

# UNIVERSITY OF HAWAI‘I SYSTEM ANNUAL REPORT



REPORT TO THE 2010 LEGISLATURE

ANNUAL REPORT ON THE  
HAWAI'I INSTITUTE FOR EDUCATION PARTNERSHIP

HRS 304A-1203

November 2009

**HAWAI‘I INSTITUTE FOR EDUCATIONAL PARTNERSHIPS  
REPORT TO THE HAWAI‘I LEGISLATURE**

**2010**

PREPARED BY  
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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 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. 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 participated in the past 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.

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. This organization enabled the COE to stabilize and strengthen staffing for partnership activities. In addition, the College established and now maintains with its own resources, the Mānoa Partnerships initiative.

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 not provided any financial support for HIEP activities for the past several years. The College of Education has withdrawn from participation in NNER and IEI due to budget reductions

## HIEP 2010 Report to the Legislature

Given the recent history, the institutionalization of HIEP purposes within the College of Education, and current and projected financial constraints on former HIEP partners, we respectfully request that the Hawai'i State Legislature sunset the Center on Teacher Education legislation.

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

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

The following highlights HIEP accomplishments and challenges in 2009.

### **Mānoa Partnerships**

The Mānoa Partnership (MP) program originally developed under HIEP provides opportunities for UH Mānoa 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.

The most important component of Mānoa Partnerships at this time is the Get FIT (Get a Future in Teaching) initiative. Get FIT is the first program to support students *before* they are actually members of the College of Education. Get FIT’s mission is to offer support, guidance and academic challenges to students who are interested in exploring teaching as a career. Students are able to explore the profession without yet committing to it. In addition, they are guided throughout their academic years to be prepared to join the College at the appropriate time.

This program now has several courses specially designed as options for Get FIT students. These include Ed Psych 201, an introduction to the field of education, ITE 360, culture-based teaching and learning, ITE 399, a field experience course, special sections of ICS 101, technology for teachers, and Math 110, mathematics for teachers. In this second year of the program, there are approximately 175 students who are members; these students range from freshmen to graduate students. Twenty five of them are in a residential learning community in Frear Hall, over 70 students are participating in the new pre-education curriculum that is being offered, and the remainder of the members is in the process of studying for Praxis, getting special advising, and using the MP resources and lounge.

Mānoa Partnerships also works with the Teacher Cadet program in the DOE. For example, students from high schools are hosted at Mānoa and are introduced to Get FIT and the options they might have as they plan their future in higher education. MP also received a \$70,000 grant from Kamehameha Schools to help expand Get FIT to the neighbor islands, and will use some of these monies to create Teacher Cadet programs in high schools on Moloka‘i, Maui and Kaua‘i, extending the reach to less served populations of high school students. This grant will also

support the development of a certificate in culture-based teaching and learning. The first course in this 15-credit certificate is being taught this Fall 2009. The focus is multicultural education with special attention to the host culture and a variety of experiential learning activities. The remainder of the courses will be developed over the next few semesters. One of the most exciting new plans for Get FIT is the development of a residential college on campus. We are planning on opening a COE residential college in the fall of 2010. This will be the first residential college at UH Mānoa. This “college” will be open to all students interested in exploring teaching as a career, engaging the process of applying to the COE, enhancing their knowledge about the practice of teaching, and excelling in their quest to become teachers. This residential college will become a sustainable environment, with everyone involved in service learning, faculty advisors as mentors, COE graduate students on staff, monthly dinners with community educators, classes held in the residence hall, and a host of other activities involving the COE faculty which should make this a dynamic living-learning community.

### **Other Partnerships**

All partnerships with public and private schools, UH campuses and departments, and external agencies, including Mānoa Partnerships fall within the normal purview of the College of Education in carrying out its mission and are now supported exclusively by COE resources.

### **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 projected budget cuts at the University of Hawai‘i are negatively impacting 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 and the College has withdrawn from membership in both NNER and IEI.

### **RECOMMENDATION**

Given the recent history, the institutionalization of HIEP purposes within the College of Education, and current and projected financial constraints on former HIEP partners, we respectfully request that the Hawai‘i State Legislature sunset the Center on Teacher Education legislation.