



TEACHER LEADER CERTIFICATE, ADD A FIELD, AND MED CONCENTRATION

Department of Curriculum Studies

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Department of Educational Foundations

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| Transition Point | Criteria/Requirements |
|------------------|-------------------------------------|
| Admission | BEd or equivalent, 2 years teaching |
| Exit | 30 credits, Plan B Project |

The 18-credit program may be used toward either the MEd-Curriculum Studies or MEd-Educational Foundations, and is based on the *Teacher Leader Model Standards* (see https://www.ets.org/s/education_topics/teaching_quality/pdf/teacher_leader_model_standards.pdf).

Approved for *Teacher Leader Add a Field* by Hawai'i Teacher Standards Board. Currently *COE Certificate*. Proposal for Graduate Certificate has been submitted to Office of Graduate Education. Pilot-Fall 2016. Recruitment for Summer 2017 cohort to begin soon.

| Course Title/Number | Description |
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| CORE: EDCS 622 Curriculum Leadership | As an introductory course to curriculum studies, this course provides a foundation for critical perspectives on the interdisciplinary nature of current curriculum studies and how these concepts inform critical inquiry as a teacher leader. |
| CORE: EDCS 607 New Literacies Leadership | New approaches to analyzing and teaching 21st century literacies K-12, including visual, media, digital, and critical, as well as oral and written language across the disciplines. Focuses on developing leadership practices in multiliteracies pedagogy. |
| CORE: EDCS/EDEF 630 Cultural Diversity and Education | Examines issues, theories, perspectives and practices in multicultural education and promotes awareness, encourages knowledgeable reflection and develops skills necessary for multicultural practitioners. |

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| EDCS 640M Seminar, Interdisciplinary Education: Indigenous Education Leadership or EDEF 652 History of Education in Hawai‘i | Engaging Native Hawaiian and Indigenous Education Leadership: Examines theories, practices, and research relating to Native Hawaiian and Indigenous education leadership through engagement with teachers and leaders (K-12, Post-high, community) whose efforts are challenging, creating, self determining and transforming Indigenous education in Hawai‘i and beyond. From pre-contact, ancient Hawaii to the present. Social and intellectual influences on the development of national, local, and indigenous educational institutions; emphasis on multicultural as well as monocultural directions in Hawai‘i's schools. |
| EDEF/EDEA 675 Introduction to Educational Policy Studies or EDEF 667C Leadership and Governance in Education | Examines theories and models of educational policy and policy-making and the contribution of policy analysis to the policy-making and change processes. Analyzes the impacts on education of social-economic- cultural trends, and local, state, and national policies. Develops leadership opportunities to advocate for student learning and professional development. |
| EDCS 640M Seminar, Interdisciplinary Education EDCS 642 (G) Seminar in Diversity Issues (1) x 3 or EDEF 649 Field Studies in Educational Foundations (V) | Studies in trends, research, and problems of implementation in teaching field. Examination of principles in multicultural education and diversity, K-14 Field-based participant research projects, including analysis of educational problems and issues. |