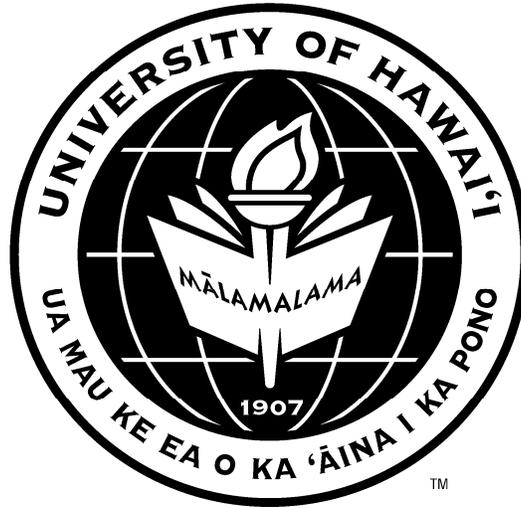


UNIVERSITY OF HAWAI‘I SYSTEM ANNUAL REPORT



REPORT TO THE 2008 LEGISLATURE

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

Hawaii Revised Statutes 304A-1203 (2006)

November 2007

REPORT TO THE HAWAI‘I LEGISLATURE

HAWAI‘I INSTITUTE FOR EDUCATIONAL PARTNERSHIPS

2008

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COLLEGE OF EDUCATION

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

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.

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 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, college 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 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 2007.

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

SETTING CONTACT(S) _____CHRISTINE SORENSEN, DEAN_____

SETTING REPRESENTATIVES ___MARGIT WATTS, COLLEGE OF EDUCATION___

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 Dean is currently reviewing the recommendations for further action.

The overall conclusion of the Diversity Committee is that a wide range of diversity does indeed currently exist within the COE. However, there are areas that need improvement if the College is to fulfill to 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 Diversity Committee report recommends that COE prioritize the following items to continue to move toward fulfilling our maximum diversity potential:

- The Dean’s office needs to collect ethnicity and gender inclusivity data and make the information available to all interested parties;
- The COE needs to increase efforts to recruit Filipino and Hawaiian/Part Hawaiian, and African American/Black students to the COE;
- The COE needs to collect race/ethnicity data that are consistent with the Hawai‘i State Data Book or U.S. Census Bureau to facilitate ease of comparing COE data with state/national data;
- The COE needs to collect and analyze data at the COE level for faculty, APTs and Civil Service personnel;
- The COE should be more flexible and offer a part-time undergraduate program for working students;
- The COE needs to develop and implement a consistent admissions format for prospective students;
- The COE needs to develop and implement a cohort-data system to track students from initial enrollment to graduation. Currently COE data are collected in fall and spring on the numbers of students entering and graduating, but the two data sets are not connected.

A cohort-data collection system will enable COE to track students through the program to graduation, and collect more reliable retention data;

- The COE needs to create a “sense of place” for all students, faculty, and staff, where, for example, individuals could gather to talk story, eat, or network. Currently no such “sense of place” seems to exist;
- The COE needs to create the Targeted Opportunity Program (TOP) to assist departments in seeking faculty from under-represented populations. The TOP will provide funds, administered through the Dean’s office, to permit the appointment of a minimum of five such individuals, under a criteria set by the TOP. Further details are in the Methodology section of the Faculty Recruitment and Retention Report;
- The COE should consider Community College courses should as fulfilling COE requirements, rather than just transferring elective credits;
- The Diversity Committee requests that the 2007–2008 Committee continue to focus (and even expand) on these areas of need with further research and guidance regarding the recommendations contained in the Report.

Areas of research and guidance may include the following.

- Further pursuit of consistently applied demographic data;
- Obtain and examine race/ethnic and gender demographic information among APTs and civil service personnel;
- Examine how COE data fit within the UH Mānoa and UH systemwide data;
- Develop consistency for terms used for data collection. For example, are data requested for “gender” or “sex”? The Committee spent some time debating use of these two words and concluded that there is ambiguity and change in both their meanings. This kind of discussion is part of what has made collecting consistent data so difficult;
- Broaden the data to fit all underrepresented groups, for example, individuals with disabilities.

The full report can be found at:

http://www.hawaii.edu/coe/units/coesenate/documents/committees/diversity/2006_2007/misc/pdf/DiversityCommitteeReport.pdf

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 2006–07 academic year are:

1. Voices of Educators. The newspaper editorial series on education in the State of Hawai‘i, *Voices of Educators*, continued with contributions from state education leaders to the *Honolulu Advertiser*. 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 links to the editorial pages.

[10.07.07 Time for commitment to public schools is now](#)

09.02.07 New UH education dean looks at future challenges

08.05.07 Nurture children's learning from birth

07.01.07 Public schools taught him well

06.03.07 Preparing graduates for what lies ahead

05.06.07 Summer school's a work in progress

02.04.07 Education, economy pillars of prosperity

01.21.07 DOE meeting goals, needs with budget that looks much larger than it is

01.07.07 Picking next education dean a crucial decision

12.03.06 Investing in public schools pays off

11.05.06 Creating citizens is schools' mission

10.01.06 Every vote counts in BOE race

2. Courage to Teach Retreats based on the work of Parker Palmer were supported by HIEP and coordinated by Dr. Joanne Cooper. The retreats brought together educators from the COE, and public and private K-12 schools. There were twenty participants, including two teachers from the Big Island, seven faculty from the College of Education and seven K-12 teachers and four administrators from the community colleges or other parts of the UH Manoa campus. Research on Courage to Teach has shown that it fosters:
 - development of Professional Teaching Skills;
 - development of Professional Teaching Dispositions and Attitudes;
 - Professional and Personal Growth;
 - Personal and Professional Life Integration;
 - Personal and Professional Renewal and Transformation.

3. The Manoa Partnership program developed this year under HIEP provides opportunities for students to collaborate with each other, faculty, K-12 schools, and with the wider community, connecting learning to life in support of a democratic society. There is a direct correlation between student engagement and inquiry-based learning. \

The program is committed to the development of an educated citizen who:

- Acquires a depth and breadth of knowledge
- Develops the ability to communicate
- Learns to think critically
- Becomes acquainted with methods of inquiry
- Secures lasting intellectual and cultural interests
- Learns how to make informed judgments
- Becomes a competent and involved citizen

- Demonstrates leadership skills
- Understands that knowledge is essential to a responsible and fulfilling life

Manoa Partnerships supports projects that help students make a life, not just a living. 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.

Underwater Robotics

- This is a partnership with math and engineering faculty and students to bring robotics to K–12 schools. It is based on the STOMP program developed first at Tufts University. In the 2007 spring semester, five middle schools on Oahu participated. Many more are on the calendar for the Fall. A public lecture was sponsored at the Campus Center on January 17th, 2007 to market the STOMP project. More than 300 members of the community were in attendance.
- A pilot program is also being developed to have high-school seniors lead the project in their own communities by taking the model into elementary and middle schools. Castle High School is to be the pilot site for this part of the project.
- Additionally a team of UH students traveled to Kauai in June to showcase the project. Kauai is now asking Manoa Partnerships to bring the program to their schools.

Information Literacy

- Three high schools (Kapolei, Kalani, Leilehua) are working with Manoa Partnerships, librarians, and undergraduates at Manoa to develop a model to help students work on both research and capstone projects. With the new DOE graduation option, this model can be quite useful in enhancing the opportunities for high school students, and the mentoring opportunities for undergraduates will help build their own research skills.
- Kalani High School will be working with freshmen enrolled in an information literacy course. These UHM freshmen will mentor Kalani high-school students as they develop their own research projects. Kapolei High School will be working with a Sinclair librarian on gaining additional resources for senior capstone projects, will be asking for help in obtaining faculty mentors for students looking to do research in a variety of fields, will participate in a leadership and civic engagement program with Manoa Partnerships, and will be tapping UHM resources for their students in the Art Academy as they prepare their research implementation through art. Leilehua High School will be visiting UHM for a health related lecture, and will learn how to access Lilo (our online research tutorial) in preparation for their own research projects.

Greenleaf Center

- High schools and colleges across the nation are promoting service learning as well as leadership training. Service learning alone can seem like a chore, and leadership

skills training without context is often dry. Combining the two offers students a new level of significance. Leadership training, especially that aligned with the servant – leadership model, gives meaning to service. The combination of servant leadership and service learning fits the national movements supporting civic engagement and experiential learning. In response to the challenge of combining these, a pilot project was developed in April 2007 between the Manoa Partnership program and the Greenleaf Center on Servant Leadership in Indiana. The goal of this partnership is to promote meaningful civic engagement opportunities for students K–12 connecting service learning and servant leadership.

- The pilot project is called the “SL9+1”. The SL9 are the nine characteristics and attributes that are most closely aligned with the concept of servant leadership— integrity, respect, community, communication, ethics, innovation, vision, collaboration and stewardship. The +1 is an attribute contributed by each of the pilot sites. This additional attribute reflects the region and/or culture that is specific to the institution. For example, one of the pilot sites is Kapiolani Community College in Honolulu. Their “+1” is ‘aloha’ and they define what that means in the context of the culture in Hawai‘i.
- During the academic year 2007–08 approximately 15 sites will be piloting a project the goal of which is to “have students demonstrate an understanding of the SL9+1 as well as apply them within the context of a civic engagement activity. Institutions that are involved in this project are: University of Hawai‘i, Kapiolani Community College, Kapolei High School, Punahou School, Mid Pacific Institute, University of Southern Maine, College of Southern Maryland, Wartburg College, Marietta College, McMurry College, Kingwood Montessori School, California State University at Fresno, Willamette University, University of Southern Mississippi, Milwaukee School of Mines, Colorado State University, and the University of Auckland in New Zealand.

Equity and Diversity Think Tank

- With financial support from the Institute for Educational Inquiry, Manoa Partnerships hosted a Think Tank in November 2006. Sixty participants attended the three-day event at the Marriott Hotel in Waikiki. These participants hailed from Australia, New Zealand, Canada, and from 14 states across the country.
- The purpose of the Think Tank was to address the issue of equity and diversity in educational practice. The participants were all viewed as experts and came with the express understanding that they were to contribute to curriculum and a textbook on the topic.
- At the end of the Think Tank, a blueprint of the proposed textbook was complete, and several groups of educators had formed to begin the work of research and writing. This is an ongoing project.
- A second Think Tank is planned for December 2007 with the topic moving to that of civic engagement. Howard Rheingold, noted guru of virtual communities, is joining this second think tank to talk about the new participatory media and how it is influencing the way our youth participates in culture and community.

- 4, [Hawai'i Educational Policy Center \(HEPC\)](#). A related activity is the Hawai'i Educational Policy Center, which 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:

October 2006, [Longitudinal Student Assessment A Growth Model for Hawai'i's K-12 Students](#), Ron Heck

November 2006, [Junior Kindergarten Pilot Program Evaluation 2005-2006](#), Donna Grace and Barbara D. DeBaryshe

November 2006, [Junior Kindergarten Pilot Program Evaluation 2005-2006](#), Executive Summary, Donna Grace and Barbara D. DeBaryshe

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. Dr. Margie Maaka 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 continue the 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 and CAS and the Hawai'i Department of Education's Leeward District.
2. 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 O'ahu 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.
3. Mentor Teacher Welcome and Appreciation Events were carried out on O'ahu, Kaua'i, Maui, and the Island of Hawai'i. These events facilitate relationship building state-wide with teachers. The fall 2006 enrollment for the state-wide 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, the governor of the state of Hawai'i, 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. The development of a fifteen (15) credit certificate of civic engagement. This certificate would have at its core at least 6 credits of work within the community, a 3 credit foundational course regarding the basics of civic engagement, and 6 credits to be determined by each college. Manoa Partnerships is taking the lead on the integration of leadership skills and civic engagement, noting that at its core it is this kind of work that will engage students in their academic endeavors.
5. The development of a tutoring certificate made available to College of Education students. These students can then become tutors for UHM's new Student Success Center, allowing the COE to add value to the experiences of freshmen on campus.

CHALLENGES

The College of Education and UH Manoa continue to address challenges relating to educational leadership. This past year saw the resignation of a long-serving dean effective July 31, 2006 to take a position at another institution, an interim dean appointed August 1, 2006 who bridged the period between resignation and the hiring a new dean, and a new dean assuming duties effective August 10, 2007.

At the UH Manoa level we experienced the resignation of the Vice Chancellor for Academic Affairs who took a position at another institution, with the resulting appointment of an Interim Vice Chancellor for Academic Affairs expected to serve until a national search is completed and a replacement is hired in 2008. A permanent newly hired Chancellor replaced the Interim Chancellor in July 2007.

The Colleges of Arts and Sciences, which has been operating under several interim deanships, is undergoing reorganization under the leadership of the new Chancellor. Our long-time partner in HIEP, the Dean of the College of Arts and Humanities, resigned last year and was replaced by an interim dean.

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

The HIEP Director was granted a sabbatical leave for Spring 2008. In anticipation that she would resume directorship on returning from leave, the Interim Dean did not appoint a replacement. In late Spring 2008 the Interim Dean was informed that the faculty member was not going to continue as HIEP Director. No replacement has yet been appointed.

As a result, HIEP and the NNER affiliation commitment have been less than desired. The functions and relationships are being reviewed by the new administration.