SCHOOL OF EDUCATION
THE HEART *of* OUR LEARNING COMMUNITY
UNIVERSITY *of* HAWAI'I®
HILO

**Master of Education
Program Review**

Academic Year 2016-2017

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I. Mission and Vision

The Master in Education (M.Ed.) program fosters professional growth and renewal of educators who currently teach in public and private schools. The program promotes teacher leaders who will engage in school reform through curriculum development, school decision-making, and family/community outreach.

School of Education Conceptual Framework

The UH Hilo School of Education (SOE) faculty members have developed a conceptual framework to identify core values, desired outcomes, shared beliefs, and characteristic practices which distinguish our teacher education programs as unique. Simply put, we envision the SOE as the HEART of a learning community of caring, ethical, and creative people. We symbolize our commitment to preparing excellent teachers with the acronym HEART, which represents five critical concepts that define our teacher education programs—**Holistic**, **Empathic**, **Artistic**, **Rigorous**, and **Transformational**.

As we strive to promote the professionalization of teaching, we dedicate ourselves to the development of educators who are committed to equity and empowerment with a critical understanding of our world. In so doing, we embrace the following principles:

H—Teaching and learning are HOLISTIC endeavors.

E—EMPATHY between self and others is an essential aspect of a pedagogical relationship.

A—Effective teaching enhances ARTISTIC ideals.

R—Excellence follows a RIGOROUS path.

T—Teachers are change agents capable of TRANSFORMING the environments in which they work.

II. Executive Summary

Overview

This is the first program review for the Master of Education program, which has been offered since 2000. The M.Ed. program was approved for a change in status from Provisional to Established by the University of Hawai`i Board of Regents in June of 2006. The M.Ed. program was modified from a campus-based program to a primarily distance-based program through a multi-year process, beginning in 2014. Program changes were submitted to Curriculum Central, UH Hilo's program and course approval system in May of 2014 and approved shortly thereafter. The M.Ed. Program was approved by WASC as a primarily distance-based program on March 4, 2015. (See Appendix A.) Housed in the College of Arts and Sciences' School of Education, the program is intended for students who are inservice teachers across the state of Hawai`i.  While the teaching force on the Island of Hawai`i is a natural target population, the M.Ed. is also designed for licensed teachers throughout the state and in select areas and countries of the Pacific Rim. All courses are delivered online to students on other islands, and a combination of online and on-site delivery is provided for students living on Hawai`i island.

Program Changes and Improvements

In the fall of 2015 the School of Education launched the M.Ed. as a primarily distance-learning program. This effort was initiated to meet the demands of working professionals and to better address "neighbor island" needs. To prepare for this change, the School of Education established several web-based experiences to evaluate graduate students' technical competency. In addition, the M.Ed. begins with a mandatory orientation during which time students acquire proficiency in online learning. Based upon student performance, Laulima[1] modules and/or faculty tutorials for specific applications may be required. The UH Hilo Office of Distance Learning has prepared an Online Learning Readiness Check at to ensure that enrolled students have the correct hardware and software to assure likely success in the distance learning environment.[2]

In May of 2015 faculty members attended a Google Hangouts professional development workshop conducted by Mr. Chad Farias, the Kea`au-Kau-Pahoa Complex Superintendent. Further, faculty members worked with the UH Hilo IT Support staff to equip the existing classroom for simultaneous face-to-face and distance delivery of instruction. Faculty then began offering distance courses through Google Hangouts for the M.Ed. program. Since the fall of 2015 faculty

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[1] Laulima is the UH System online course management system.
[2] The Online Learning Readiness Check maybe be viewed at the following URL: http://hilo.hawaii.edu/academics/dl/onlinereadiness.php.

have identified benefits and drawbacks of this delivery model and have recognized additional platforms to consider, including Polycom, HITS[3] and Blackboard Collaborate.

Due to the increasing number of universities that offer teacher leadership programs, as well as the growing emphasis of this area in teacher education, the faculty spent considerable time during the 2015-2016 academic year exploring the benefits of having the M.Ed. program recognized as a teacher leadership preparation program. One benefit was that program graduates would have the opportunity to apply for the Hawai`i Teacher Standards Board (HTSB) additional licensure field of Teacher Leader.

To assess the feasibility of this fit, SOE faculty completed a review of UH Hilo's benchmark institutions that offer programs identified as Teacher Leader-based.[4] (See Appendix K for Teacher Leader Materials.) Faculty also consulted with a HTSB member and reviewed the US Department of Education's Teach to Lead program,[5] as well as the Hawai`i Department of Education's Teacher Leaders Academy. After this robust examination of programs, faculty members concluded that the M.Ed. program was philosophically a match to the scope and intent of the federal and state initiatives.

The next step was to revisit the existing learner outcomes within the Teacher Leader Model Standards. Individual M.Ed. faculty members consulted with the Chair of the SOE during the summer of 2016 and met, as a group, during the fall of 2016. At that time, faculty members revisited program learning outcomes and aligned them with both program assessments and Teacher Leader Model Standards. Then M.Ed. faculty worked collaboratively to modify course syllabi and the course sequence using the Teacher Leader Model Standards as a guide. Modifications were submitted to Curriculum Central for approval in September of 2016. Upon approval, the SOE can apply to the HTSB to be endorsed as a Teacher Leader preparation program.

The following questions have been identified for our external reviewer to further guide the refinement of our program:

1) How might we better refine and align our assignments and formative assessments based upon Teacher Leader Model Standards?

2) Please comment on our process for establishing reliability for the action research rubrics.

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[3] HITS is the UH System's Interactive Video Service designed to deliver distance learning courses throughout the state.
[4] A list of UH Hilo's benchmark institutions is available at the following URL: https://hilo.hawaii.edu/uhh/iro/Resources.php.
[5] More information about the Teach to Lead program is available at the following URL: http://teachtolead.org/.

The M.Ed. program was one of the first graduate programs at UH Hilo. Since its inception, one hundred fifteen (115) students have earned the Master of Education degree at UH Hilo. There are twenty-three (23) students enrolled in the current M.Ed. cohort. These students are scheduled to graduate in the summer of 2016. With a new faculty hire granted in the spring of 2016, the School of Education is committed continuing the success of the program and is actively recruiting to fill the upcoming 2017 M.Ed. cohort.

III. Program Organization

This section provides an overall description of the program, including the alignment of the program philosophy, curricular design, pedagogical methods, and instructional theory with the target population.

The Master of Education degree is a 30-semester-hour program designed to foster professional growth and renewal of licensed teachers. The program promotes teacher leaders who will engage in school reform through curriculum development, school decision-making, and family/community outreach. It is a cohort program that requires four semesters and two summers to complete.

The newly designed M.Ed. degree addresses the professional development needs of working teachers throughout the state who choose to pursue teacher leadership development and further study through a primarily distance-based format. It is also designed to be broadly useful and is, therefore, interdisciplinary.

Program Objectives

- Foster knowledge of current trends and issues in education, including school change initiatives and reform movements, and infusion of technology throughout schools.

- Provide participants with experiences in critical and reflective analysis which enable them to integrate and apply a variety of research-based methods, materials, and processes in their classrooms and schools.

- Promote action research practice, which will enable participants to contribute to the positive intellectual climate of their schools and to assume instructional leadership roles.

Learner Outcomes

- Candidates will design and conduct action research by exploring instructional and professional topics relevant to school and student performance.

- Candidates will critically examine and analyze current trends and issues in education and apply this knowledge by demonstrating teacher leader competencies within the profession.

Curriculum Overview

The curriculum focuses on philosophical and curriculum foundations while emphasizing research and teaching tools which include technology, assessment, research methodology and advanced instructional strategies to facilitate instruction and teacher leadership. The curriculum aligns theory, content, and assessment with the Teacher Leader Model Standards. (See Appendix K.)

Table 1—M.Ed. Courses (below) displays the courses offered in the Master of Education degree program. Thirty credits are required for program completion. There are no elective credits required for the program. (Course syllabi may be viewed in Appendix J.)

Table 1 M.Ed. Courses		
Course	Credits	Title
600	3	Ethnic Groups in Hawai`i
602	3	Technology in Education
608A	3	Research in Education I
608B	3	Research in Education II
608C	3	Research in Education III
610	3	Foundations of Education
616	3	Assessment and Evaluation
622	3	School Curriculum
625	3	Seminar in Teaching
635	3	Advanced Instructional Strategies

Culminating Experience

The M.Ed. degree represents not only the completion of a collection of courses but also mastery of an area of expertise within each inservice teacher's field of study. In addition to coursework, which aligns with the Teacher Leader Model Standards, each candidate engages in a culminating action research project. The culminating experience enables all candidates to achieve the M.Ed. program learner outcome—Candidates will design and conduct action research by exploring instructional and professional topics relevant to school and student performance.

This culminating project is comprised of three related, yet distinct, components— a study, a written report, and a presentation. The action research project is a

demonstration of each candidate's ability, as a graduate student, to explore and develop knowledge related to a specific topic or problem in a field of study. The goal of this project is twofold—to pursue research and to write an extended scholarly report clearly and effectively. The written action research report becomes a visible and permanent record of the quality of the work that candidates have accomplished at the University of Hawai`i at Hilo. Finally, the presentation represents a significant opportunity for candidates to share their action research findings with others.

Completion of the culminating project assures the School of Education faculty at the University of Hawai`i Hilo, and larger educational community, that candidates have achieved master's-level knowledge and skills in specific areas of inquiry.

Learner Outcome Alignment

The learner outcomes articulate what the graduate students will be able to demonstrate upon program completion. As mentioned earlier, there are two learner outcomes.

1. Candidates will design and conduct action research by exploring instructional and professional topics relevant to school and student performance.

2. Candidates will critically examine and analyze current trends and issues in education and apply this knowledge by demonstrating teacher leader competencies within the profession.

Table 2 (on the following page) displays the alignment between each M.Ed. learner outcomes and the Teacher Leader Model Standards, as well as the M.Ed. courses.

	Table 2 Curriculum Alignment Among M.Ed. Learner Outcomes, Teacher Leader Model Standards, and M.Ed. Courses																		
	Teacher Leader Model Standards							**M.Ed. Courses**										
M.Ed. Learner Outcomes	1	2	3	4	5	6	7	600	602	608A	608B	608C	610	616	622	625	635
Design and conduct action research by exploring instructional and professional topics relevant to school and student performance.	x	x								x	x	x				x	
Candidates will critically examine and analyze current trends and issues in education and apply this knowledge by demonstrating teacher leader competencies within the profession.	x		x	x	x	x	x	x	x				x	x	x	x	x

Curriculum Sequence

The curriculum sequence was designed to support graduate student learning and development toward achieving the M.Ed. learner outcomes throughout the courses. The curriculum sequence in Table 3 (on the following page) displays the alignment between coursework and learner outcomes. It also displays the progression from introductory to advanced levels by semester in the M.Ed. program.

	Semester									
Table 3 **Coursework and Learner Outcome Progression**										
Alignment of Learner Outcomes with M.Ed. Courses by Semester	Semester 1 (Fall) 6 Credits		Semester 2 (Spring) 6 Credits		Semester 3 (Summer) 6 Credits		Semester 4 (Fall) 6 Credits		Semester 5 (Spring) 3 Credits	Semester 6 (Summer) 3 Credits
	622	610	602	635	608A	608B	600	616	608C	625
Design and conduct action research by exploring instructional and professional topics relevant to school and student performance.										
				I	D	D			R	R
Critically examine and analyze current trends and issues in education and apply this knowledge by demonstrating teacher leader competencies within the profession.										
	I	D	D	D			D	D		R
I = Introduced, D = Developed and Practiced, R = Reviewed and Demonstrated										

Action Research Sequence

The sequence below indicates the action research benchmarks as aligned with the coursework and curriculum sequence.

<table>
<tr><th colspan="4">Table 4
M.Ed. Coursework and Action Research Sequence</th></tr>
<tr><th>YEAR</th><th>SEMESTER (NUMBER)</th><th>COURSEWORK</th><th>ACTION RESEARCH BENCHMARKS</th></tr>
<tr>
<td rowspan="3">YEAR 1</td>
<td>FALL
(1)</td>
<td>622 School Curriculum (3 credits)

610 Foundations of Education (3 credits)</td>
<td>Assign advisors.
Become familiar with educational history and theory.</td>
</tr>
<tr>
<td>SPRING
(2)</td>
<td>602 Technology in Education (3 credits)

635 Advanced Instructional Strategies (3 credits)</td>
<td>Become familiar with educational research.</td>
</tr>
<tr>
<td>SUMMER
(3)</td>
<td>608A Action Research I (3 credits)

608B Action Research II (3 credits)</td>
<td>Draft an introduction and develop research question(s).
Explore quantitative and qualitative methods of inquiry.
Write a literature review.
Write and submit a research proposal to the faculty advisor for review and approval.
Apply for and receive public/private school approval.
Identify research methods.
Advance to candidacy for the M.Ed. degree based upon faculty advisor and</td>
</tr>
</table>

Table 4			
M.Ed. Coursework and Action Research Sequence			
YEAR	**SEMESTER (NUMBER)**	**COURSEWORK**	**ACTION RESEARCH BENCHMARKS**
			school approval. Draft Chapters 1, 2, and 3.
YEAR 2	*FALL* (4)	600 Education of Ethnic Groups in Hawai`i (3 credits) 616 Assessment in Education (3 credits)	• Collect data for research project. • Conduct preliminary data analysis. • Draft Chapter 4.
	SPRING (5)	608C Action Research III (3 credits)	• Expand literature review and continue to develop research paper. • Analyze data. • Revise and refine research report. • Draft Chapters 5 and 6.
	SUMMER (6)	625 Seminar in Teaching (3 credits)	• Submit final research report to faculty advisor • Present final research project during seminar.

Table 5 (below) displays how each of the Teacher Leader Model Standards is aligned with the M.Ed. courses. The M.Ed. faculty members have plans to articulate the alignment with course expectations and assignments in the spring of 2017 for the next M.Ed. cohort, scheduled to begin in the fall of 2017.

Table 5 Alignment Between Teacher Leader Model Standards and M.Ed. Courses								
Teacher Leader Model Standards	**M.Ed. Courses**							
	600	602	608	610	616	622	625	635
Domain I. Fostering a collaborative culture to support educator development and student learning		x				x	x	
Domain II. Accessing and using research to improve practice and student learning			x					x
Domain III. Promoting professional learning for continuous improvement		x	x	x				x
Domain IV. Facilitating improvements in instruction and student learning		x						
Domain V. Promoting the use of assessments and data for school and district improvement					x	x		
Domain VI: Improving outreach and collaboration with families and community	x							
Domain VII: Advocating for student learning and the profession				x				

M.Ed. Policies and Procedures

The M.Ed. Program Handbook and UH Hilo's Graduate Student Handbook are provided for graduate students at the beginning of their program. These documents are designed to inform graduate students about the M.Ed. program and graduate student policies. (See Appendix B.) To support the collaborative nature of the cohort, the Chair coordinates and delivers annual orientation sessions for all new graduate students.

IV. Evidence of Program Quality

This section describes the plan for assessing program quality. Tables displaying quantitative data are provided by the UH Hilo Office of Institutional Research. They are described in the first section. The next section provides evidence of student learning through candidate assessment checkpoints. The third section outlines the School of Education's plan for program assessment, based upon assessment-based evidence.

Enrollment

Quantitative data and tables provided by UH Hilo's Office of Institutional Research are provided in Appendix C. They indicate that enrollment has been consistent for the past five years, except for the 2014-2015 academic year. During that academic year, faculty members in the School of Education voted to refrain from offering the M.Ed. program due to a reduction in the number of faculty in the School of Education. In the following academic year (2015-2016), the SOE was granted a temporary hire and enrolled 23 students in the M.Ed. program.

Between the 2011-2012 and 2015-2016 academic years, there was an average of 21 M.Ed. students per cohort. For graduate programs at UH Hilo, this is particularly noteworthy. It represents a significant number of graduate students who enroll in 30 credits of coursework over a two-year period.

With the cohort model, all students are required to enroll in courses in a predetermined sequence, ensuring that each student graduates in a timely manner (two years). It also assures that the department has sufficient enrollment numbers for each course offered.

Graduation Rates

The graduation rates for the two M.Ed. cohorts enrolled between 2011 and 2015 are 95.8 percent and 100 percent, respectively. The high graduation rates are attributed to the cohort model.

It should be noted that for the 2008-2009, 2009-2010, and 2010-2011 academic years, the graduation rates for M.Ed. students were 3.45 percent, 54.5 percent, and 10.3 percent, respectively. During that three-year period, M.Ed. faculty decided to offer courses in a non-cohort format to allow students more flexibility and choice in selection and concentration. However, the data clearly showed that the graduation rates dropped dramatically during that time. It was concluded that the non-cohort model negatively impacted the percent of M.Ed. students graduating. Since that time, the School of Education has returned to offering the M.Ed. program using the cohort model, and the graduation rates currently range between 96 percent and 100 percent.

Evidence of Student Learning

The M.Ed. assessments consists of two types—program assessment and individual candidate assessment. Candidate assessment checkpoints are used at admission, at the end of each semester, at the end of year 1, and at the end of the program to monitor each candidate's success. Table 6 (below) provides an overview of the process and data collection at each assessment checkpoint. Data sources are also included.

Table 6 Assessment Checkpoints			
Admission	**Graduate Student Checkpoint #1:** **End of Semester 1**	**Graduate Student Checkpoint #2:** **End of Year 1**	**Candidate Checkpoint #3:** **End of Program**

Overview:
 	
Application Review Process
 	
    Each application checked by staff for completion.
 	
    Each application reviewed by two faculty, using rubric.
	Overview:
	
	Candidate grades entered into the electronic database by data manager.
	
	Update on candidate performance reported to M.Ed. faculty.
		Overview:
		
		Proposal submissions reviewed by the assigned advisor.
		
		Candidate grades entered into the electronic database by data manager.
		
		Update on candidate performance reported to M.Ed. faculty.
			Overview:
			
			Project submissions reviewed by the assigned advisor and presentations reviewed by ED 625 teaching faculty.
			
			Candidate grades entered into the electronic database by data manager.
			
			Final project and presentation scores entered into the electronic database and reviewed by M.Ed. faculty at fall and spring retreats.

Data Sources			
Baccalaureate degree Hold initial license to teach 3.0 GPA in last 60 credits 3 Recommendations 2 Personal statements Passing application rubric score	Maintain 3.0 GPA and B- or better in coursework Graduate Form 1	Maintain 3.0 GPA and B- or better in coursework Research Proposal ("Met" on each element on the research proposal to advance to Candidacy)	Maintain 3.0 GPA and B- or better in coursework Action Research Project (Meet or exceed proficiency) Education Forum Presentation (Meet or exceed proficiency) Graduate Form 3

The plan for program assessment, displayed in Table 7 (on the following page), displays the assessment tool aligned with learner outcomes and the data collection and analysis schedule for continuous program improvement. The SOE faculty members plan to collect data on the current 2015-2017 cohort. They will use the data to show evidence of program quality and use the data for program improvement. Collection and analysis of program data has been inconsistent in the past; however, M.Ed. faculty have implemented systematic collection and assessment procedures for program data for the 2015-2017 cohort. Faculty increased inter-rater reliability by calibrating scores for the action research proposals and projects. They have plans to increase content validity for the action research proposals and projects as well.

During the fall of 2016, each faculty member independently rated a common action research proposal and calibrated scores using the agreed-upon M.Ed. proposal scoring rubric. Within a month of the calibration discussion, each faculty member read and rated advisee proposals and submitted scores for department review. Future plans include annual faculty meetings which focus upon calibrating scores on the action research projects to increase inter-rater reliability. The M.Ed. assessments and rubrics may be found in Appendix D. The Assessment Report Template and action research proposal scores for the current cohort may be found in Appendix D as well.

Table 7
Plan for Program Assessment Based on Evidence of Student Learning

Learner Outcomes	Assessment Tool(s)	Target or Benchmark	Development	Data Collection	Data Collection Schedule	Analysis and Evaluation Schedule
Candidates will design and conduct action research by exploring instructional and professional topics relevant to school and student performance.	Research Proposal	Upon advancement to candidacy, 95 percent of candidates will meet or exceed proficiency.	In Use	Advisors	Collected at the end of Year 1	Analysis: Data Manager and Faculty
	Action Research Project	Upon program completion, 95 percent of candidates will meet or exceed proficiency.	In Use	Advisors and ED 625 Seminar in Teaching	Collected at the end of the program	Department Retreats in August and January
Candidates will critically examine and analyze current trends and issues in education and apply this knowledge by demonstrating teacher leader competencies within the profession.	M.Ed. Educational Forum Presentation	Upon course completion 95 percent of candidates will meet or exceed proficiency.	In Development	ED 625 Seminar in Teaching	Collected at the end of the program	Analysis: Data Manager and Faculty Department Retreats in August and January

Other Evidence of Student Learning

M.Ed. Student Surveys

The last M.Ed. cohort graduated in 2013. Survey data gathered from sixteen (16) students indicated that all students agreed or strongly agreed that they had a positive experience and would recommend the program to others. Fifteen (15) out of sixteen (16) students surveyed either agreed or strongly agreed that they received quality research advising. Thirteen (13) students either strongly agreed or agreed that they had a positive experience within the action research component of the M.Ed. program, while two (2) students disagreed and one (1) student was neutral. Overall comments were that the cohort model allowed them to meet with other educational professionals and provide support for each other. Other comments indicated that the summer schedule was confusing and "too much." One suggested that the action research project should be finished in the summer before the start of a new school year. The School of Education implemented this change with the current cohort. Students also commented that hybrid programs provide a "good balance" between online and face-to-face courses, interaction and freedom, and work and school. This information was used to redesign the primarily distance delivery model. Currently, graduate students complete courses 75 percent asynchronously and 25 percent synchronously. In other words, on-island students meet face-to-face approximately once a month with off-island students joining them via Google Hangouts.

Table 8 M.Ed. 2013 Survey Mean Scores	
Question	**Mean Score***
Learned about current initiatives and reform movements in education.	4.25
Positive coursework experience.	4.43
Positive research experience.	4.00
Quality of research advising.	4.37
Recommend program to others.	4.50
*(1–strongly disagree to 5–strongly agree)	

A mid-program survey was administered to the 2015-2017 cohort via Survey Monkey to evaluate the distance component of the program. Eleven (11) out of twenty-three (23) students (48 percent) completed the mid-program survey. Results indicated that, overall, two (2) students were not satisfied with the program, three (3) students were satisfied, and five (5) students rated the program a 7–8 out of 10. Ninety percent felt that the current distance learning format was beneficial for working teachers; further, 81 percent felt it was beneficial for learning. (Survey results may be found in Appendix F.)

Graduation Data

Other evidence of student learning includes a list of all graduates since the inception of the program in 1999. Program data shows that since 2000, which represents eight (8) cohorts, the M.Ed. program has graduated 115 students. Several M.Ed. graduates have gone on to earn the added distinction of National Board for Professional Teacher Standards (NBPTS) certification. (A list of the program graduates and NBPTS certified teachers may be found in Appendix E.)

V. Institutional Capacity

This section provides evidence of institutional commitment to the M.Ed. program—a commitment that is appropriate to the unique requirements of professional teacher education.

Faculty Resources

The number and FTE of faculty (distinguishing between full-time and adjunct/part-time) allocated to support the program in terms of developing the curriculum, delivering instruction to students, supervising internships and dissertations, and evaluating educational effectiveness is included in the next section as a critical component of the evidence of the quality of our program and capacity to continue toward future program growth and development.

Faculty Composition and Utility

Currently, there are six full-time faculty members who teach in the M.Ed. program, all of whom also teach M.A.T.[6] courses for elementary and secondary teaching applicants, as well as undergraduate education courses. In addition, School of Education faculty members support candidate admission, advising, and review of the required action research projects. Each full-time faculty member's qualifications are provided in Table 9 (on the following page).

While expertise varies with experience, all SOE faculty members have taught classes online, and some have taught web-based courses for several years. Some faculty members have published in the field of distance learning. Some have provided campus-based workshops to help UH Hilo faculty members develop and refine innovative distance-delivery pedagogy. Also, all SOE faculty members are fully engaged in campus committees, programs, and various forms of professional service, including national grants and state initiatives. Each faculty member's qualifications are listed below. (Faculty CVs are available in Appendix I.)

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[6] The Master of Arts in Teaching program is designed for individuals with a baccalaureate degree who wish to attain teacher licensure while completing a master's degree.

Table 9
Faculty Qualifications

Faculty, Highest Degree		Year, University Degree	Degree Focus
Diane Barrett, Ph.D.		2004, Claremont Graduate University	Mathematics Education

Year Hired	Current Rank	Relevant M.Ed. Courses
2010 barrett9@hawaii.edu Office: UCB 319 (808) 932-7103	Professor	• ED 608A Research in Education I • ED 616A Assessment in Education I • ED 602 Technology in Education • ED 625 Seminar in Teaching

Faculty, Highest Degree		Year, University Degree	Degree Focus
Michele Ebersole, Ph.D.		2000, University of Arizona	Language, Reading, and Culture

Year Hired	Current Rank	Relevant M.Ed. Courses
2002 mebersol@hawaii.edu Office: UCB 322 (808) 932-7108	Professor	• ED 600 Education and Ethnicity in Hawai`i • ED 608B Research in Education II • ED 608C Research in Education III • ED 625 Seminar in Teaching

Faculty, Highest Degree		Year, University Degree	Degree Focus
Tobias Irish, Ph.D.		2012, Oregon State University	Science Education

Year Hired	Current Rank	Relevant M.Ed. Courses
2015 tirish@hawaii.edu Office: UCB 320 (808) 932-7104	Assistant Professor	• ED 608A Research in Education I • ED 608B Research in Education II • ED 616 Assessment in Education • ED 602 Technology in Education

Faculty, Highest Degree		Year, University Degree	Degree Focus
Margary Martin, Ph.D.		2012, New York University	Teaching and Learning

Year Hired	Current Rank	Relevant M.Ed. Courses
2016 margary@hawaii.edu Office: UCB 321 (808) 932-1707	Assistant Professor	• ED 610 Foundations of Education

Table 9 Faculty Qualifications		
Faculty, Highest Degree	**Year, University Degree**	**Degree Focus**
Avis Masuda, Ph.D.	2008, The University of Queensland, Australia	Education
Year Hired	**Current Rank**	**Relevant M.Ed. Courses**
2006 ammasuda@hawaii.edu Office: UCB 323 (808) 932-7104	Associate Professor	• ED 608B Research in Education II • ED 608C Research in Education III • ED 616 Assessment in Education • ED 635 Advanced Instructional Strategies
Faculty, Highest Degree	**Year, University Degree**	**Degree Focus**
Janet Ray, Ed.D.	1996, United States International University	Technology and Learning
Year Hired	**Current Rank**	**Relevant M.Ed. Courses**
2010 janetray@hawaii.edu Office: UCB 325 (808) 932-7109	Professor	• ED 602 Technology in Education • ED 622 School Curriculum

VI. Future Program Goals and Resource Requirements

Future Goals
In support of the M.Ed. Mission and Vision, faculty members have identified *Advancing Teacher Leaders* as a primary goal of the program and, therefore, have established the following objectives to meet this goal.

Priority Objective 1. Staffing
Maintaining adequate staffing to operate the M.Ed. program is a priority. A fulltime faculty position is needed to advance the goals of the M.Ed. program and serve as a critical link between the University and the schools for recruiting candidates, advising, guiding action research projects, and delivering instruction. The SOE was granted a fulltime tenure track position in the spring of 2016 for the M.Ed. program.

Priority Objective 2. Recruitment
Meeting the needs of the local and neighbor island teaching workforce through professional growth and renewal is also a top priority. Therefore, recruitment efforts will focus on the development of a strategic recruitment plan designed to expand outreach to West Hawai`i and neighbor islands. (The M.Ed. recruitment plan may be found in Appendix H.)

Priority Objective 3. Extended Certification
The Hawai`i Teacher Standards Board (HTSB) offers an additional licensure in the field of teacher leadership. For an individual to add the field of Teacher Leader to an existing Standard or Advanced Hawai`i Teaching License, he or she must have the administrator verify that he or she has fulfilled a leadership role that supports teaching and learning for a minimum of four semesters within the last five years and meet one of the following to verify expertise.

1. Completion of a preparation program in Teacher Leadership:
   a. Post-baccalaureate, master's, or doctoral degree/program/certificate or thirty credit hours of coursework in Teacher Leadership at an accredited institution of higher education; or
   b. School district sponsored programs, such as the Hawai`i DOE Teacher Leader Academy;
2. License, certificate, or endorsement from another state as a Teacher Leader;
3. Passing score on the ETS Praxis Instructional Facilitator Assessment;
4. NBPTS Certification in any field offered by NBPTS; or
5. Job embedded experience verifying leadership expertise as identified by the Board.

The M.Ed. program will pursue endorsement by the HTSB as a "Teacher Leader Preparation Program," allowing program completers with the option to add this field, should they meet the remainder of the HTSB requirements.

Priority Objective 4. Data System

The M.Ed. program will establish a comprehensive data management system to assist with program evaluation.

Table 10 (below) displays a timeline and outcomes related to each future goal.

<table>
<tr><td colspan="3">Table 10
Future Goals and Objectives Timeline</td></tr>
<tr><th>Objective</th><th>Timeline</th><th>Outcome</th></tr>
<tr>
<td>Objective 1
Increase staffing.</td>
<td>Fall 2016
Appoint one additional tenure-track faculty member to the SOE.</td>
<td>The SOE has increased faculty by one additional member.</td>
</tr>
<tr>
<td>Objective 2
Achieve recognition as a Teacher Leader program by Hawai`i Teacher Standards Board (HTSB).</td>
<td>Spring 2016 Complete the curriculum alignment process.

Fall 2016
Submit the proposal to the HTSB.</td>
<td>One hundred percent of program completers will be eligible to add the Teacher Leader field to their teaching license.</td>
</tr>
<tr>
<td>Objective 3
Recruit future Teacher Leaders.</td>
<td>Fall 2016
Develop a recruitment plan.

Spring 2017
Begin recruitment for the next cohort.

Fall 2018
The next cohort begins.</td>
<td>At least 20 percent of program recruits will come from underserved areas of West Hawai`i, Maui, and Kauai.</td>
</tr>
<tr>
<td>Objective 4
Establish a comprehensive data collection system.</td>
<td>Fall 2018
Digital data system established and operational.</td>
<td>One hundred percent of program completers will register in the Teacher Leader cadre for ongoing tracking of post-graduate outcomes.</td>
</tr>
</table>

VII. External Review

To be determined.

VIII. Memorandum of Understanding (MOU)

To be determined.

IX. Appendices

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