this project, candidates will select two Hawaiian-themed children's books found in their communities and critically analyze them, drawing on the Nā Hopena A'o (HĀ) framework, anti-bias guidelines, and the principles stated in the Hawai'i State Early Literacy Plan.

Candidates will use one of the books to conduct a dialogic/shared reading session with children, applying the dialogic reading method (PEER & CROWD), relevant standards, and additional reading strategies learned in the course. The project includes a written narrative and a reflection on their experience of conducting a shared reading session in early childhood education settings. Through this project, candidates will apply reading strategies that promote critical thinking, cultural awareness, and early literacy development, while exploring how diverse, culturally sustaining, and relevant texts and discussions can enhance literacy learning.

Assignment: Designing and Implementing Literacy-Rich Experiences (30%)

In this assignment, candidates will design two literacy-rich environments and learning experiences that integrate emergent literacy into play, routines, learning centers, transitions, or other meaningful classroom contexts across developmental domains and curriculum areas. Each experience should be developmentally appropriate and child-centered, include literacy opportunities such as storytelling, oral language, print knowledge, vocabulary, or emergent writing, and align with relevant standards (HELDS & the Hawai'i State (Early) Literacy Plan) and General Learner Outcomes (GLOs). Candidates will also incorporate Nā Hopena A'o ("HĀ") values and culturally sustaining practices that reflect the local context and children's backgrounds, along with assessment or observation strategies to monitor engagement and learning. At least one learning experience must be implemented in their classroom and reflected upon. Candidates will collaborate with peers to review and provide feedback, revise their plan, deliver it in the classroom, and write a reflection paper connecting their practice to course concepts, literacy development strategies, and culturally sustaining practices. (3-5 pages)

Weeks 11 & 12 : Reading Words and Worlds Through Children's Literature

Examine how young children develop literacy skills through reading experiences, grounded in sociocultural and equity-focused frameworks. Analyze emergent literacy practices, including how children make meaning from texts and how reading supports language, identity, and social understanding. Explore strategies from the readings to

support culturally sustaining and developmentally appropriate reading experiences in early childhood settings.

Readings:

- Souto-Manning, M., Martell, J., & Álvarez, B. (2024). Chapter 7. Reading words and worlds. In Reading, writing, and talk: Teaching for equity and justice in the early grades. (2nd Ed.) Teachers College Press.
- Nash, K. T., Arce-Boardman, A., Peele, R. D., & Elson, K. (2022). Chapter 4: ¿Que Piensas?/"What Do You Think?": Culturally sustaining ways of reading. In Culturally sustaining language and literacy practices for pre-K-3 classrooms: The children come full. Teachers College Press.
- Dialogic Reading: CROWD and PEER Sequence
- Folsom, J. S. (2019). Dialogic reading: Having a conversation about books. Reading Rockets: Launching Young Readers.

Students with Diverse Needs

Provide a list of course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify that inservice teachers are prepared to work effectively with students with disabilities, including training related to participation as a member of individualized education program teams (§HAR 8-54-19-3D).

ECED 415. Early Childhood Curriculum and Instruction

Assignment: Responsive Pedagogy - Differentiation, Equity & Inclusion (20%)

In this module, candidates will examine the diverse learning trajectories in their classroom through the lens of three types of learners: children with disabilities, bi/multilingual learners, and learners with advanced interests or abilities. Candidates will reflect on how to sustain their inquiry for each child, ensuring that every learner has full access to the "Hundred Languages" and the ongoing exploration. The focus is on strength-based adaptations and responsive supports that allow all children to participate meaningfully.

Universal Design for Learning (UDL): Designing "Invitations" with multiple means of engagement, representation, and expression so barriers are removed before they arise.

Major Assignment: The Strength-Based Adaptation Log

This assignment consists of three weekly reflections (one per child type) over Weeks 12-14. Each week, candidates will focus on one child or small group representing a particular lens:

Week 12: Child with a disability

Week 13: Bi/multilingual learner

Week 14: Child with advanced interests or abilities

The Written Reflection (The Log)

Each entry should consist of four paragraphs (one per heading):

- The Child's Gift: Describe the child candidates are observing. What strengths, interests, or unique ways of being have they noticed? How might these gifts be

supported, amplified, or connected to the inquiry so the child can participate fully and meaningfully? Include examples from their observations, such as behaviors, quotes, or artifacts.

- Environmental Awareness: Examine the current Invitation. Are there aspects of the materials, space, routines, or timing that could be adjusted to better support this child's participation? Frame these as opportunities to enhance engagement, not barriers. Include evidence from their observations that illustrates the child's experience.
- Instructional Adaptations: Describe the specific adjustments, scaffolds, or interaction strategies (e.g., UDL) candidates implemented to highlight the child's strengths while supporting areas where additional support was helpful. Explain why these adaptations were chosen and how they helped the child engage more fully in the inquiry.
- The Flourishing: Document the resulting "Mana Moment." How did the child's contribution enrich the inquiry for the group? Reflect on how candidates' adaptations supported equitable and meaningful participation and any insights about how the child's learning or engagement evolved over time.

Week 12: Supporting Children with Disabilities through Universal Design Learning
Examine how Universal Design for Learning (UDL) and individualized strategies support children with diverse abilities. Emphasis is on creating accessible, engaging, and inclusive learning environments that promote participation and growth for all learners.

Readings:

- CAST. The UDL Guidelines.
- Horn, E. M., Palmer, S. B., Butera, G. D., & Lieber, J. (2016). Foundations of Universal Design for Learning. In Six steps to inclusive preschool curriculum: A UDL-based framework for children's school success. Brookes Publishing Company.
- Horn, E. M., Palmer, S. B., Butera, G. D., & Lieber, J. (2016). Foundations of differentiation and individualization. In Six steps to inclusive preschool curriculum: A UDL-based framework for children's school success. Brookes Publishing Company. (UDL Guiding Questions)
- HIDEOE. What Is Special Education.
- Optional: Bayat, M. (2016). Chapter 6. Identification and intervention. Teaching exceptional children: Foundations and best practices in inclusive early childhood education classrooms. Taylor & Francis.

ECED 340. Communication and Relationships in Early Childhood Education

Assignment: Collaborative IEP Planning and Family Engagement (Group Work, 20%)

This assignment engages you in collaboratively exploring IEP processes and supporting children with diverse abilities and their families. Groups will review a case study, develop a plan for collaboration and family engagement, and simulate a brief IEP meeting to practice professional communication, advocacy, and ethical decision-making.

Deliverables include a group plan, a 2-3 page reflection on team collaboration, challenges, and ethical or anti-bias considerations. This assignment occurs mid-course to provide practice in teamwork, communication, and advocacy.

Week 11: Learning About Different Abilities

Examine diverse abilities and the needs of children with disabilities. Explore individualized education strategies, collaborate with families and professionals, and reflect on inclusive practices that respect each child's strengths.

Readings:

- Derman-Sparks, L., & Edwards, J. O. (2020). Chapter 11: Learning about different abilities and fairness. In *Anti-bias education for young children & ourselves* (pp. 150-163). NAEYC.
- Lawless, F. C., & Richards, S. B. (2020). *Individualized Education Programs. In Essentials of special education : What educators need to know.* Taylor & Francis Group.
- Wilson, T. (2018). Chapter 11: Working with families, special educational needs and disability. In *How to develop partnerships with parents: A practical guide for the early years* (pp. 169-183). Routledge.
- More resources: <https://www.pacer.org/parent/iep/guide-to-iep/>

Video:

- Building Effective Lines of Communication with Families of Children with Disabilities
- Opportunity Gap | IEP meeting tips for parents of kids of color

Students with Limited English

Provide a list of course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify that inservice teachers are prepared to work effectively with students who are limited English proficient (§HAR 8-54-19-3E).

ECED 430. Multilingual and Multicultural Education for Young Children

Assignment: Bi/Multilingual Development Digital Portfolio (30%)

In this assignment, candidates will create a digital portfolio that highlights the language development of a bi/multilingual child in their classroom, while also attending to broader multicultural dimensions of children's identities and experiences. Candidates will begin by selecting one child to observe over the semester, documenting the child's use of their full linguistic repertoire in the classroom.

The portfolio will first describe the cultural and linguistic landscape of their classroom (bi/multilingual learners in the classroom); the child's home, heritage, and community languages; and the child's language and literacy practices across home, community, and school contexts. Candidates will work closely with the child's family to gather insights and additional context about the child's linguistic and cultural experiences.

Next, candidates will systematically observe and document the child's language use, noting how the child draws on their full linguistic repertoire in everyday interactions and classroom activities. Candidates will organize their observations using notes, transcripts,

artifacts, or multimedia documentation, and connect these observations to relevant theories of bi/multilingual language acquisition in early childhood.

Finally, candidates will analyze and synthesize their observations, reflecting on the child's dynamic bilingual development and drawing on theories of bi/multilingual language acquisition. They will demonstrate an understanding of the developmental stages and processes through which bi/multilingual children acquire and use multiple languages, and elaborate on how their findings can inform culturally and linguistically sustaining practices that nurture children's positive bi/multilingual development, affirm their identities, and support their ongoing growth as confident bi/multilingual learners.

Assignment: Designing and Implementing Culturally and Linguistically Sustaining Learning Experiences for Bi/Multilingual Learners (25%)

Candidates will design two linguistically responsive learning experiences that intentionally support bi/multilingual children's language and literacy development across everyday early childhood contexts, such as play, routines, learning centers, transitions, small-group experiences, and other meaningful classroom activities. Rather than creating entirely new lessons, candidates will examine and adapt existing classroom practices, environments, and interactions to better recognize, expand, and sustain children's full linguistic repertoires using strategies such as translanguaging pedagogy and SIOP. At least one plan must be implemented in their classroom, observed, and critically reflected upon. Candidates will collaborate with peers to review and provide feedback, revise their plan, and carry out its implementation. Their paper should analyze the plan through the lens of multicultural and bi/multilingual education theories and reflect on their experiences in applying the plan in the classroom. (4-5 pages)

Readings:

- Alanís, I., Arreguín-Anderson, M. G., & González, I. S. (2021). The essentials: Supporting dual language learners in diverse environments in preschool & kindergarten. National Association for the Education of Young Children.

Week 10: Translanguaging Pedagogy and SIOP in Early Childhood Education

Apply translanguaging and SIOP strategies to facilitate language development, learning, and engagement for young bi/multilingual learners.

Readings:

- Wright, W. E. (2019). Translanguaging, effective instruction, and advocacy for English language learners. In *Foundations for Teaching English Language Learners Research, Theory, Policy, and Practice* (3rd Ed.). Brookes Publishing.
- Echevarria, J., Short, D. J., & Peterson, C. (2011). *Using THE SIOP® MODEL with Pre-K and Kindergarten English Learners*. Pearson Higher Ed.
- Samuelsson, R. (2022). Touch and translanguaging in a multilingual early childhood education setting. *Multimodality & Society*, 2(3), 300-322.

Gifted and Talented Students

Provide a list of course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify that inservice teachers are prepared to work effectively with gifted and talented students (§HAR 8-54-19-3F).

ECED 415. Early Childhood Curriculum and Instruction

Responsive Pedagogy – Differentiation, Equity & Inclusion

In this module, candidates will examine the diverse learning trajectories in their classroom through the lens of three types of learners: children with disabilities, bi/multilingual learners, and learners with advanced interests or abilities. Candidates will reflect on how to sustain their inquiry for each child, ensuring that every learner has full access to the "Hundred Languages" and the ongoing exploration. The focus is on strength-based adaptations and responsive supports that allow all children to participate meaningfully.

Nurturing Advanced Learners: Recognizing and extending children's advanced interests or abilities within the inquiry while maintaining inclusivity for the whole group.

Major Assignment: The Strength-Based Adaptation Log

This assignment consists of three weekly reflections (one per child type) over Weeks 12-14. Each week, candidates will focus on one child or small group representing a particular lens:

Week 12: Child with a disability

Week 13: Bi/multilingual learner

Week 14: Child with advanced interests or abilities

The Written Reflection (The Log)

Each entry should consist of four paragraphs (one per heading):

- The Child's Gift: Describe the child candidates are observing. What strengths, interests, or unique ways of being have they noticed? How might these gifts be supported, amplified, or connected to the inquiry so the child can participate fully and meaningfully? Include examples from their observations, such as behaviors, quotes, or artifacts.
- Environmental Awareness: Examine the current Invitation. Are there aspects of the materials, space, routines, or timing that could be adjusted to better support this child's participation? Frame these as opportunities to enhance engagement, not barriers. Include evidence from their observations that illustrates the child's experience.
- Instructional Adaptations: Describe the specific adjustments, scaffolds, or interaction strategies candidates implemented to highlight the child's strengths while supporting areas where additional support was helpful. Explain why these adaptations were chosen and how they helped the child engage more fully in the inquiry.
- The Flourishing: Document the resulting "Mana Moment." How did the child's contribution enrich the inquiry for the group? Reflect on how candidates' adaptations supported equitable and meaningful participation and any insights about how the child's learning or engagement evolved over time.

Week 14: Supporting Learners with Advanced Interests or Abilities

Examine how to identify and nurture children with advanced interests or abilities. Emphasis is on differentiating curriculum, fostering inquiry, and providing challenging, developmentally appropriate experiences that encourage deep exploration and creativity.

Readings:

- Krogh, S. L., & Morehouse, P. (2020). Science. The early childhood curriculum: Inquiry learning through integration. Routledge.
- Gadzikowski, A. (2013). Assessment and identification of exceptionally bright children. In Challenging exceptionally bright children in early childhood classrooms. Redleaf Press.
- Kaplan, S. N. (2022). Early childhood education. In Differentiated curriculum and instruction for advanced and gifted learners.
- HIDEOE. Gifted and Talented.

Integrating Technology into Curricula

Provide a list of course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify that inservice teachers are prepared to integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning (§HAR 8-54-19-3F).

ECED 410. Observation, Documentation, and Assessment in Early Childhood Education

Assignment: Child Study through Learning Stories & Assessment Cycle Project

This project guides candidates through a comprehensive, strengths-based assessment cycle focused on one child in their classroom. With permission from the child's family or guardian, candidates will create Learning Stories to design and implement authentic assessment practices that document, interpret, and support the child's learning. The project emphasizes holistic, culturally responsive, and relational approaches to assessment that inform instructional decision-making and foster partnerships with families and colleagues. As part of the instructional plan phase, candidates will use an AI-supported tool to create a strengths-based instructional plan aligned with their assessment findings, Learning Stories, and curriculum goals, including alignment with HELDS, Nā Hopena A'o ("HĀ"), and General Learner Outcomes (GLOs). Candidates will clearly explain how their planned instructional strategies build on the child's interests and demonstrated learning.

Week 13: Evaluating Assessment Data and Planning Instruction

Assessment data are analyzed to identify children's strengths, growth areas, and instructional implications, emphasizing ethical interpretation and instructional planning.

Readings:

- Fiore, L. B. (2020). Chapter 8: Putting it all together In Assessment of young children: A collaborative approach. Routledge.

- Petitpas, D., & Buchanan, T. K. (2022). Using observation to guide your teaching. *Teaching Young Children*, 16(1), 4-7.

ECED 340, Communication and Relationships in Early Childhood Education

Assignment: Using AI Tools for Communication with Immigrant Families (5%)

This assignment develops candidates' ability to communicate respectfully, sensitively, and effectively with immigrant families whose home language is not English. Candidates will explore AI-powered translation tools to facilitate communication, ensuring families feel supported, included, and informed. They will engage with actual families, using AI tools to communicate in person and through written forms such as emails, letters, or texts, and reflect on the experience. Deliverables include a 3-4 page reflection paper discussing how candidates applied culturally responsive and ethical communication strategies, including samples of their AI-assisted communications with families.

Readings:

- Derman-Sparks, L., & Edwards, J. O. (2020). Chapter 5: Building an anti-bias education program: Relationships with families and among teachers and staff. In *Anti-bias education for young children & ourselves* (pp. 64-74). NAEYC.
- MCEE: Principle IV: Responsibility to the School Community
- NAEYC Code of Ethics for Early Childhood Educators: Ethical responsibilities for early childhood educators working with young children, families and other educators

Technology for Data Information and Analysis

Provide a list of course numbers and titles, corresponding assignments, readings, and assessments that will be used to verify that inservice teachers are prepared to use technology to effectively collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement (§HAR 8-54-19-3F).

ECED 410. Observation, Documentation, and Assessment in Early Childhood Education

Assignment: Data Analysis and Reflection (10%)

Using an AI tool as a support, candidates will analyze assessment data to identify the child's strengths, emerging skills, and areas for growth, while considering instructional significance and ethical or cultural factors. Candidates will reflect on how their findings can guide future teaching and promote equitable, strengths-based learning opportunities for all children. All identifiable information must be removed before using the data.

Week 13: Evaluating Assessment Data and Planning Instruction

Assessment data are analyzed to identify children's strengths, growth areas, and instructional implications, emphasizing ethical interpretation and instructional planning.

Readings:

- Fiore, L. B. (2020). Chapter 8: Putting it all together In Assessment of young children: A collaborative approach. Routledge.
- Petitpas, D., & Buchanan, T. K. (2022). Using observation to guide your teaching. Teaching Young Children, 16(1), 4-7.

Hawai'i Teacher Performance Standards

Use the standards and course alignment matrix to show how inservice teachers will meet the performance standards before program completion. Click on matrix templates for [teachers](#), [school counselors](#), or [school librarians](#).

Upload the performance standards matrix as an appendix.

Appendix: S6.3.ECED Courses. HTPS Standards Alignment

SECTION 7: INSERVICE TEACHER SUPPORT AND SERVICES

How many months will an inservice teacher need to complete the ATF program?

The P-3 Add-a-Field licensure program for inservice teachers is a 3-semester program, provided the candidate takes the sequence of ECED courses as they are offered. Upon successful completion of the program, the Early Childhood Education license is added to their General Education License that is already active.

What are the anticipated costs an inservice teacher will pay annually and what is the total cost upon program completion?

UHWO Resident Tuition (In-Service Teachers): $\$312 \text{ per credit hour} \times 21 \text{ credits} = \$6,552$ (tuition only, based on 2025-2026 rates)
PRAXIS Exam Fee: \$130

Will this licensure program provide tuition assistance for inservice teachers? If yes, please explain the funding source, requirements to receive funding, and any payback obligations (e.g., teaching for specified years or exiting the program without successful completion).

Candidates can apply for tuition assistance through the Hawai'i Early Childhood Educator Stipend Program. This funding is available to individuals enrolled in early childhood education certificate, degree, or license programs within the University of Hawai'i system. To receive the stipend, candidates must maintain a passing grade in their coursework and agree to work for at least two consecutive years in early childhood education settings after completing their program. If the work commitment is not fulfilled, candidates will need to repay a portion of the stipend, based on the number of years they fall short of the requirement.

Financial Assistance for UHWO students is provided by the UHWO Financial Aid Office: uhwo.finaid@hawaii.edu 808-689-2900. Following are a few examples of scholarship opportunities for Education majors.

University of Hawai'i System Common Scholarships: www.hawaii.edu/scholarships
[Early Childhood Educator Stipend](#)
[Hawai'i Delta Kappa Gamma Society](#)
[Hawai'i Education Association](#)
[Hawai'i Community Foundation](#)
FAFSA: <https://studentaid.gov/h/apply-for-aid/fafsa>

Describe the process to inform inservice teachers of the teaching field and grade level they will be recommended for upon successful completion.

Upon successful completion of the 21 credit ECED Add-a-Field program, inservice teacher candidates will sent an e-mail informing them that they have been recommended

for licensure to the Hawai'i Teacher Standards Board. The email advises them that a teaching license is not automatically issued. Candidates are informed that they are responsible for following through with the licensure application process directly with the Hawai'i Teacher Standards Board. The e-mail reminds candidates to apply for the licensure area for which they are being recommended: P-3

What wrap-around services will be provided for inservice teachers who may struggle academically, emotionally, financially, socially, and/or balancing full-time employment?

The University of Hawai'i-West O'ahu 'ohana is committed to provide support for our students. See below for continuing campus services, including contact information and hours of operations. Following are links to services for inservice teacher candidates in need of various levels of support mentioned above:

[Behavior Intervention Team \(BIT\)](#)

[Disability Services](#)

[Mental Health Services](#)

[Nāulu Culture, Engagement, and Well-Being Center](#)

[No'eau Tutoring and Testing Center](#)

[Student Engagement and Compliance](#)

[Student Life](#)

[Veterans Empowered Through STEM \(V.E.T.S.\) Lab and Lounge](#)

[College Cost Transparency Initiative](#)

Describe the process used when an inservice teacher no longer shows the potential to be recommended for the teaching field and grade level to the existing license.

Candidates are expected to demonstrate professional dispositions (§HAR 8-54-19-2) and adhere to the Model Code of Ethics (§HAR 8-54-19-2). They must also complete 21 ECED credits with a grade of C- or higher to be recommended for licensure in P-3. Candidates must also pass the Early Childhood Education PRAXIS exam (5024) with a 160 or higher qualifying score. If a teacher candidate no longer shows the potential to meet these requirements, a review process will be initiated in consultation with the Mentor Teacher and ECED instructional and supervisory faculty. The overall process involves regular assessments, observations, and feedback from course instructors. If concerns arise regarding professional dispositions or academic performance, the candidate will be provided with clear, constructive feedback and opportunities for improvement. Should the candidate fail to demonstrate the necessary progress despite support, they may not be recommended for licensure.

What support/s will be provided for inservice teachers who must pass licensure exam/s?
What actions may be taken if they cannot pass the licensure exam/s?

For the Early Childhood Education Add-a-Field program, candidates are required to pass the Early Childhood Education PRAXIS exam (5024) with a 160 or higher qualifying score.

The ECED curriculum is rigorous and is designed to assist candidates with essential content and pedagogical content knowledge required to pass the Praxis exam.

The ECED Praxis exam topics are embedded in the 21-credit ECED Curriculum. In the course ECED 401: Foundations and Curricular Models in Early Childhood Education, candidates will receive preparation for the Praxis exam.

- Candidates are required to pass weekly exams, which consist of practice questions.
- Candidates are provided two full length PRAXIS practice exams (120 questions) to build their confidence and exam endurance.

Exam preparation and tutorial assistance is available through the UHWO No'eau Center. The No'eau Center offers an innovative approach to assisting students through peer-tutoring, testing, workshops, and other support services. We promote life-long learning for students at all levels of ability to gain the skills necessary for effective, confident, and independent learning. <https://westoahu.hawaii.edu/noeaucenter/>

SECTION 8: PROGRAM FACULTY

HTSB Annual Report

Please provide information about the faculty or staff who will attend the HTSB Annual Meeting and submit the Annual Report. An additional box is provided if needed.

Name	Mary Heller
Position	Professor & Chair, Education Division; Director of Teacher Education
Phone	808-689-2339 or 808-284-3774
Email	mfheller@hawaii.edu or mary.f.heller@gmail.com

Name	Stephanie Kamai
Position	Field Placement Coordinator
Phone	808-689-2381
Email	shkamai@hawaii.edu

Name	Kristen Nakamoto
Position	Academic Support Specialist
Phone	808-689-2344
Email	klk7@hawaii.edu

HTSB Program Recommendation Lists

Please provide information about the faculty or staff who need access to HTSB's learning management system to upload recommendation lists of ATF program completers. An additional box is provided if needed.

Name	Kristen Nakamoto
Position	Academic Support Specialist
Phone	808-689-2344
Email	klk7@hawaii.edu

Teacher Education Coordinating Committee

Please provide information about the faculty or staff who will attend the Teacher Education Coordinating Committee (TECC) in accordance with HAR [§304A-1202](#). Additional boxes are provided if one or more people will attend.

Name	Mary Heller
Position	Professor & Chair, Education Division; Director of Teacher Education
Phone	808-689-2339 or 808-284-3774
Email	mfheller@hawaii.edu or mary.f.heller@gmail.com

Name	Stephanie Kama'i
Position	Field Placement Coordinator
Phone	808-689-2381
Email	shkama'i@hawaii.edu

Instructional Faculty/Staff Qualifications

Please provide the curriculum vitae for each faculty/staff who will teach courses and/or serve as field supervisors in the ATF program. The curriculum vitae should include their academic degrees (include college/university, major), teaching experience at the PreK-12 level (include the number of years of teaching at each grade level, subject areas, and school name), any post-secondary teaching experience (include position title, course title, course number, university/college campus), professional presentations, memberships, or publications, and any information supporting their qualifications as an instructional faculty/staff.

S8. Faculty CVs

Instructional Course Load

Provide the number and name of each module/course and the name of the faculty/staff member who will teach the course. Next to the instructor's name, identify the person's full-time (FT) or part-time (PT) status in your program.

Module/Course Name and Number	Instructor Name	Instructor Name	Instructor Name
ECED 320 Issues, Trends & Leadership in Early Childhood Education	Koeun Park (FT)	María Heysha Carrillo Carrasquillo (FT)	
ECED 340 Communication & Relationships in Early Childhood Education	Koeun Park (FT)		
ECED 401 Foundations and Curricular Models in Early Childhood Education		María Heysha Carrillo Carrasquillo (FT)	
ECED 402 Emergent Literacy in the Home,	Koeun Park (FT)		

School & Community			
ECED 410 Observation, Documentation, and Assessment in Early Childhood Education		María Heysha Carrillo Carrasquillo (FT)	
ECED 415 Early Childhood Curriculum and Instruction		María Heysha Carrillo Carrasquillo (FT)	
ECED 430 Multicultural and Multilingual Education for Young Children	Koeun Park (FT)		

SECTION 9: COMPLETER AND GRADUATE FOLLOW-UP

EPPs are required to collect data about their licensure program as part of the program accreditation process.

If you are a Hawaii-approved program, please provide quantitative data on the number of program completers who have received a teacher license from the HTSB within the past six years and are currently teachers in the HIDOE or HIPCS.

Completer Year	Number of program completers	Number of teachers currently employed in the HIDOE	Number of teachers currently employed in the HIPCS	Number of teachers currently employed in a Hawai'i private school
2024	36	30	0	0
2023	42	39	0	0
2022	32	29	0	0
2021	33	21	0	0
2020	37	29	1	1
2019	30	23	0	0

What are your accreditor's requirements to determine licensure program quality? (500 words).

University of Hawai'i West O'ahu Educator Preparation Programs are nationally accredited by the *Council for the Accreditation of Educator Preparation (CAEP)*, 2020-2027. Our 2020 accreditation decision indicated "NO AREAS OF IMPROVEMENT."

S2.1CAEP- Revised 2022 Standards Workbook reveals the rigorous standards set forth by this accrediting body. Each standard is grounded in the InTASC Standards and Professional Association Program Standards (e.g., CAEP Elementary Standards), all of which, in turn, are the same as those adopted by the Hawai'i Teacher Standards Board: HTPS; National Content Area Standards (e.g., NAEYC Professional Standards and Competencies for Early Childhood Educators).

What process will be used to determine completer rates and program satisfaction? (500 words).

As seen in the table above, completion rates for our teacher candidates are compiled each academic year and entered onto a spreadsheet housed in the Education Division Lulima website. Program satisfaction data is and will continue to be collected each academic year via standards-based surveys sent to Mentor Teachers; University Supervisors; Program Completers. Additional data is collected via Principal interviews and

during our Teacher Education Advisory Council annual meeting. See UHWO Education Division accreditation page at:
<https://westoahu.hawaii.edu/academics/education-division-accreditation/>

What process will be used to communicate with completers and determine their success in teaching after leaving the ATF program? (500 words).

The New Teacher Hui is a group collaborative consisting of first, second, and third year alumni who meet each semester to talk about challenges they face during their early careers in teaching. Facilitators include UHWO faculty and HIDOE representative. Since its beginning in 2019, 200 alumni have been served. Participant reflections on the events are highly positive: "In our small group discussion of challenges (problem posed) I saw that I was going through similar challenges. In our large group discussion (problem solved) I got immediate advice from the mentors and other teachers that I can use with my students."

Volunteered Educator Effectiveness (EES) data from 1st Year Alumni teachers provides information on our program completers success during their initial year of teaching. AY 2023-24 1st year teacher data indicates very positive completer performance assessed by their school principals. https://westoahu.hawaii.edu/wp-content/uploads/docs/education/caep/2023-24/Initial_Licensure_EES_Ratings.pdf

What process will be used to collect employers' satisfaction with completers' preparation for their assigned responsibilities in the preK-12 setting? (500 words).

Employer satisfaction is collected via Principal interviews, as well as during our Teacher Education Advisory Council annual meetings. Employer satisfaction is also seen in the employment data that is collected each academic year. 100% of our teacher candidates are offered positions in HIDOE schools, upon graduation and recommendation for licensure. To date, 82% of our alumni are teaching in HIDOE schools.

SECTION 10: LIST OF APPENDICES

Please write a list of appendices to support each section of your application. The appendices shall be saved as individual PDF attachments and uploaded to the designated file sharing folder (e.g., Google Drive, Dropbox)

Save each file starting with the section number and abbreviated title name. For example. S2. WASC accreditation letter

Section 2: Program Information Appendices

Required: Accreditation letters, HIDOE Affiliate Program Approval, any Program Information Changes

- S2.1 CAEP Revised 2022 Standards Workbook
- S2.2 CAEP Accreditation Notification
- S2.3 NC SARA Distance Learning Accreditation
- S2.4 UHWO Early Childhood Education Articulation Agreement
- S2.5 UHWO EDUC.HIDOE Affiliation Agreement
- S2.6 WASC.WSCUC. Regional Accreditation

Section 3: Program Framework Appendices

Required: References to academic literature, data resources

Optional: Admission information or program brochures

- S3.1 Early Childhood Education (ECED) References & Data Resources
- S3.4 ECED Add-a-Teaching Field Licensure Curriculum

Section 4: Program Progression Appendices

Required: For **each** course/module: syllabus, alignment of course objectives and standards matrix, alignment of course objectives and assignments, signature assignments, assessment instruments

- S4.1 Course Syllabi
- S4.2 Signature Assignment Rubrics

Section 5: Clinical Experience/Student Teaching Appendices

Required, if applicable: Clinical experience observation tools/instruments, lesson plan templates, clinical experience handbook, cooperating/mentor teacher evaluations

- S5.1 InTASC Student Teaching Evaluation
- S5.2 Danielson Framework Correlation with InTASC
- S5.3 Mini Lesson Plan Template
- S5.4 Lesson Plan Template
- S5.5 Collaborative Assessment Log
- S5.6 Field Experience Policy & Procedures Manual

Section 6: Hawai'i Specific Requirements Appendices

Required: Evaluation instruments for professional and ethical dispositions, performance standards alignment matrix

S6. 3 ECED Courses. HTPS Standards Alignment S6.5 Field Experience Policy & Procedures Manual
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Section 7: Inservice Teacher Support and Services Appendices If available: ATF handbook N/A

Section 8: Program Faculty Appendices Required: Curriculum vitae for program staff S8.1 Faculty CVs

Section 9: Completer and Graduate Follow-up Appendices S9.1 Completer Exit Survey S9.2 Alumni Survey
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SECTION 11: EDUCATOR PREPARATION PROGRAM VERIFICATION

Preparer's Information

Name	
Position	
Telephone Number	
Email	

Contact Person should there be any questions about the application.

Name	
Position	
Telephone Number	
Email	

I verify that the contents of this adding a teaching field program application are complete, accurate, and approved by the institution/organization administrator. Please use an ink or digitally stamped signature.

Name	
Date	