

Report to the 2005 Legislature on
The Hawai'i Institute for Educational Partnerships
formerly The Center for Teacher Education

2004

Prepared by

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This report is submitted in compliance with Hawai'i Revised Statutes, Section 304-20.5, Center for Teacher Education; university-school partnerships.

The College of Education at the University of Hawai'i at Mānoa and the Hawai'i State Department of Education established the Hawai'i Institute for Educational Partnerships (HIEP) on July 1, 1998. The Hawai'i State Legislature in the Omnibus Education Act of 1994 (H.B.2, No. 3657, H.D.2, S.D. 1, C.D. 1, p. 41) requested that the University of Hawai'i establish a "Center for Teacher Education." The Institute fulfills this request. HIEP incorporates its predecessor, the Hawai'i School University Partnership (HSUP), which existed from 1986 to 1998. In 1986, the HSUP was accepted as one of 16 founding member sites in the National Network for Educational Renewal (NNER), headed by John I. Goodlad and his associates at the Institute for Educational Inquiry in Seattle. The NNER includes school/university partnerships working collaboratively as equal partners in addressing educational problems. These partnerships operate on the premise that significant change will not take place unless teacher education programs and schools change together.

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 Hawai'i 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 Hawai'i to address issues of diversity and community engagement, and public policy. The Hawai'i 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), reports from 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 170 grants worth approximately \$22 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.

The progress and productivity of HIEP is good, but challenges remain. Among our challenges are:

- 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 amount of compensation are at best tokens of appreciation for the considerable work of the cooperating teachers.

Patricia Hamamoto, Superintendent
Department of Education

Date

Randy Hitz, Dean
College of Education
University of Hawai‘i at Mānoa

Date

Judith R. Hughes, Dean
College of Arts and Humanities
University of Hawai‘i at Mānoa

Date

NNER Setting Annual Report
2003-2004

Setting: Hawai'i Institute for Educational Partnerships (HIEP)

Setting Contact: Dr. Alice J. Kawakami

Setting Tripartite Representatives:

Dr. Alice J. Kawakami, University of Hawai'i at Mānoa, College of Education
Dr. Judith Hughes, Dean, University of Hawai'i at Mānoa, College of Arts and Sciences
Dr. Gail Awakuni, Principal, Campbell High School, Department of Education

Setting highlights on progress toward:

Promoting and conducting comprehensive research related to the Agenda for Education in Democracy

A number of COE faculty are engaged in research on issues of equity and access to quality education. Among those projects, two that are in process 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 – Has been conducting research on issues of equity in Hawaiian Language Immersion Schools in the state of Hawai'i
2. Dr. Stephen Marble – Initiating Simultaneous Renewal/Leadership Initiative – conducting on-going research on school partnerships

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 2003-04 academic year are:

1. Daeufer Lecture – Dr. Van Dempsey, University of West Virginia
2. Editorial Series, "Educator's Voice", on education in the State of Hawai'i

Collaboration with other organizations

1. Developing Networks of Responsibility: A Kellogg grant that was implemented with Campbell Complex and led by Dr. Stephen Marble.
2. Collaborations with NNER:
 - a. Participation in Annual NNER Meeting 2003:
 - i. Dean Randy Hitz, Dr. Stephen Marble, Dean Judith Hughes, Dr. Margaret Maaka
 - b. Dr. Margaret Maaka – Equity Committee
 - c. Dr. Stephen Marble – PD credits/500 level courses with DOE and other staff from other colleges at UH Manoa
 - d. Dr. Stephen Marble – Portfolio Assessment collaboration with DOE
 - e. Dr. Stephen Marble collaboration with Natural Science Department to redesign 2 Natural Science courses

The NNER statement on equity

What actions were taken regarding the NNER statement on equity during 2003-2004 school year?

During the 2003-2004 school year, UHM COE completed the first cohort of Kahoiwai, an elementary education cohort that was designed to train teachers for communities with high percentages of native Hawaiian children. While a small part of the school-aged native Hawaiian population attends private schools, the vast majority of them attend public schools in the Department of Education, Hawaiian Language Immersion schools, and public Charter Schools. Field experience and course content and pedagogy was aimed at culturally relevant techniques in partner schools that serve this population.

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

-Reflection on gaps in these areas and challenges facing the setting in addressing them.

-Within the past 3 years, the COE has experienced significant infrastructure and organizational change. During that period, the immediate focus was on implementing the organizational changes thus the setting experienced a discontinuity in leadership of the HIEP. Although a number of collaborative projects are being implemented, a systemic effort to recognize and disseminate pertinent information about these activities has not been realized. The current challenge is to recognize and focus on the work that has been on-going in support of the NNER agenda and to articulate those initiatives as projects that embody the 4-part mission, as well as to simultaneously support the clarification of partnership goals and the initiation of new collaborations.

-General reflections on work related to the four part mission.

-Research is being conducted on issues related to the 4-part mission. Many of these projects are the result of the “culture” of the institutions and not specifically traceable to a specific NNER activity or agenda discussion as the catalyst for the work.

-The Influencing Policy mission in Hawai'i is interesting because of the state-wide public school district. The deans of the COE and Arts and Humanities work in concert with the DOE superintendent in a number of critical policy arenas. Because policies are created at the administrative levels, this is an area of activity that has been well defined and led by Dean Hitz.

-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.

-Equity issues are a routine part of the work conducted in education with Hawai'i's multicultural population and the Felix Consent Decree (special needs and exceptionalities). 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.

-Highlights of initiatives, changes, and updates within the setting, names and contact information for those working on initiatives.

HIEP will be focusing on efforts to develop and clarify the functions of the UHM COE Institute for Teacher Education. It will also recognize and nurture established partnerships among the UHM College of Arts and Sciences, the Hawai'i Department of Education as well as private K-12 education. Contact Alice Kawakami - alicek@hawaii.edu.

Teacher Education Committees 2003-2004

We have 13 Teacher Education Committees (TECs).

The following are selected accomplishments for the TECs (please see Dr. Michael Omizo, Associate Dean for Academic Affairs, for complete TEC reports):

1. **Teacher Education Committee for Arts Education:** Numerous B.Ed. cohorts and M.E.T. cohorts in elementary education have participated in a series of workshops on integrating drama across the curriculum in the COE partnership with Honolulu Theater for Youth (HTY). This partnership relies on the grant funds that HTY generates for this purpose and the generosity of their staff who volunteer a great deal of time to the College's teacher preparation programs. Recently, HTY was awarded with an NEA grant for their work with the College of Education, much to everyone's benefit.
2. **Teacher Education Committee for Elementary Education:** Committee planned an Institute for Teacher Education Meeting for Fall 2004 which was held on September 18, 2004.
3. **Teacher Education Committee for Health Education:** Committee met within the context of the Comprehensive School Health Education Committee which enlisted representation from the University of Hawai'i, Department of Health, Department of Education, The John A. Burns School of Medicine, Pacific Resources Education and Learning (PREL), American Cancer Society as well as other community health organizations. These meetings addressed the professional development concerns and needs of the DOE and private schools concerning health education standards implementation. The following topics were addressed: 2003 Fall Conference, 2004 Spring Workshops, 2004 Summer Institutes, 2004-2005 coordinated School Health Program Complexes, 2004 Fall Conferences, 2007 American School Health Association Conference in Hawai'i, and University of Hawai'i at Mānoa pre-service teacher preparation.
4. **Teacher Education Committee for Mathematics Education:** The committee "highly recommends" two newly developed mathematics courses (Math 111 and Math 112) for students in the transition stage, and then to be "required" for all elementary education majors.
5. **Teacher Education Committee for Multicultural Education:** The committee held a workshop for faculty who teach classes with diversity content. The goal was to share syllabi and ideas. Small groups discussed the degree to which multicultural competencies are tied to their classes. They also made recommendations for how those five competencies might be expanded to include other important aspects of diversity studies.

6. **Teacher Education Committee for Social Studies:** The committee concentrated their efforts on the Department of Education Graduation Task Force proposed to reduce the social studies credits required for graduation from four to three. The committee took on an advocacy role to bring focus to the value of social studies education and opposition to the proposed credit reduction.
7. **Teacher Education Committee for Technology:** The Technology Intensive Enhancement Series (TIES) Sabbatical Program, is a program offered through the LEI Aloha Project, a federally-funded endeavor in the ETEC Department. TIES consists of a series of educational technology courses that are designed to develop technology proficient teachers who will be good role models for their students.

*Note: There are no Teacher Education Committee minutes for Early Childhood, Language Arts, and English as a Second Language for 2003-2004.

Report on Fiscal Year 2003-2004 Grants and Contracts
for the College of Education, UH Manoa

Summary of Awards/Earnings:

Between July 1 2003 and June 30 2004 the College of Education was awarded \$22,663,238 in contracts and grants (including both internal and external awards) according to internal college records. A portion of that money was not spent during the fiscal year, due to time delays between the award and the expenditures, inability to attract students for scholarships, and project delays. We actually expended \$19,245,438 according to UH accounting, for that period. We earned \$1,295,873 in overhead in 2003-4 for UH according to UH accounting. The portion returned to the College as RTRF in 2003-4 was \$691,133, or 53.33% (the President kept 20%, and the Chancellor returned 2/3 of the remaining 80%). The President and Chancellor use the funds they retain to support the infrastructure of the University (libraries, offices, etc.) that makes funded research and training possible.

In 2002-3 we earned \$1,194,194 in indirects, .563272 of which was returned to the College (\$672,656). This was based on awards totaling \$22,663,238, carrying proposed indirects totaling \$1,470,169 for the 2002-3 fiscal year.

Four months into this 2004-5 fiscal year, the College had already been awarded \$14,796,619 in contracts and grants and \$1,157,196 in indirects for the year 2004-5, and \$2,348,145 in awards and \$229,373 in indirects for the year 2005-6. The total of awards so far this year are \$17,144,764, with indirects in the amount of \$1,386,569. The remaining 8 months in this year are likely to be fruitful, as we have 103 grant proposals still pending. Many of these awards listed as "pending" are actually years 2 through 5 of projects approved for a 5-year period, which technically remain "pending" until each year's supplementary award is actually made. The multi-year value of awards won this year is much higher than the award levels reported here.

A total of 156 awards were made in 2003-4 to College faculty. The average value of grants and contracts awarded in 2003-4 was \$160,139. The Curriculum Research and Development Group tends to go for fewer and larger grants than academic units, and the Center for Disability Studies tends to go for more grants of relatively smaller value on average.

Sources of Funding:

The primary sources of funding are listed in Figure 4. The US Department of Education and Hawaii Department of Education together provided 69% of the funding for 2003-4. Most, if not all, of the funding that comes to the College from the Hawaii Department of Education originates from the US Department of Education.

Trend over Time:

The awarded amount for fiscal year 2003-4 reflected an increase of \$41,988 (0.185%) over the previous year, reflecting fairly stable performance in the grants and contracts arena for the college as a whole.

We can track the trends further back using “expended” rather than “awarded” amounts. The expended amount for 2003-4 reflected a decrease of \$63,832 (0.33%) over the previous year. The amounts expended by year according to UH accounting are as follows:

FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04
\$12,052,677	\$20,686,085	\$19,309,270	\$19,245,438

A significant increase was observed in 2001-02. The numbers have been fairly stable since that time. Expenditures reflect when charges are billed to the funding agency, which often occurs a month or more later than when the charges are actually made. For this reason, a dip in awards in one year might cause a dip in expenditures for awards the following year.

Indirect Rate:

Indirect earnings are sharply up for the College for the past two years, reaching a current year high of \$684,884. The average indirect rate charged by the College to funders in 2003-4 was 6.73% on expended funds when weighted by dollar spent. That rate for 2002-3 was 5.47%. This reflects that some of our awards carry zero indirects (Education Laboratory School, certain subcontracts, etc.), and that many of our awards from the USDOE carry indirect caps of 8%. It also reflects that most of our grants are training, rather than research. Training grants carry lower indirect rates than research grants. The average indirect rate on awarded (as contrasted to “expended”) funds in 2003-4 was a smaller 6.85% which reflects that internal awards like the UH Foundation and the Research Council which are included in “awarded” but not “expended” tallies often carry zero indirects.

Effects of Efforts to Increase Indirect Rates:

We instituted a policy at the beginning of 2003-4 that we strictly follow University policy on charging the official UH indirect rates as appropriate. We had been discounting rates, hoping that lower costs would make our proposals more appealing to funders. The concern at the time was that raising the indirect rates to official levels might reduce our award levels. Apparently this was not the case. The total awarded amount for 2003-4 reflected an increase of \$41,988 (0.185%) over the previous year, and indirect awards increased by \$86,046 (5.85%) from FY 2002-3 to FY 2003-4 according to internal College records. While the expended amount for 2003-4 reflected a decrease of \$63,832 over the previous year, the indirect earnings (by UH accounting) increased \$101,678 over that period (8.5%). This increase in indirect rates is continuing in the current year. The average indirect rate on awards so far for 2005-6 awards is 9.77%. The figure so far for 2004-05 is 7.82%, up from 6.85% in 2003-04 and 6.49% in 2002-2003.