

# UNIVERSITY OF HAWAI‘I SYSTEM ANNUAL REPORT



REPORT TO THE 2009 LEGISLATURE

ANNUAL REPORT ON THE  
HAWAI‘I INSTITUTE FOR EDUCATION PARTNERSHIP

HRS 304A-1203

November 2008

**REPORT TO THE HAWAI‘I LEGISLATURE**  
**Hawai‘i Institute for Educational Partnerships**  
**2009**

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COLLEGE OF EDUCATION

This report is submitted in compliance with Hawai‘i Revised Statutes 304A-1203, Center on Teacher Education.

The Hawai‘i Institute for Educational Partnerships (HIEP) was created in 1986 as part of the University of Hawai‘i at Mānoa, College of Education’s (COE) work with the National Network for Educational Renewal (NNER) for the purpose of facilitating closer working relationships between the COE and the Hawai‘i State Department of Education (DOE) and seeking “simultaneous renewal” for all partners. The Institute took its current name in 1998 when the law was changed to reflect changes in the partnerships. There are three partners that make up HIEP: the UH Mānoa College of Education (COE), the Hawai‘i Department of Education (DOE), and the UH Mānoa Colleges of Arts and Sciences (CAS).

The NNER is a nationwide network of institutions organized by John Goodlad and associates at the University of Washington in Seattle. The network institutions are committed to simultaneous improvement of teacher education programs and education in the public schools. COE committed to the NNER renewal agenda and the broad definition of the mission of public education: preparing citizens for a democratic society; nurturing the intellectual, social, and emotional growth of students; providing equal educational opportunity for all students; and assuming responsibility for the quality of our schools.

The HIEP also participates with NNER sister organization, the Institute for Educational Inquiry (IEI). The IEI is an independent, nonprofit corporation founded in 1992 by John Goodlad. The Institute conducts extensive professional development programs on a wide range of educational issues that bring together P-12, colleges of education, and arts and sciences faculty. IEI’s professional development programs include long-term efforts to expand diversity in teaching and teacher education programs; integrate the arts into the preparation of all elementary classroom teachers; develop leadership skills of faculty within schools, colleges of education, and the arts and sciences; and establish greater understanding between journalists and educators, among others. Both the NNER and IEI entities provide national connections with like-minded scholars, P-12 educators, and teacher preparation programs dedicated to promoting education renewal and improving education for democracy.

Partnerships enrich teacher education programs in many ways. Close connections to the schools not only benefit our licensure candidates because they promote communication and collaboration, they also enhance faculty development. The COE faculty benefits from time spent in the “real world” of education and enhance their teaching through the use of examples of

current practices. Classroom teachers benefit from partnerships through increased opportunities to engage in professional development and action research projects with university colleagues.

In the last several years, the COE has made organizational changes to strengthen teacher preparation and to institutionalize the HIEP and other partnerships. Most notably, the COE created the Institute for Teacher Education (ITE) to provide oversight of all teacher education programs in the COE and to give oversight to partnership activities. This organization enabled the COE to stabilize and strengthen staffing for partnership activities. In addition, the College sent a team to a leadership development meeting of the National Association for Professional Development Schools (NAPDS) in 2008. NAPDS is committed to strengthening the connections between schools and colleges of education, K-12 schools, and arts and sciences.

**SETTING:** COLLEGE OF EDUCATION, UNIVERSITY OF HAWAI‘I  
HAWAI‘I INSTITUTE FOR EDUCATIONAL PARTNERSHIPS (HIEP)

**SETTING CONTACT(S):** CHRISTINE SORENSEN, DEAN

The following highlights HIEP-NNER accomplishments during 2008.

### **ADDRESSING DIVERSITY ISSUES IN THE COLLEGE OF EDUCATION**

In the Spring of 2006, the College of Education Faculty Senate accepted responsibility for conducting a self study of the College of Education related to diversity issues. The Senate Diversity Committee was charged to carry out the study. Following a year-long study, the committee completed and submitted its report and recommendations to the Faculty Senate. The report was accepted by the Senate in its April 2007 meeting and shared with the Dean for further action.

The overall conclusion of the Diversity Committee was that a wide range of diversity does indeed currently exist within the COE. However, there are areas that needed improvement if the College is to fulfill its core value of a “diverse mix of faculty, staff, and students whose aims are to advance and generate knowledge in the fields of education, human development, counseling, administration, assessment, evaluation, research, technology, disabilities and other related disciplines.”

The College of Education is addressing the recommendations of the Senate Diversity Committee in the following areas.

### **Improved Data Systems and Tracking**

- The Dean’s office regularly collects and reports ethnicity and gender inclusivity data on both students and faculty/staff. Data are available to all interested parties in the College Annual Report.
- COE through its Office of Student Academic Services (OSAS) and the Technology and

Distance Programs (TDP) office developed and implemented a cohort-data system to track students from initial enrollment to graduation.

- COE is working with the Department of Education and the Hawai'i Teacher Standards Board (HTSB) to develop and implement compatible data systems to track graduates through licensure and initial employment.
- OSAS and TDP are working to align COE data systems with UHM and UH system data.

### **Recruiting and Retaining Students**

- The COE has reorganized its Office of Student Academic Services (OSAS) to provide a one-stop shop for information on all programs leading to initial licensure.
- The COE through OSAS developed and implemented a common admissions format for prospective students applying for initial licensure programs.
- The COE has increased its efforts to recruit Filipino and Hawaiian/Part-Hawaiian, and African American/Black students to the COE.
- The Kalama elementary program recruits and prepares candidates to work in Hawaiian language immersion schools.
- The Hookulaiwi program recruits and supports alternative track candidates for teacher licensure and in graduate programs targeting students from Native Hawaiian backgrounds, while providing role models for the schools they work with on the Leeward Coast. COE is collaborating with Waianae Complex to deliver a masters degree program on site.
- Faculty are working with Niihau to deliver a customized teacher preparation program to prepare their teachers to meet NCLB requirements.
- COE signed an agreement with Leeward Community College accepting graduates of LCC's Associate of Arts in Teaching (AAT) program directly into the COE BEd in Elementary Education program.
- COE is working with Leeward Community College to accept AAT graduates into the College's BEd in Secondary Education.
- COE is negotiating similar agreements with Kapiolani Community College (KCC), Honolulu Community College (HCC), Kauai Community College (KCC), and Maui Community College (MCC) providing smooth transitions of community college graduates into COE teacher preparation programs.
- COE began offering an evening program option in its dual licensure BEd in Elementary Education program with licensure in special education in Fall 2008, providing a more

flexible, part-time undergraduate program for working students.

- COE will offer a fully online option for secondary mathematics and science post-baccalaureate licensure programs in January 2009.
- Despite the severe lack of space, the COE is converting the Curriculum Resource Center into a gathering place for students and faculties, creating a “sense of place” where individuals can gather to talk story, eat, and network.

### **Recruiting and Retaining Faculty/Staff**

- The College successfully recruited and hired under-represented faculty during the past year as reflected in the following: nine (9) Caucasian; one American Indian/Alaskan Native; one individual of Spanish, Mexican, Cuban, Central and South American decent; four of Chinese ancestry; two Native Hawaiians; and one Asian Indian. A total of 18 new faculty members joined the College community.

### **ENGAGING THE COMMUNITY TO ADVANCE EDUCATIONAL RENEWAL**

The COE is active in numerous collaborative efforts with educational institutions, professional organizations and policy makers to ensure access to a quality education for our candidates and the students in Hawai‘i’s schools. Specific activities associated with HIEP during the 2007–08 academic year are:

1. Voices of Educators. The Voices of Educators continued its editorial partnership with the *Honolulu Advertiser* to present the professional educators’ perspective; a perspective guided by research and best practices. See the following dates and titles.

10/05/08	<i>Face, role of higher education changing</i>
09/07/08	<i>Schools adapting, with eye on future</i>
08/03/08	<i>Early learning critical for successful future</i>
07/06/08	<i>Rigorous courses benefit everyone</i>
06/01/08	<i>Students need social services to succeed</i>
05/04/08	<i>Will you be a change leader, too?</i>
04/06/08	<i>Bill would ensure keiki come first</i>
03/02/08	<i>Needed: Leaders to transform education</i>
02/03/08	<i>Putting our keiki first pays big dividends</i>
01/06/08	<i>Benefits huge when we invest in schools</i>
12/02/07	<i>Retaining quality teachers is critical</i>
11/04/07	<i>Developing the teacher workforce</i>
10/07/07	<i>Time for commitment to public schools is now</i>
09/02/07	<i>New UH education dean looks at future challenges</i>
08/05/07	<i>Nurture children's learning from birth</i>
07/01/07	<i>Public schools taught him well</i>

2. The Mānoa Partnership program developed under HIEP provides opportunities for students to collaborate with each other, with faculty, with K–12 schools, and with the wider community. Mānoa Partnerships has recently focused on developing a pipeline into teaching for candidates in other colleges on the Mānoa campus and in community colleges. Anticipated outcomes include higher retention rates for undergraduate students, research possibilities for undergraduate and graduate students, and a solid understanding of the meaning of civic engagement. Supported projects consist of partnerships across colleges, departments, and with other organizations. The participation of K–12 schools is highly encouraged. Each project includes the development of leadership skills and opportunities to become involved in the community; both fundamental to civic engagement. Reflective assessment is a strong component of the evaluative process.

Mānoa Partnerships has made progress in two very distinct areas in the past year, the continued development of the SL9+1 program and the initiation of Get FIT. Both programs are described below.

The first pilot year of the Servant Leadership program (SL9+1) was very successful. Mānoa partnered with Iolani and Punahou schools, as well as Kapiolani Community College and several K–12 and higher education institutions on the mainland. The program integrates the teaching of servant leadership attributes into the context of civic engagement activities. The guiding educational philosophy is an understanding that student engagement in academic endeavors is greater when they see a real connection between their academics and life. Additionally, students are always looking for ‘value added’, and both the experience and the servant leadership certificate adds to their college, graduate school and job applications.

The SL9 that were agreed upon are: integrity, respect, community, communication, ethics, innovation, vision, collaboration, and stewardship. The +1 is added by each site as a reflection of a particular culture, age group, region, or other guiding feature. Each site developed a project (or integrated into an existing program/project) leading to outcomes where students are able to articulate an understanding of the SL9+1. Additionally, students are given opportunities to demonstrate that they can apply these SL9+1 attributes within the context of a civic engagement activity. When the project is completed, students receive a certificate stating that they participated in servant leadership training. Twelve (12) participants attended the Greenleaf Center’s annual conference in June 2008 in Indianapolis to share their projects and help develop models of best practices for the future. This was the first educational strand for the Greenleaf Center, an organization that has historically focused on training in servant leadership. To build on the work started with SL9+1 Mānoa Partnerships plans to implement a program embedding the servant leader attributes into the development of teachers for the future.

The College also created a program called Get FIT (Get a Future in Teaching), a program designed to support students in high school, community colleges on all islands, and UH Mānoa in choosing teaching as a profession. Get FIT currently has some 70 community college and university students who have applied to participate. Several hundred high-school students who are part of the Teacher Cadet program also have access to the program.

Get FIT is the first program to support students *before* they are actually members of the COE. Students will be able to explore the profession without yet committing to it. In addition, they will be guided throughout their academic years to be prepared to join the COE at the appropriate time.

Get FIT offers participants a wide range of resources and experiences to prepare them for their journey at the College of Education, such as classes, workshops, field experience opportunities, early advising, the development of personal portfolios in preparation for COE application, availability of Praxis study guides, a lounge on campus with educational materials, and personal help deciding on a course of study. In the fall of 2009, there will be a residential component for those choosing to participate.

Additionally, these ‘teachers of the future’ will learn how the servant leadership attributes align with the concept of character education. All aspects of servant leadership such as integrity, respect, communication, collaboration, stewardship, and so forth are directly linked to the kinds of character traits we would like to see in teachers.

In June 2009, Mānoa Partnerships will once again be responsible for an all day pre-conference workshop for the Greenleaf Center to be held in Milwaukee. Plans are underway to develop a workshop centered on servant leadership for a sustainable world. Much of the emphasis in this workshop will be on the work presently underway in the many schools partnering with UHM and the students within the Get FIT program.

Think Tank II. In November 2007, Mānoa Partnerships held Think Tank II, with a focus on virtual reality and virtual communities and what these new opportunities mean for educational pedagogy. Howard Rheingold, author of many books, including *Virtual Reality*, *Virtual Community* and *Smart Mobs* provided focus for approximately 70 participants, including both K–12 and higher education faculty, as well as private consultants interested in new media and education. The Think Tank was a participatory event meaning that everyone was considered an “expert” and could bring their ideas to the table.

3. Hawai‘i Educational Policy Center (HEPC). The Hawai‘i Educational Policy Center is active in numerous collaborative efforts with educational institutions, professional organizations, and policy makers to ensure access to a quality education for all students in Hawai‘i’s schools. During the past year the HEPC produced a number of policy reports and briefs specifically targeted to decision makers in Hawai‘i. Among these are:

*Interim Report to the Legislature on Senate Concurrent Resolution 118 SD1 HD1, Improving the Community’s Understanding of the Department of Education’s Programs and School Expenses Including A Comparison with other States on Adequacy of Funds.* Draft #2, July 2008.

*Interim Report to the Legislature on Senate Concurrent Resolution 56 S.D. 1 Requesting the HEPC to Report on the Retention and Change in Assignment of Teachers within the Department of Education,* (23 pp, 423 KB, PDF), Teacher Education Work Force Research Group (TEWFRG), January 2008.

*Middle Level Grade Configuration: Impact on Hawai'i's Schools*, (66 pp, 197 KB, PDF)  
Valerie McFarland, November 2007.

*Hawai'i Department of Education Survey on Education for Military Families in Hawai'i*, (63 pp, 2.15 MB, PDF), Kathleen F. Berg, Amanda A. M. Quijano, Thomas G. Gans, November 2007.

HEPC is currently working on the following contracts.

- Department of Education, Procurement and Contracts Branch, Contract No. CO-60199 *To Provide Assessment of Military Families and Public Schools of the Department of Education*. Ongoing.
- Department of Education, Procurement and Contracts Branch, Contract # CO-80078, *Evaluation for the Kindergarten and Junior Kindergarten Programs of the Department of Education*. Ongoing: Designed principal and teacher survey instruments. Conducted principal and teacher cognitive pilot to determine effectiveness of survey. Selected and hired primary researcher and research assistant.

**INITIATIVES THAT ADVANCE THE AGENDA FOR EDUCATION IN A DEMOCRACY (in addition to what is described above)**

A number of COE faculty members are engaged in research on issues of equity and access to quality education. These projects support the Conceptual Framework of the COE as well as reflect the mission of the NNER.

1. Hookulaiwi Center for Native Hawaiian and Indigenous Education

Partners: UHM College of Education, UHM Kawaihuelani, Hawai'i Department of Education, Nanakuli/Waianae community. Hookulaiwi is recognized as a leading center for research on indigenous education, especially in the areas of teacher education, professional development schools partnerships, language revitalization, educational leadership, and educational policy development. Over the past year, the Hookulaiwi Partnership received numerous research awards and recognitions from national and international institutions of higher learning, as well as from internationally-recognized research associations.

- a. **Margaret Maaka (2007, July):** Recipient. Agenda for Education in a Democracy National Scholar. National Network for Educational Renewal/Institute for Educational Inquiry, Seattle, Washington.
- b. **Laiana Wong (2007, November):** Keynote Speaker/Hawai'i Delegate. Regional Pacific Ethics of Knowledge Production Workshop. Apia, (Western) Samoa.
- c. **Maaka (2007, December):** Recipient. Te Tohu Pae Tawhiti Award for Excellence in Research on Maori education. New Zealand Association for Research in Education, New Zealand.



- d. **Maaka & Kauaanuhea Lenchanko (2008, January):** Joint Keynote Speakers. Conference on the Influence of School, Place, and Culture on Indigenous children's Learning, Providence University, Taichung, Taiwan.
  - e. **Maaka (2008, February):** Invited Presenter. Nankai Symposium and Workshop on the Higher Education of Indigenous Peoples and Minorities, Nankai University, Tianjin, P. R. China.
  - f. **Maaka (2008, April):** Keynote Speaker. Indigenous Pedagogies and Methodologies Roundtable, Cornell University, Ithaca, New York.
  - g. **Wong (2008, June):** Keynote Speaker. Nga Pae o te Maramatanga National Institute of Research Excellence for Maori Development and Advancement 3rd International Conference, Auckland, New Zealand.
  - h. **Maaka (2008, June):** Adjunct Professor and Keynote Speaker. National launch of the Graduate Studies Program of Te Whare Wananga o Awanuiarangi, Whakatane, New Zealand.
  - i. **Myron Brumaghim & Elden Esmeralda (2008, July):** Hawai'i Delegates. The Five Freedoms Project Leadership Academy, Washington, DC.
  - j. **Wong. (2008):** Recipient. Board of Regents' Medal for Excellence in Teaching. University of Hawai'i.
  - k. **Maaka, Krug, & 'Iwalani Hodges (September, 2008):** Keynote Speakers. The Fourth Annual Richard W. Clark Partner School Award, Conference of the National Network for Educational Renewal, Arlington, Texas.
  - l. **Krug (September, 2008):** Visiting Scholar. Administration for Native Americans, Washington, DC.
  - m. **Wong, Krug, Maaka, & Oliveira plus three graduate students (to be named) (November, 2008):** President's Visiting Scholars/Keynote Speakers. University of Alaska at Fairbanks, Alaska.
2. The Master of Education in Teaching (MEdT) Program supports site-based teacher preparation in conjunction with quality professional development in public schools. Pre-service elementary and secondary teachers are prepared through a master's degree program where they experience research, teaching, and learning while being fully immersed in school settings. Simultaneously, the program supports on-going professional development for in-service teachers working with those candidates in partnership schools. Working together as a community, teachers and teacher-candidates inquire into how to improve their classroom practices and the culture of learning in which they work. Currently in its 18<sup>th</sup> year, the program has 140 plus full time graduate teacher candidates working in partner schools on Oahu.

The Master of Education in Teaching program (MEdT) in 2008 continued its long standing relationships with public DOE schools and public charter schools that serve to support preservice teacher education and the simultaneous renewal of teacher preparation and K–12 schools. MEdT continues in a Professional Development School model with the following schools: Kalani High School, Kaimuki Middle School, Moanalua High School, Moanalua Middle School, Moanalua Elementary School, Salt Lake Elementary, and University Laboratory School. MEdT also supports the development of teachers for work in Hawaiian communities and Hawaiian Immersion through our work with

Hookulaiwi who partner with Anuenue School, Kawaihona Charter School, Nanaikapono Elementary School, Nanakuli High School, and Waianae High School.

Many other individual schools also serve as field sites for the preparation of preservice education, but do not necessarily engage in the partner school model.

In Fall 2008, the MEdT program worked to establish a new partnership with the Campbell complex schools. The teacher and administrators in this complex had been eager to engage in professional development school work, but due to limited enrollment were previously unable to participate. With expansion of the program this year MEdT was able to include the Campbell complex. Unfortunately recent budget cuts require consolidation of the program and the release of some temporary instructors. As a result students will be moved out of the Campbell complex and into other partner settings.

3. Dr. Alice Kawakami continues the work of the Strengthening and Sustaining Teachers project in collaboration with a community-based non-profit the Institute for Native Pacific Education and Culture (INPEACE) to recruit individuals from the Leeward Coast of Oahu and to conduct a needs assessment of community members who aspire to and do enter postsecondary programs, teacher education programs, and employment by the Department of Education on schools on the Coast.
4. Partner Welcome and Appreciation Events were carried out on Oahu, Kauai, Maui, and the Island of Hawai'i. These events worked to build partnerships between the COE, Hawai'i DOE, and other statewide associations supporting teacher education (e.g., Hawai'i State Teachers Association, Hawai'i Teacher Standards Board, Hawai'i Association for Independent Schools, Hawai'i business community). More than 750 individuals were invited to these events. Participants included mentor teachers, principals, curriculum coordinators, COE faculty and administration, DOE administrators including Superintendent Patricia Hamamoto, legislators, and Board of Education members. Over 450 mentor teachers host COE students in their classrooms each semester. These mentors are only provided with a \$50 stipend for hosting students two days/week and \$200 for hosting students five days/week for the entire semester. The COE solicited the Hawai'i business community to donate a variety of door prizes as a means to extend the COE's gratitude toward our partners. COE partners engaged in small group discussion to improve teacher education throughout the state.

## **CHALLENGES**

Financial support for HIEP is exclusively provided by the College of Education. The Hawai'i Department of Education and College of Arts and Sciences partners have been unable to provide financial support for HIEP activities for the past several years.

Current and pending budget cuts at the University of Hawai'i will negatively impact the College of Education and reduce our ability to continue HIEP activities. As a result, HIEP and the NNER affiliation commitments have been less than desired. The functions and relationships are being

reviewed by the new administration. Some activities may have to be eliminated in order to focus declining resources on core functions of the College.