



UNIVERSITY OF HAWAI'I SYSTEM

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Annual Report on
The Hawai'i Institute for Educational Partnerships
formerly The Center for Teacher Education

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The Hawaii Institute for Educational Partnerships (HIEP) was created in 1986 as part of our work with the National Network for Educational Renewal (NNER) for the purpose of facilitating closer working relationships between the College of Education (COE) at the University of Hawaii at Mānoa and the Hawaii 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.

Today, there are three partners that make up the HIEP: the COE, the DOE, and the Colleges of Arts and Sciences at the University of Hawaii at Mānoa. The HIEP continues a strong and productive relationship with the NNER and its sister organization, the Institute for Educational Inquiry (IEI). Both of these 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 credential candidates because they promote communication and collaboration, they also enhance faculty development. The College of Education faculty benefit 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 education and to institutionalize the HIEP and other partnerships. Most notably, the COE created the Institute for Teacher Education to provide oversight of all teacher education

programs in the COE and to give oversight to partnership activities. This reorganization enabled the COE to stabilize and strengthen staffing for partnership activities.

National accreditation through the National Council for the Accreditation of Teacher Education (NCATE) has also had a positive impact on the COE partnership work. The NCATE standards require colleges of education to have meaningful partnerships with arts and sciences and local P-12 schools. Good teacher education cannot be provided by colleges of education alone. It must involve arts and sciences colleges which deliver subject matter content courses and the K-12 schools which provide real world experiences for teacher candidates.

The HIEP has had a profound impact on the way teachers are prepared by the COE. All teacher preparation programs are more field-based meaning that teacher candidates spend much more time in classrooms working with P-12 students and applying the theory and practices they learn in college classes. All of the COE programs have been influenced by the principles developed by leaders of the NNER and some new innovative programs, most notably our Masters of Education in Teaching program, were created to better address those principles. In addition, to influencing teacher preparation programs, the HIEP has brought important projects to Hawaii to address issues of diversity and community engagement, and public policy. The Hawaii Educational Policy Center was created as an HIEP project.

Through its involvement with the NNER, the COE became one of the national leaders in teacher education renewal (this word is preferred by NNER to the word “reform”) and, like other NNER institutions, the COE made significant changes in the way it prepares teachers. Most fundamental among the changes are the close working relationships with the Colleges of Arts and Sciences and with the DOE. All aspects of the COE work include partnerships in one way or another with one or both of our partners. All new curriculum development is initiated by or vetted through one or more of our 13 Teacher Education Committees (TECs). The TECs are subject-based committees that include representatives from the COE, the DOE, and Arts and Sciences. Nearly all external grants and contracts include one or both of our partners as well. All US DOE and National Science Foundation teacher education requests for proposals require partnerships.

This report includes an NNER setting report (Appendix 1), a report on the TECs (Appendix 2), and a list of the grants and contracts the COE currently holds, which include partnerships with Arts and Sciences and/or the DOE (Appendix 3).

The HIEP continues to promote partnerships with local schools, influence education policy, promote education for democracy, and facilitate collaboration among various organizations. The TECs review teacher education curricula and policies and make recommendations for changes to the College of Education.

At the time this report was written, we had over 150 grants worth approximately \$20 million, most of which include strong partnerships with the DOE or serve the DOE in some way. These grants are for both research and training and they add substantially to the overall quality of education in our state.

Our challenges remain the same as those reported in 2005:

- Too few incentives for arts and sciences faculty to work with the COE and the DOE. Reward structures for arts and science faculty often do not include work they do with or for teacher education. Related to this is the need for arts and science faculty whose assignments include work in teacher education.
- Funding for professional development schools (PDSs) has never been provided. Though the COE and DOE have created partner schools that approach the standards of PDSs, the funding necessary to fully meet the standards has not become available. Basically, more funds are needed to provide time for P-12 teachers and principals to more thoroughly engage with teacher candidates and university faculty.

In 2001, the legislature passed and funded legislation to fund PDSs, but the money was ultimately withheld due to budget cuts. The COE was very actively involved with the DOE in preparing for the PDS awards. In fact, ten schools were selected to receive funds (all of which were partnerships between DOE schools and the COE), and it was only at the very last minute that funds were withheld.

- Funding for cooperating teachers, those who work directly with student teachers, is woefully inadequate. The current compensation for one semester for supervising a student teacher is only \$125.00. For teachers supervising pre-student teacher candidates in practicum experiences, we pay only \$25 per semester. These amounts of compensation are at best tokens of appreciation for the considerable work of the cooperating teachers.

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