



UNIVERSITY OF HAWAI'I SYSTEM

TESTIMONY

REPORT TO THE 2007 LEGISLATURE

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

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REPORT TO THE HAWAI‘I LEGISLATURE

HAWAI‘I INSTITUTE FOR EDUCATIONAL PARTNERSHIPS

2007

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This report is submitted in compliance with Hawai‘i Revised Statutes 304A-1203 (formerly HRS 304.20.5), Center for 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.

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. The COE is 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.

Today there are three partners that make up HIEP: the COE, the DOE, and the Colleges of Arts and Sciences (CAS) at the University of Hawai‘i at Mānoa. The HIEP continues a strong and productive relationship with NNER and its 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, college of education, and arts and sciences faculty. The professional development programs include long-term programs 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 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 COE 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 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.

The following highlights HIEP-NNER accomplishments during 2006.

SETTING: HAWAII INSTITUTE FOR EDUCATIONAL PARTNERSHIP

SETTING CONTACT: ALICE J. KAWAMAKI

REPRESENTATIVE PARTNERS

UHM College of Arts and Sciences: Judith Hughes – Fall 2005/Margit Watts – Spring 2006

Hawai‘i Department of Education: Ronn Nozoe

UHM College of Education: Alice Kawakami

SETTING HIGHLIGHTS

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy.

A number of COE faculty 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. Dr. Margaret Maaka. Serves on the NNER Equity Committee; continues conducting research on issues of equity in Hawaiian Language Immersion Schools in the state of Hawai‘i. She and colleagues Kalehua Krug, Pohai Kukea Schultz, Keali‘i Gora, and Laiana Wong just completed the first year of implementation of Kupu Na Leo, the Hawaiian Language Immersion Masters of Education and Teaching (MET) to prepare teachers for

Hawaiian Language Immersion K–12 classroom settings. This program is a collaboration among the COE, CAS, and the Department of Education’s Leeward District.

2. Dr. Stephen Marble. Under the Simultaneous Renewal/Leadership Initiative continued on-going research on school partnerships within the Masters of Education in Teaching (MET).
3. The Campbell School Complex in Ewa Beach, Hawai‘i and the University of Hawai‘i at Mānoa under the Developing Networks of Responsibility (DNR) to Educate America’s Youth initiative continued to involve citizens of the Campbell Complex community, K–12 and post secondary educators from Leeward Community College, and the COE faculty. They began working on the implementation of their plans in Spring 2005. The work focuses on three general areas: Quality Teachers, Community Pride, and Student Leadership Development. While the grant ended in the spring of 2006, it laid the foundation for collaborative activities among the COE and the DOE in the Campbell School Complex.
4. The Strengthening and Sustaining Teachers (SST) project created a new and successful partnership bringing together the COE, the DOE, and the Hawai‘i State Teachers Association (HSTA) to focus on the continuum of support for teachers from recruitment into pre-service teacher education programs, to employment and induction, and on-going professional development for veteran teachers. The Hawai‘i SST project was one of seven selected by the Institute for Educational Inquiry (IEI) that conducted applied research by piloting an instrument to identify the status of the continuum. The final report identified perspectives of novice and experienced teachers from the Leeward coast of O‘ahu regarding issues of induction and retention. Leeward coast schools continue to be a hard-to-staff area with high teacher transience and low retention. A DVD of a new teacher focus group meeting visually presents the passion of these young educators as they describe their experiences. It provided valuable information on gaps in the continuum and has yielded on-going conversation and collaboration to develop a plan for improvement. (Further details are provided in the section on collaboration.)

INFLUENCING POLICY

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 2004-05 academic year are:

1. HIEP funded a series of papers as part of the Hawai‘i Educational Policy Center perspectives on Reinventing Education Act of 2004. Each brief provided quick takes on Act 51 issues as the policy is being implemented. (See reports on HEPC website: <http://www.hawaii.edu/hepc>.)

2. The editorial series on education in the State of Hawai‘i, *Voices of Educators*, continued with contributions from educators to the Honolulu Advertiser newspaper. (See articles at <http://www.hawaii.edu/voice>.)
3. Information gathered as part of the Hawai‘i SST project was requested by and provided to the chair of the Hawai‘i Senate Higher Education committee to better understand the issues of new teacher induction.

COLLABORATIONS

1. NNER & IEI Affiliated Collaborations
 - a. Developing Networks of Responsibility. A Kellogg Foundation grant was implemented with Campbell Complex and led by Dr. Gail Awakuni, Dr. E. Aiko Oda, and Dr. Stephen Marble.
 - b. Dr. Margaret Maaka serves on the NNER Equity Committee.
 - c. A Strengthening and Sustaining Teachers grant (SST) was led by Dr. Alice Kawakami, Ms. Georgiana Alvaro, and Mr. Gerald Okamoto to act as a catalyst for discussing and developing support for teachers from recruitment to professional development through partnerships among the UHM COE, Hawai‘i DOE, and the HSTA.
 - d. Participation in Annual NNER Meeting 2005 in Myrtle Beach, SC: Dean Randy Hitz, Dr. Alice Kawakami, Dr. Stephen Marble (of the COE), and Ms. Joann Soong (of the DOE).
 - e. Participation in the Annual NNER Meeting in 2006 in Cincinnati, OH: Alice Kawakami and Margit Watts (COE)
 - f. Margit Watts, representing the HIEP, collaboration with NNER conducted a Hawai‘i Think Tank Conference in November 2006 focused on equity issues in education.
2. Collaborations with the UHM College of Arts and Sciences
 - a. In collaboration with the UH Mānoa Outreach College and staff from other colleges at UHM about a dozen 500-level courses were offered to in-service teachers.
 - b. COE produced and distributed the publication which describes collaborations of UHM units other than the COE with K–12 schools.

3. Collaboration with Hawai‘i DOE

- a. The DOE and COE Tripartite Directors met throughout the year to communicate and liaise between the partners. Various projects to develop more effective partnerships between the DOE and the COE included the development of a system for field placements, collaborative planning for mentor teacher orientations, and appreciation events.
- b. Three Mentor Teacher Appreciation Events were carried out on O‘ahu, Kaua‘i, and the Island of Hawai‘i. This was significant because it facilitated relationship building, not only on the island of O‘ahu, but also recognized the increasing need for the statewide teacher preparation program to address needs of the other islands in the state. The fall 2006 enrollment for the statewide cohort has doubled, further emphasizing the need for connections between DOE and COE statewide. The events were implemented in collaboration with the Hawai‘i State Teachers Association, the Hawai‘i DOE, the Hawai‘i business community, and the University COE Institute for Teacher Education.

In addition to mentor teachers, guests also included principals and curriculum coordinators, legislators, Board of Education members, COE administrators and faculty, and DOE administrators. Participants provided feedback on issues related to the teacher education programs and mentoring.

4. Collaboration with Hawai‘i DOE, Private Schools, Social Service Agencies

- a. A *Courage to Teach* retreat, based on the work of Parker Palmer, was planned and implemented in March 2006 for 25 educators from elementary schools, high schools, community college, universities, and health and social services agencies. The retreat was offered as a means of addressing equity issues by piloting an approach to teacher professional development that focuses on dispositions instead of the customary knowledge and skills of teacher workshop and courses. The retreat was a success with classroom teachers and others forming a reading group and expanding the planning committee for the next retreat in the fall semester.
- b. A second *Courage to Teach* retreat was held in October 2006.

EQUITY

There are a number of initiatives (cohorts and grants) in the college that focus on addressing the needs of underserved and underrepresented groups in Hawai‘i’s public schools.

The Ka Lama o ke Kaiaulu elementary teacher education cohort graduated its fifth cohort in May 2006. Students in this cohort complete four (4) semesters of field experience and student

teaching in the Leeward O‘ahu schools as a means of preparing teachers from the community to be eligible to be hired back into schools in communities in which they live. The premise is to improve the quality of education by stabilizing the teaching force in this area of high Native Hawaiian students and high teacher transience.

Through the statewide teacher preparation program, pre-service teachers are placed in schools on all of the major islands of the state of Hawai‘i for field experience.

In October 2005, UHM and HIEP were selected as the recipient of the Nicholas Michelli Award for Promoting Social Justice.

HIGHLIGHTS OF INITIATIVES AND CHALLENGES NOT INCLUDED ABOVE

In the past few years, the COE has experienced significant infrastructure and organizational change. During that period, the immediate focus was on implementation. Although various collaborative projects had been implemented, each project operated independently. The challenge in 2005-2006 was to refocus on the critical relationships that enable teacher education programs to operate smoothly with mutual benefit to the COE and DOE and to initiate communication opportunities for simultaneous renewal.

Significant progress was made this year in establishing open and effective communication between the Tripartite Directors of the DOE and COE, DOE’s Office of Human Resources, and the teachers’ union (HSTA). It was also a year to focus on expanding conversations and supporting partnerships in the statewide COE programs in order to reach teacher candidates and in-service teachers in distant, rural parts of the state. The year’s efforts focused on re-establishing communication with partners to clarify roles and to initiate new collaborations.

General Reflections on Work Related to the Four-Part NNER Mission

1. Research is being conducted on issues related to the four-part NNER mission, however, many of these projects are the result of the “culture” of the institutions and not specifically traceable to an NNER activity.
2. The Influencing Policy mission in Hawai‘i is interesting because of the statewide public school district. The deans of the COE and Arts and Humanities work in concert with the DOE superintendent on policy. Because policies are created at the administrative level, this area of activity has been well defined and led by Dean Hitz.
3. Numerous Collaborations exist among the tripartite partners. Some of them are recognized as the result of NNER activities initiated in the past with partner schools, potential professional development school sites, and other partners.

4. Equity issues are a routine part of the work conducted in education with Hawai‘i’s multicultural population. There is an increase in awareness of issues of other underrepresented groups in the student population with new policies and new faculty coming into the college.

Changes and Updates

Communication systems are reestablished linking the COE and DOE tripartite partners with a new DOE director at the start of the 2005–2006 school year. The Hawai‘i DOE representative is Mr. Ronn Nozoe, Complex Area Superintendent for the Farrington/Kaiser complex in urban Honolulu. The UHM College of Arts and Sciences representative, Dr. Judith Hughes, retired in December 2005. Dr. Margit Watts was designated as the CAS representative in the spring 2006. Dr. Watts was reassigned in fall 2006 as Director of a new UHM partnership effort called Mānoa Partnerships. While HIEP focuses on UH COE and CAS partnerships with K–12 schools, Mānoa Partnerships is creating and strengthening partnerships among UH colleges and entities to improve P–20 education. HIEP is currently operating without a CAS representative. The Dean is working on filling this vital assignment.